

2003

2003-04 Bulletin of Information - Undergraduate

Seattle University

Follow this and additional works at: <http://scholarworks.seattleu.edu/bulletinofinformation>

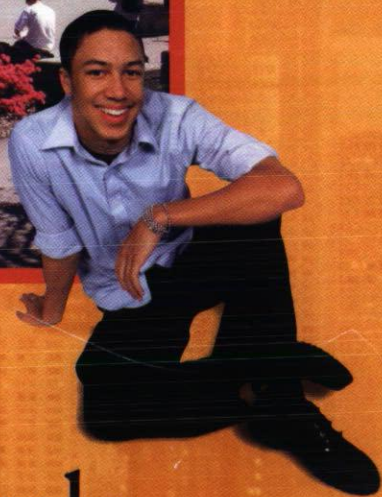
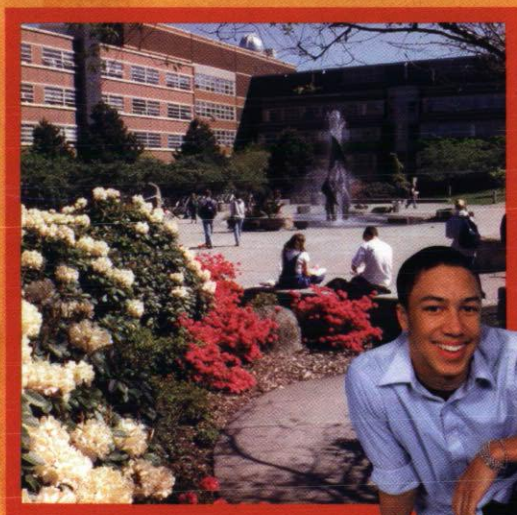
Recommended Citation

Seattle University, "2003-04 Bulletin of Information - Undergraduate" (2003). *Bulletin of Information*. 171.
<http://scholarworks.seattleu.edu/bulletinofinformation/171>

This Bulletin is brought to you for free and open access by ScholarWorks @ SeattleU. It has been accepted for inclusion in Bulletin of Information by an authorized administrator of ScholarWorks @ SeattleU.

UNDERGRADUATE
BULLETIN OF
INFORMATION

for 2003-2004 enrollment



Seattle
University

SEATTLE UNIVERSITY
**Undergraduate
Bulletin of Information
2003-04**

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

As a general rule, students follow the academic programs contained in the Bulletin of Information in effect at the time of their matriculation. However, students who withdraw from the university for four consecutive quarters or more are subjected to the requirements for their school and major and for university core curriculum in effect at the time that they are readmitted.

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual or political orientation, or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, and employment related policies and activities.

All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character.

Inquiries relating to these policies may be referred to the University's Associate Vice President for Human Resources and Affirmative Action Officer. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character.

Inquiries relating to these policies may be referred to the University's Associate Vice President for Human Resources and Affirmative Action Officer.

Information concerning graduate programs may be obtained in the *Graduate Bulletin of Information*.

For more information:

Admissions Office
(206) 296-2000

Toll-free
(800) 426-7123

Student Financial Services
(206) 296-2000

Residence Life and Housing
(206) 296-6305

General Information
(206) 296-6000

www.seattleu.edu
admissions@seattleu.edu

Mail
Admissions Office
900 Broadway
Seattle, WA 98122-4340

Fourth-class postage paid
at Seattle, Washington

POSTMASTER:
Send address changes to:

Bulletin of Information
Admissions Office
Seattle University
900 Broadway
Seattle, WA 98122-4340



Table of Contents

2003-2004 Academic Year Calendar	4
General Information	7
Undergraduate Admission	21
Financial Aid	27
Tuition and Fees	39
Academic Policies	44
The Core Curriculum	70
College of Arts and Sciences	79
Addiction Studies	81
Asian Studies Program	82
Communication	85
Criminal Justice	96
Cultural Anthropology	108
Ecological Studies	111
Economics	116
English	117
Fine Arts	131
Foreign Languages	(see Modern Languages page 191)
History	152
Honors Program	161
Interdisciplinary Studies-Social Science	164
International Studies	165
Law Scholars Program	172
Liberal Studies Program	174
Medieval Studies Minor	177
Military Science (Army ROTC)	180
Aerospace Studies (Air Force ROTC)	185
Naval Science (Navy ROTC)	188
Modern Languages	191
Nonprofit Leadership Minor	202
Philosophy	205
Political Science	214
Pre-Graduate Advising	223
Prelaw	224
Premajor Studies Program	225
Psychology	226
Public Affairs	237
Social Work	242
Sociology	247
Theology and Religious Studies	255
Women's Studies Minor	265

Albers School of Business and Economics	268
Accounting	274
Business Economics	276
E-Commerce and Information Systems	278
Economics	280
Finance	282
Individualized Major in Business Administration	284
International Business	286
Management	288
Marketing	290
Minors	292
Double Concentration	294
Business and Economics Courses	296
School of Education	310
Matteo Ricci College	314
School of Nursing	324
School of Science and Engineering	332
Biology	335
Chemistry	342
Civil and Environmental Engineering	354
Computer Science/Software Engineering	363
Diagnostic Ultrasound	375
Electrical and Computer Engineering	379
General Science	389
Mathematics	397
Mechanical Engineering	408
Physics	416
Premedical and Pre dental	423
Special Academic Programs	424
Culture and Language Bridge Program	424
The Institute on Character Development	427
Executive Leadership Program	428
International Development Internship Program	430
Graduate Programs	431
University Governance	433
Faculty	438
Index of Topics	473
Index of Discipline Codes	477
Campus Map	479

Summer Quarter 2003

Jun 2-30	Registration Resumes: Summer 2003
Jun 23 (Mon)	Classes Begin: First 4-Week; 7-Week and 8-Week terms
Jun 30 (Mon)	Last Day to Register, Add/Drop or Change Grading Options: First 4-Week; 7-Week and 8-Week Terms
Jul 1 (Tue)	Registration Continues: Second 4-Week and Interession Terms
Jul 1 (Tue)	Registration Resumes: Fall 2003
Jul 4 (Fri)	Independence Day: No Classes
Jul 7 (Mon)	Last Day to Withdraw: First 4-Week Term
Jul 19 (Sat)	Last Class Day: First 4-Week Term
Jul 21 (Mon)	Classes Begin: Second 4-Week Term Last Day to Withdraw: 7-Week Term
Jul 28 (Mon)	Last Day to Register, Add/Drop or Change Grading Options: Second 4-Week Term Last Day to Withdraw: 8-Week Term
Aug 1 (Fri)	Last Day to Remove N Grade: Summer 2002
Aug 4 (Mon)	Last Day to Withdraw: Second 4-Week Term
Aug 9 (Sat)	Last Class Day: 7-Week Term
Aug 16 (Sat)	Last Class Day: 8-Week and Second 4-Week Terms
Aug 20 (Wed)	Grades Due: 10:00 am

Interession 2003

Aug 18 (Mon)	Classes Begin
Aug 25 (Mon)	Last Day to Register, Add/Drop or Change Grading Options
Sep 1 (Mon)	Labor Day: No Classes
Sep 2 (Tue)	Last Day to Withdraw
Sep 15 (Mon)	Last Class Day
Sep 22 (Mon)	Grades Due: 10:00 am

Fall Quarter 2003

Sep 17 (Wed)	University Convocation: Faculty and Staff
Sep 19-23 (Fri-Tue)	Fall Orientation: All New Freshmen are required to attend Classes Begin
Sep 24 (Wed)	Last Day to Register, Add/Drop or Change Grading Options
Oct 1 (Wed)	Last Day to Apply for Graduation: Winter 2004 Last Day to Apply for Graduation: Spring 2004
Nov 3 (Mon)	Last Day to Withdraw
Nov 8 (Fri)	Parent's Weekend
Nov 7-9 (Fri-Sun)	Advising: Winter 2004
Nov 10, 12-14 (Mon, Wed-Fri)	Veteran's Day: No Classes
Nov 11 (Tue)	Advance Registration Begins: Winter 2004
Nov 17 (Mon)	Last Day to Remove I Grade: Spring and Summer 2003 Last Day to Remove N Grade: Fall 2002
Nov 26-29 (Wed-Sat)	Thanksgiving Recess: No Classes
Dec 6 (Sat)	Last Class Day
Dec 9-13 (Tue-Sat)	Final Examinations
Dec 14-Jan 4	Christmas Break
Dec 17 (Wed)	Grades Due: 10:00 am

Winter Quarter 2004

Jan 5 (Mon)	Classes Begin Open House: New Freshmen and New Transfer Students
Jan 12 (Mon)	Last Day to Register, Add/Drop or Change Grading Options
Jan 19 (Mon)	Martin Luther King's Birthday: No Classes (Saturday, Jan 17 classes will meet as scheduled)
Feb 2 (Mon)	Last Day to Apply for Graduation: Fall and Summer 2004
Feb 13 (Fri)	Friday (day) classes cancelled: all Monday classes that start before 4:30pm meet on this day (during Monday's scheduled time) Friday classes that meet after 4:30pm will meet as scheduled Saturday classes will meet as scheduled
Feb 16 (Mon)	Last Day to Withdraw President's Day: No classes, - for all classes that meet before 4:30pm All Monday classes that meet after 4:30pm will meet as scheduled
Feb 17-20 (Tue-Fri)	Advising: Spring 2004
Feb 23 (Mon)	Advance Registration Begins: Spring 2004
Mar 1 (Mon)	Last Day to Remove I Grade: Fall 2003 Last Day to Remove N Grade: Winter 2003
Mar 15 (Mon)	Last Class Day
Mar 16-20 (Tue-Sat)	Final Examinations
Mar 21-28	Spring Break
Mar 24 (Wed)	Grades due: 10:00 am

Spring Quarter 2004

Mar 29 (Mon)	Classes Begin Open House: New Freshmen and New Transfer Students
Apr 5 (Mon)	Last Day to Register, Add/Drop or Change Grading Options
Apr 9 (Fri)	Good Friday: No Classes
Apr 10 (Sat)	Easter Saturday: No Classes
Apr 27 (Tue)	University Mission Day: No Classes (Evening classes will meet as scheduled)
May 3 (Mon)	Last Day to Remove I Grade: Winter 2004 Last Day to Remove N Grade: Spring 2003
May 7 (Fri)	Last Day to Withdraw
May 17-19 (Mon-Wed)	Advising: Summer and Fall 2004
May 19-24 (Wed-Mon)	Advance Registration: Summer 2004
May 25-Jun 6 (Tue-Sun)	Advance Registration: Fall 2004
May 31 (Mon)	Memorial Day: No Classes (Saturday, May 29 classes will meet as scheduled)
Jun 7 (Mon)	Last Class Day Registration Resumes: Summer 2004
Jun 8-12 (Tue-Sat)	Final Examinations
Jun 12 (Sat)	Baccalaureate
Jun 13 (Sun)	Commencement
Jun 16 (Wed)	Grades Due: 10:00 am

Mission

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Vision

We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Values

- Care - We put the good of students first.
- Academic Excellence - We value excellence in learning with great teachers who are active scholars.
- Diversity - We celebrate educational excellence achieved through diversity of students, faculty and staff.
- Faith - We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- Justice - We foster a concern for justice and the competence to promote it.
- Leadership - We seek to develop responsible leaders committed to the common good.

Purpose and Scope

Seattle University's purpose is to foster the discussion, 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. Providing thorough, intelligent training in theory and principles, Seattle University prepares students for professional careers and a lifetime of service.

Well into its second century of educational service, Seattle University is dedicated to its historical mission of:

- teaching and learning
- education for values
- preparation for service
- growth of persons

As a comprehensive institution of higher learning, Seattle University brings this four-fold mission to bear on all its activities and programs, its relations with its students, its own community of educators, and with the various publics it serves.

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

History

Founded in 1891, Seattle University has offered a value-based education in the Jesuit tradition for more than a century. The university's development into one of the Northwest's leading centers of higher education is closely woven with the history of Seattle and the Puget Sound area. It is a story of relentless effort to serve the educational needs of a growing metropolitan community and its surrounding region.

Seattle University had a humble beginning. In 1890, Father Aegidius Junger, bishop of what was then called the Nisqually Diocese, concerned over the lack of educational opportunity for Catholic youth in the Seattle area, sent repeated requests to the Jesuits of the Rocky Mountain Mission territory to establish both a parish and a school in the young city. In response to the intrepid bishop's appeals, Fathers Victor Garrand and Adrian Sweere arrived from the Yakima station in the spring of 1891.

The two Jesuits immediately leased St. Francis Hall, a building that had been constructed at 6th and Spring in downtown Seattle the previous year by Father Francis X. Prefontaine, the area's first resident priest. Rededicating the building as the Parish and School of the Immaculate Conception, aided by two Holy Names sisters serving as full-time teachers, the good fathers began their modest educational effort.

With the advice and assistance of Father Prefontaine, the mission procurator purchased property that ultimately became the present campus. In 1893, the cornerstone of the first building was laid and the new parish and school was opened for classes in September 1894.

In 1898 articles of incorporation were filed changing the parish school for boys into Seattle College. In the face of the still prevailing frontier mentality that saw little need for higher education other than in the professions, a college department in humanities

was instituted in 1900. The first three graduates were awarded bachelor of arts degrees in 1909.

A temporary casualty of World War I, college classes at Seattle College were suspended from 1918 to 1922. In 1919, the successful high school department moved to a new seven-acre campus on Interlaken Boulevard, a gift of Thomas C. McHugh. On its reinstatement, following the war, the college department was also housed at the new campus. Three baccalaureate degrees were granted in 1925.

In 1931, with an enrollment of fewer than 50 students, Seattle College returned to a partially renovated building at the present Broadway and Madison campus. Within two years, women were enrolled in credit courses, and in 1936, the first women received their degrees. Just prior to that, 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 in 1941.

Returning World War II veterans in 1945 discovered the newly established School of Commerce and Finance, Seattle College's fifth major academic unit. By 1948, the enrollment in all programs neared 3,000 students. That year an amendment to the articles of incorporation officially changed the institution's name to Seattle University.

Rapid expansion of both the physical boundaries and educational facilities of Seattle University marked the decades of the 1950s and 1960s. With just three permanent buildings and three war surplus structures in 1950, the university added or converted 12 major buildings over the next 20 years. Most of the development occurred under the direction of Father A.A. Lemieux, president of the university from 1948 to 1965.

The curriculum then expanded with new programs including the School of Science and Engineering (1972), the doctorate in educational leadership (1976), and Matteo Ricci College (1977).

The 1980s brought master-level programs in software engineering and psychology, along with a baccalaureate degree in computer science and programs in communication studies and international business.

New academic programs introduced since 1990 include a master in teaching degree, master's degree programs in student development and teaching English to speakers of other languages, in adult education and training, bachelor's degrees in international studies and biochemistry, and the region's only bachelor's degree in civil engineering with an environmental track. The Albers School of Business and Economics initiated master's programs in finance, and international business. The School of Nursing instituted a master of science in nursing in 1992, and the School of Law joined the professional schools in fall 1994.

The 1995-96 academic year brought an English/Creative Writing major and minor, a new multidisciplinary bachelor of arts degree in ecological studies, as well as an executive master's degree in not-for-profit leadership, the first of its kind in the United States.

Created in July 1996, the School of Theology and Ministry diversifies the graduate theology program that began in 1985. This school houses institutes for both Catholic and ecumenical theological studies.

Recent additions include an accredited bachelor of social work, an Asian studies major, a minor in non-profit leadership and a bachelor in humanities in teaching.

Organization

As an independent, coeducational institution, Seattle University is incorporated under the laws of the state of Washington and operated by its own board of trustees. The university, administered under the auspices of the Society of Jesus, is one of 28 Jesuit institutions of higher education in the United States. Seattle University derives its tradition and objectives from the academic experience and educational ideals of the Society of Jesus and the Christian tradition.

The university is composed of eight major academic units:

College of Arts and Sciences

The college is comprised of 12 undergraduate departments: Communication/Journalism; Ecological Studies; English/Creative Writing; Fine Arts; Modern Languages; History; Military Science; Philosophy; Political Science; Psychology; Public Affairs; Society, Justice and Culture; and Theology and Religious Studies. Program divisions include: Asian studies, honors, international studies, law scholars, liberal studies, prelaw, and premajor studies. The college also offers master's programs in psychology and public administration, and houses the Center for Nonprofit and Social Enterprise Management offering an undergraduate minor and a graduate degree in not-for-profit leadership.

Albers School of Business and Economics

The school offers undergraduate degrees in accounting, e-commerce, economics, finance, international business, management and marketing, and an individualized major in business administration. Post-baccalaureate and post-graduate certificates are offered by the graduate division in addition to master's degrees in accounting, business administration, electronic commerce and information systems, international business, and finance.

School of Education

The graduate degrees offered by the School of Education qualify students for teaching certificates, principal's certificates and counseling certificates issued by the Office of the Superintendent of Public Instruction. The master in teaching program offers teacher preparation in conjunction with a graduate degree.

School of Law

In 1994 Seattle University became the 14th Jesuit university to include a law school. Formerly the University of Puget Sound School of Law, the 21-year-old school has a fine reputation for excellence in teaching law. It is the largest law school in the Northwest and has the most diverse student body. The School of Law offers a juris doctor degree.

Matteo Ricci College

This is the three-year university phase of a program that integrates high school and university level studies, enabling students to complete their high school education and a university bachelor degree in six or seven years, rather than eight.

School of Nursing

A baccalaureate degree in professional nursing is offered, which qualifies students for registration through state licensure. A master of science in nursing offers advanced practice options.

School of Science and Engineering

The school includes the biology, chemistry, computer science/software engineering, diagnostic ultrasound, general science, mathematics, and physics departments, as well as civil and environmental engineering, electrical engineering, electrical/computer engineering, and mechanical engineering. A master's program in software engineering is also offered.

School of Theology and Ministry

Seattle University established the School of Theology and Ministry (STM) in 1996. STM consists of two institutes: The Institute for Catholic Theological Studies (ICTS) and the Institute for Ecumenical Theological Studies (IETS). The school offers graduate degrees in pastoral ministry, spirituality, and divinity. The Catholic Institute helps to shape a collaborative effort with the Archdiocese of Seattle and other Catholic bodies while the Ecumenical Institute works closely with ten denominations and two associations. The two institutes help to ensure an ongoing dialogue with sponsoring churches about theological, ministry, and formation concerns; scholarship support for students; and ministry training in the Pacific Northwest.

Summer School and Intersession

Undergraduate students may enroll in a variety of summer school courses offered in intensive formats, in seven- and eight-week terms, and during intersession, which begins after the conclusion of regular summer offerings.

Accreditation and Membership

Seattle University is accredited by, and is a member of, the following academic and professional bodies.

Accreditations:

AACSB International – The Association to Advance Collegiate Schools of Business
Accreditation Board for Engineering and Technology
American Bar Association
American Chemical Society
Association of Theological Schools
Commission on Accreditation of Allied Health Education Programs
Commission on Collegiate Nursing Education
Council on Social Work Education
National Council for Accreditation of Teacher Education
Northwest Association of Schools and Colleges

Approvals:

American Medical Association
American Society of Clinical Pathologists
National Association of School Psychologists
Washington State Board of Education
Washington State Nursing Care Quality Assurance Commission

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 Independent Liberal Arts Colleges for Teacher Education
Association of Jesuit Colleges and Universities
Council for the Advancement and Support of Education
Institute for International Education
International Federation of Catholic Universities
Jesuit Education in Business Network
NAFSA: Association of International Educators
National Association of College Admission Counselors
National Association of Graduate Admissions Professionals
National Association of Independent Colleges and Universities
National Collegiate Athletic Association
National League for Nursing
The College Board
Washington Association of Independent Colleges and Universities
Washington Council on High School-College Relations

Campus

With the natural splendor of Puget Sound providing a breathtaking backdrop, Seattle University offers all the educational advantages of a metropolitan-area college. The 46-acre campus on historic First Hill is nestled on the edge of downtown Seattle.

The campus is growing to serve the needs of approximately 6,000 students and 400 faculty members. The Centennial Fountain, designed by George Tsutakawa, and located in the quadrangle at the center of campus, provides a favorite open-air meeting place for the campus community. In the Thomas J. Bannan Center for Science and Engineering, teaching and research laboratories feature state-of-the-art equipment for undergraduates. The Bessie Burton Sullivan Skilled Nursing Residence is an integral part of the service orientation of the campus, allowing nursing students to develop skill in the care of older persons.

Admissions, Student Financial Services, the Registrar, Controller, Human Resources, Public Safety, and the Book Store are under one roof in the University Services Building.

The Connolly Center serves as the major sports facility for intercollegiate athletics, intramurals, and recreation activities. Indoor facilities include two full-sized gymnasiums for sports such as basketball, volleyball, and badminton; two swimming pools for all water sports; a weight room (Olympic and Cybex circuit) an exercise area; four racquetball courts, one squash court, a spinning-stationary bicycles-room; an astro gymnasium with AstroTurf floor for activities such as tennis, jogging, and soccer; and saunas in the men's and women's locker rooms. Outdoor facilities include four tennis courts and a two-field complex for soccer, flag football, volleyball, softball, and jogging.

The Connolly Center has outdoor camping equipment available for students, faculty and staff who seek to explore the region's many natural resources.

The Pigott Building, housing the Albers School of Business and Economics; Loyola Hall, housing the School of Education; and the Garrand Building, the university's historic first building and home for the School of Nursing, were all remodeled in the mid 1990's.

In 1997 Seattle University dedicated its first free-standing chapel to St. Ignatius of Loyola. The architecture catches the sense of Ignatian inspiration as "light from above" that is both illuminating toward truth and empowering toward service. A large reflection pool at the entrance mirrors the colors of the sky by day and the lights of the chapel at night. A fifty-two foot tower encloses two bronze bells named for the Jesuit spiritual director, Bl. Peter Faber and the Northwest missionary sister, St. Francis Xavier Cabrini.

The School of Law moved into its new building, Sullivan Hall, in fall 1999.

The new Student Center, opened in 2002, and Student Center Pavilion are the hub of student activity on campus. The center houses the Associated Students of Seattle University (ASSU), the Student Events and Activities Council, and the Graduate Student Student Council. The center also provides the main food service for campus through the Cherry Street Market and the Hawk's Nest Bistro. Offices located in the Student Center include Campus Ministry, Office of Multicultural Student Affairs, and the Office of Student Development. The Student Center Pavilion includes the Career Development Center, the International Student Center, the Counseling Center, and Commuter Student Services. The majority of the Student Center is meeting rooms, gathering spaces, a hearth/fireplace space, the LeRoux Conference Center, a games room, and informal meeting spaces.

Lemieux Library

A.A. Lemieux Library is the university's library, providing centralized collections and facilities, on- and off-campus access to remote electronic resources, and informational, instructional, and research support to all of SU's academic programs. The library houses a growing collection of 225,000 volumes, 2,200 current periodical and serial subscriptions, more than a half-million microforms, and 4,800 audiovisual materials. The web-based online catalog provides access to all these collections. The library's continually enhanced website also provides on-site and remote online access to more than 75 general and specialized electronic databases, 440 full-text electronic journals, and 2,800 electronic books. Together these extensive resources make available citations, abstracts, and full-text articles in a wide variety of academic fields.

Facilities include seating for approximately 700 in a variety of settings – private study carrels, open study tables, small-group seminar rooms, and comfortable upholstered furniture — a 24-hour Reading Room on the first floor, and a low-vision, ADA-compliant workstation. Scattered among these varied study sites are 21 computers with access to the library catalog and online information, 48 hard-wired network connections, and a wireless network accessible from all public areas. Together these capabilities allow students to plug a portable computer into the wired network or to tap the wireless network for a variety of computer-based activities.

An experienced and friendly Reference Department staff, including four full-time librarians, provides group or individual instruction in locating and using information

resources and routinely assists students with special research projects on a one-to-one basis.

From the novice to the experienced library user, from first-year to graduate students, from the humanities to the sciences to the professional schools, every student can benefit from Lemieux Library's helpful staff, growing collections, varied facilities, and supportive services.

Teaching and Service

Teaching is the first priority of Seattle University and its faculty has distinguished itself through its commitment to teaching excellence. Courses are taught by highly qualified faculty rather than by graduate students. Most full-time faculty have earned doctoral degrees and are active scholars, contributing to the advancement of their fields. Many have achieved national and international recognition, but teaching remains their primary commitment.

A Seattle University education can be put to work through internships as degree completion nears. The university's graduates are well-received by corporate, institutional, and public-sector employers.

Students from all majors are encouraged to expand their understanding of other countries and cultures by studying, working, or doing community service outside U.S. borders. University academic programs are available annually in Nantes, France; Graz, Austria; Frankfurt/Oder, Germany; Puebla, Mexico; Tokyo, Japan; and Taejeon, Korea. Voluntary service opportunities are organized in India, in addition to dozens of local and regional projects. The International Development Internship program arranges quarter-long volunteer opportunities for service and leadership in developing nations.

Academic Advising and Support Services for Academic Success

"The central element in advising excellence," as stated in Seattle University's Faculty Handbook, "is genuine and sustained concern for students as persons and belief in their capacity for self-directed growth." Faculty and staff members who advise or provide related services in support of academic success and retention recognize the vital role advisement plays in a student's college experience. Academic advising is offered through the various schools and colleges within the university by faculty, professional and peer advisers, and is supported by the following programs and services:

The **Center for Student Success** is recognized campus-wide as a "first-stop" for students who need (often immediate) support and guidance, but who are uncertain where to begin. The center works actively with university faculty, academic advisers, and specialized support services, to ensure that students are succeeding academically and adjusting to college life generally. The center's programming includes general advising guidance, mid-quarter intervention advising, probationary advising, and planning for academic improvement.

Coordinated Advising, a program operating out of the Center for Student Success, serves as the organizational center for the development and promotion of high quality campus advising services. Coordinated Advising presents ongoing skill building opportunities for faculty advisers, disseminates up-to-date advising information, and works closely with other programs on campus to further develop and strengthen advising services.

The **Premajor Studies Program**, a division of the College of Arts and Sciences, maintains its academic home within the Center for Student Success. The program provides academic advising and aid in exploring major and career choices for undecided freshmen and sophomores. Special programming, taking place throughout the year, seeks to broaden the student's experience of exploration, discernment, and decision-making.

Student Development

The Student Development Division provides services, activities and programs to support students in their academic efforts and enhance their social, emotional, cultural, physical, spiritual, and intellectual development. The division offers programs to encourage the integration of learning both inside and outside the classroom and to prepare students for leadership and service within their communities.

The office of the vice president for Student Development, located in the Student Center, provides the administrative leadership for the Student Development Division and is a source of information and assistance for students.

Athletics offers a variety of opportunities for sports participation, from the intercollegiate level to the intramural and recreational levels, and for fitness and wellness opportunities available at the Connolly Center and at sites for numerous outdoor adventure activities. The intercollegiate athletics program includes 12 teams in seven different sports (seven women's teams and five men's teams) that compete at the NCAA Div. II level in the Great Northwest Athletic Conference. The athletics program has been successful on the playing field as well as academically. The soccer and swimming programs have been highly successful at the regional and national levels of NAIA competition, and in the summer of 2001, Seattle University was recognized by the NCAA for its outstanding graduation rates for student-athletes. Club and intramural sports offer opportunities for students with a wide variety of interests and abilities while the Leisure Education program sponsors many fitness and wellness classes and programs, including off-campus activities.

The **Career Development Center** (www.seattleu.edu/student/cdc) offers a variety of services to assist students and alumni in making wise career decisions. These services are open to all students and alumni and include:

- Individualized career counseling
- Assistance with selecting an academic major
- Computerized career exploration
- Career testing (Strong Interest Inventory, Myers-Briggs Type Indicator)
- Job search assistance including
 - Job search strategies
 - Resume preparation
 - Interview preparation
 - On-campus interviews with employers
- Career resource library
- Career Expo (a large career fair)
- eRecruiting.com (web-based software that hosts full-time jobs and internship listings)

The **Collegia Program** provides five "home away from home" gathering places for commuter students where they study, socialize, and relax when on campus. Each

Collegium has a unique homelike environment including a kitchen area, computer space, tables for studying, access to a telephone, and office supplies. An honor bar system makes drinks and snacks available. Each Collegium is staffed by a graduate student who provides a welcoming presence and is a resource to students. Commuter students are enrolled in the Collegia on a "first-come, first-served" basis and there is no charge.

Each Collegia space serves a different population of undergraduate or graduate students. Access the Web site at www.seattleu.edu/student/commuters/collegia to find which Collegium serves your major, to see pictures, and to view open hours and enrollment details. For more information contact the Collegia Staff Office at 296-6361.

The **Counseling Center** is committed to helping students meet the challenges of college life by developing healthy personal views and behaviors. Students seek counseling and psychological services for a wide variety of reasons, including depression or anxiety; life crises; identity issues; relationship concerns; difficulty with loss or other life transitions; sexuality choices and concerns; problems related to alcohol or drug use, as well as many other issues of concern. The professional team of licensed social workers, psychologists, and graduate interns, provide time-limited individual counseling, couples and group counseling and referral services for those requiring specialized or longer term care. These services are provided without charge to enrolled students. All clinical services are confidential: no information is released without the student's consent, unless required by law. Additionally, the staff provides consultation, crisis intervention and educational workshops to the campus.

Disabilities Services is a component of the Learning Center which provides academic counseling, support, advocacy, and referrals for students with mobility, sensory, learning, health and psychological disabilities. This resource arranges accommodations, such as testing adaptations, notetakers, books on tape, facilities access, adaptive/auxiliary aids, and interpreters. Written documentation of a student's disability from a qualified professional must be submitted before accommodations can be provided. Copies of the Seattle University Section 504/ADA Policy and Appeal Procedure are available at the Learning Center.

The **International Student Center (ISC)** serves 475 students from approximately 72 countries around the world. The center strives to enable international students to achieve success at Seattle University and to enrich the entire university community through the contribution of their unique cultures and perspectives. The International Student Center also serves as a focal point for activities and programs of a cultural, educational, or social nature, and as a gathering place for students and student organizations.

The **Leadership Programs and Community Service Office** provides opportunities for students to engage in experiences that prepare them to be leaders while in college, in their professions and in their communities. The office provides a variety of leadership programming for students, including workshops to develop leadership skills and opportunities to interact with area leaders.

Community Service and Learning provides opportunities for students to be involved in experiences that prepare them to be leaders within their communities. Students interested in service in the community can access a wide range of agencies, from those working with vulnerable populations to those specializing in environmental concerns. The office also supports the service-learning program, linking academic coursework to the learning laboratory of the surrounding community.

The **Learning Center** provides academic support and study skill enhancement for all Seattle University students. Experienced staff explore specific academic needs with each student. The Learning Center can provide tutors, workshops, learning styles assessment and study skills instruction, as well as individual consultation to help students design strategies to improve time management, reading comprehension, test preparation, test taking, and note taking.

The **Office of Multicultural Student Affairs** is committed to supporting the academic, social, and cultural success of students of color. In doing so, a variety of services, activities, programming, and referrals are provided to complement, enhance, and support instructional learning. Staff are dedicated to the promotion of a campus community that appreciates, encourages and celebrates diversity.

The **New Student Programs Office** sponsors programs each fall and throughout the year to facilitate the social and academic adjustment of new freshmen and transfer students. Major programs include Summer Send-offs, New Student Orientation in the fall, fall quarter freshman groups and New Student Speak Out. Modified orientation is also held for students during winter and spring quarters. New Student Programs also coordinates Parents' Weekend programming and works with the Parents' Council.

The **Student Activities Office** collaborates with students, staff, faculty and off-campus community members to create programs, events, activities, and learning opportunities that are key to the development of a rich and dynamic campus life and culture. Student Activities advises the Associated Students of Seattle University (ASSU), the Student Events and Activities Council (SEAC) and student clubs and organizations. Student Activities also produces events and programs which provide social and educational activities for SU students.

The **Student Health Center** provides health care for enrolled students. A nurse practitioner is available daily during scheduled office hours. Consultation for medical problems is provided at no charge. A small fee is charged for preventative services such as complete physicals and women's annual exams. Prescription medications are available at a minimal cost and laboratory tests are available at a reduced rate. There are small charges for some routine office procedures and most immunizations are provided to students at cost. All services are confidential and no information is released without student permission, unless required by law. Students under the age of 18 must have an authorization for treatment signed by a parent or guardian. The university provides a health insurance plan for students and their dependents at low cost.

On-Campus Housing

Residence Requirement

Seattle University requires full-time freshman and sophomore students under 21 to live in university residence halls unless they are married or living with parents.

Residence Halls and Murphy Apartments

There are three residence hall communities on campus, each with its own personality and traditions, and an apartment complex for single juniors, seniors and graduate students. Bellarmine Hall, centrally located on campus, houses 430 students. Campion Residence Hall is located on the south end of campus and houses 675 students. Xavier Hall is located at the north end of campus and houses 215 students. Apartments house 330 students.

Each residence hall offers quiet study areas, lounges, recreation rooms, kitchens, and a limited number of storage lockers. Residents in Bellarmine and Xavier are also provided with a micro-fridge unit in their rooms. The apartments have a central community/recreation room and a study lounge.

Residence halls offer many opportunities for leadership development in residence hall student government, as resident assistants, service desk assistants, and other social and educational programs

All four complexes are staffed with a professional residence hall director and resident assistants. There is one faculty or staff moderator on each floor of the three residence halls.

For more information about the residence halls and the apartments contact Residence Life and Housing, (206) 296-6305.

Application for Residence Halls

Requests for on-campus student housing are made through the Residence Life and Housing Office. A deposit is required for reservations. See the Costs section of this bulletin for housing cost information. Cancellation of reservations must be received by the director of Residence Life and Housing no later than August 1, or the deposit will be forfeited. Residents who terminate their stay in university residence halls before the end of the academic year and who do not leave the university will be charged as spelled out in the Residence Agreement.

Campus Ministry

The **Campus Ministry** team develops faith community, provides pastoral care, reaches out to serve others, promotes social justice, and celebrates God's presence through worship and fellowship. Campus ministers foster opportunities for personal and spiritual growth through educational offerings, international service experiences, and a variety of retreat programs.

Within the university's mission, Campus Ministry challenges students to integrate both intellectual and spiritual development. Persons of all faith traditions are welcome. We support the diversity and richness of faith traditions reflected in our university community.

The Chapel of Saint Ignatius provides a spiritual home for the university's Catholic faith community, with daily and Sunday liturgies. The newly renovated Campion chapel

provides a large worship space for denominational and ecumenical Christian worship. The Campion interfaith prayer room secures a sacred place for daily personal prayer and group prayer for persons of all faith traditions, especially Muslim, Jewish and Hindi students. The Immaculate Conception Chapel, located on the second floor of the Administration Building offers a place of refuge and prayer, as well as the site of early morning Catholic weekday Mass.

Campus Ministry maintains information about local churches welcoming of the college-aged populations for referral.

The retreat programs are designed to provide progressive opportunities for self reflection and discernment during your college years. NEW STUDENT RETREAT is an overnight experience to assist first year students in their adjustment to college life. SEARCH is a weekend retreat in the Christian tradition, which explores relationships with self, God, and others. AGAPE is a peer-led retreat in the Catholic tradition, for juniors and seniors, which takes a deeper look at faith commitment. SENIOR RETREAT helps graduating students reflect upon their SU experience, and look forward to their life after college. The SPIRITUAL EXERCISES OF ST. IGNATIUS OF LOYOLA provide three and five day silent retreat formats for experiencing Ignatian spirituality.

Campus Ministry invites students to engage in leadership and service informed by faith and values. Significant service and social justice opportunities with others through Campus Ministry include weekly meal preparation for families and homeless teenagers, prison visitation, daycare and family support at a shelter, and attention to residents of a skilled nursing facility. Soup With Substance engages the community in reflection upon current social issues in light of faith.

The Peace and Justice Center, and its library, are located within Campus Ministry offices, serving to form skills for action on behalf of social justice, and non-violent social change. International programs to Belize and Mexico engage students in direct action and reflection upon world citizenship, global economics and social justice. Urban Immersion and Habitat for Humanity local and spring break projects, offer experiences to develop leadership skills in social action.

Faith formation processes for those seeking community, fellowship and increased opportunity to learn and grow in Catholic Christian faith are available. The RCIA process provides those seeking to explore a Christian faith commitment a process of inquiry which culminates in Baptism, Confirmation and Eucharist at the Easter Vigil service. The Confirmation process for Baptized Catholics seeking to affirm their call to follow Jesus culminates in the celebration of the sacrament of Confirmation in late Spring. Assistance in the preparation for the sacrament of Marriage is also available.

Each campus minister is available for pastoral counseling upon request. Campus ministers are easy to talk to, and welcome you to drop by the office, located in the Student Center..

Student Governance

Seattle University recognizes the importance of student involvement in the campus community to provide leadership opportunities for students and to contribute to a vital and engaged campus life. Students have many opportunities to contribute to campus life and one place to start is student Activities.

The Associated Students of Seattle University (ASSU), Seattle University's undergraduate student government, offers services and programs to students, support for

student clubs and their events, and advocacy on campus issues. To learn how to get involved in ASSU call (206) 296-6050.

Student Clubs and Organizations at Seattle University offer students many opportunities to develop leadership skills, broaden their social and professional backgrounds, and contribute significantly to both the university and surrounding communities. A list of currently recognized clubs can be found at www.seattleu.edu/student/activities. To find out more about clubs and organizations at Seattle University, call 206-296-6040.

The **Student Events and Activities Council (SEAC)** is responsible for planning and implementing campus-wide social activities such as concerts, dances, comedy shows, lectures, and public forums. Traditional campus-wide programs include Fall Formal (fall quarter), Battle of the Bands (winter quarter), and Quadstock (spring quarter). To learn how to get involved in SEAC call (206) 296-6047.

Additional Student Services

The **Book Store** is the source of all required textbooks and course-related supplies. In addition, it offers computers and software, and a selection of apparel and gift items with Seattle University imprinting. Other sections include greeting cards, snack foods, and sundries. Any book not in stock may be special ordered, film may be left for processing, and, at the end of each quarter, used books may be sold back for cash.

The **Culture and Language Bridge Program** is designed to prepare non-native speakers of English for a productive academic career at Seattle University. The primary goal of the program is to provide admitted Seattle University students with the background in American academic culture and the language skills essential for success in their studies. The courses offered in the program are highly advanced, with a specific focus on university-level reading, writing, listening, and speaking skills. The program is offered during the fall, winter, and spring quarters. Courses for undergraduate students are not offered in the summer, and classes for graduate students are taught when there is sufficient need. The office is located in the McGoldrick Center, Room 110. (See index of topics for location of Culture and Language Bridge courses.)

The **Patricia Wismer Women's Center** advocates, educates, and is a resource for the entire Seattle University community about women's issues. In particular, the center focuses on the growth of women within Jesuit, Catholic, and feminist frameworks. In connection with its educational mission, the center provides forums, films, discussion groups, and speakers. Each spring quarter, it sponsors a series of events called Her Story. The center is located in Loyola 105 and houses an art gallery with monthly exhibits, and a reference and resource library. It is a comfortable drop-in place for meeting, eating, study, and networking. The center's director is available for consultation by appointment at (206) 296-2524.

Public Safety provides 24-hour security for the campus community and its facilities. Security personnel are available to assist students in a variety of ways, including first aid, escort services, crime prevention, lost and found, and assistance with vehicles with dead batteries or keys locked inside. Security persons are uniformed and easily recognizable should assistance be needed. For service or information, call (206) 296-5990 (24 hours). Emergency only, call (206) 296-5911 (24 hours).

University Food Services provides meals at five locations on campus. The Cherry Street Cafe is the main university dining room and is located in the Student Center. The Hawks' Nest Bistro specializes in pizza and specialty food, and is located in the Student

Center. The Cave is a convenience store located in Campion Residence Hall. The Bannan Center for Science and Engineering and the Paccar Atrium house small food service carts offering coffee, espresso, muffins, donuts, cookies, chips, and bottled beverages. In addition, the Paccar Atrium cart offers soup and pre-packaged salads and sandwiches. The Sidebar, located in the Law School, provides espresso, grab and go items, and hot panini sandwiches.

Alumni Audit and Services

Alumni of Seattle University may audit undergraduate courses for a nominal fee of \$55 per class and graduate courses for \$75 per class, with permission from the instructor. To sign up for this unofficial audit, contact the Alumni Relations Office at (206) 296-6100. Other services available to alumni include discount membership at the Connolly Center; library privileges; career networking and job-placement services; free subscription to the SUN, Seattle University's alumni magazine; McGoldrick Alumni Scholarships for undergraduate students whose parents or grandparents are alumni; and invitations to a wide variety of workshops, seminars and social gatherings in Seattle and other regional locations.

Undergraduate Admission

Admission Policy

Memoranda that set forth policy in greater detail supplement regulations outlined in this bulletin. References to applicable policy statements are noted parenthetically. Copies of these policy memoranda may be obtained from the Registrar's Office.

The provost and the dean of admissions administer university admission policy. Acceptance of an admission offer implies adherence to the university policies and code of conduct. All academic documents submitted by applicants become the property of Seattle University. Students should refer to any specific school or departmental requirements in addition to the general admission requirements outlined in this section. This information is found in subsequent sections of this bulletin.

Seattle University selects students who have demonstrated the moral character and scholastic ability necessary to earn a degree here.

The dean of admissions reserves the right to withdraw 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 continued enrollment to individuals who have engaged in unlawful or criminal behavior. It is the student's responsibility to disclose in writing to the dean of admission any and all criminal convictions classified either as a felony or gross misdemeanor.

Undergraduate admission is available to qualified applicants for any of the four quarters of the academic year. All applicants must remit an application fee. Inquiries should be addressed to Admissions Office, Seattle University, 900 Broadway, Seattle, WA 98122-4460.

Special Consideration

Occasionally, students showing exceptional promise may be admitted without strict adherence to minimum entrance requirements. Admission decisions in these cases are made by the provost and the university's admissions review board.

Seattle University offers admission without regard to race, religion, age, gender, sexual orientation, handicap, or national origin. It does so in keeping with the laws and regulations as promulgated by federal agencies and Washington State.

Seattle University does not discriminate on the basis of handicap, in conformity with section 504 of the Rehabilitation Act of 1973, in admission or access to its programs and activities, or in its employment policies or practices. The vice president for finance and investment is the employee designated by Seattle University to coordinate its effort to comply with section 504 of the Rehabilitation Act of 1973.

This constitutes the official notice called for in Section 504, No. 84.8, Paragraph a

Freshman Admission Requirements

Seattle University is committed to qualitative decision-making based upon a holistic review of applicants' backgrounds. Primary consideration is given to course selection and performance.

Preference in admission is given to entering freshmen who will have completed a **minimum** of 16 secondary units in core subjects to include:

- Four units of English
- Three units of college preparatory mathematics (typically algebra I, II, and geometry)
- Three units of social science/history
- Two units of laboratory science (three are preferred)
- Two units of a foreign language
- Two approved academic electives

Four units of mathematics and laboratory chemistry and physics are required for admission to engineering programs; for admission to nursing, two units of laboratory science are required, one of which should be chemistry.

The College of Arts and Sciences requires completion of one full year of a single foreign language for degree completion. College-level coursework must be taken if this requirement has not been completed in secondary school.

The middle 50 percent of enrolling freshmen typically have grade point averages between 3.2 and 3.8 (on a 4.0 scale). Admissions decisions take into consideration the strength of the academic program, individual course performance, and academic trend.

The General Equivalency Diploma (GED) **may** be accepted in lieu of a traditional secondary school diploma in some situations; typically a minimum of 58 in each section is required.

Applicants are required to submit scores from the American College Test (ACT) or the Scholastic Achievement Test I (SAT). Additionally, applicants must submit letters of recommendation from a teacher and a school counselor (three are recommended). Personal statements or essays are also required and are considered carefully during application review.

Applications

Application forms can be obtained by contacting the Admissions Office, Seattle University, 900 Broadway, Seattle, WA 98122-4460. Seattle University also accepts the *Common Application*, the *Uniform Washington State Application*, and the *Catholic College Admission Association Application*. Students applying for freshman, transfer, or graduate admission can also apply online: www.seattleu.edu.

Freshman Admission Procedures and Timetable

Financial Aid

Often the college application process coincides with completing the Free Application for Student Financial Aid (FAFSA). This form is usually available by November 14 for the following school year and should be submitted to the federal processor as soon **after** January 1 as possible. **Please note that the FAFSA must be submitted by February 1 in order to be given priority consideration for Seattle University institutional funds.** Aid applications submitted after this date will be considered for any remaining funds. When completing the application it is important to remember to list Seattle University to receive this information. See Financial Aid section, which follows, for more information.

Freshman Admission

Freshman applicants are required to complete an admission application and submit it with the following:

- Official high school transcript
- Official ACT or SAT I score reports (these will be accepted if recorded on the official high school transcript)
- Recommendation form completed by a school counselor
- Essay or personal statement
- Non-refundable \$45 application fee

The deadline for priority consideration for fall quarter admission is February 1.

Notifications for fall quarter begin after mid-January of the preceding year and continue, as space is available. Students whose records do not provide sufficient evidence of the ability to pursue baccalaureate college-level work may be notified that a final decision will not be made until additional information is received.

Fall quarter freshman applicants for admission should apply by February 1. Applications submitted later are considered on a space-available basis only. All admission credentials should be postmarked by February 1 for fall quarter, and no later than one month before the beginning of winter, spring, and summer quarters.

Advanced Placement

(Policies 75-16 and 75-17)

Entering students may seek advanced placement in college courses by taking the Advanced Placement (AP) tests of The College Board. More can be found about these tests from your secondary school counselor or the Educational Testing Service (ETS). At your request ETS will send test results directly to Seattle University. College credit may often be earned for AP examinations scored three or higher for some departments and four or higher for others. Advanced placement or credit may also be granted on the basis of the subject examinations of the College Level Examination Program (CLEP) of the College Board. To receive course credit through CLEP, your official test results must be received by the Registrar's Office one month before the quarter you enroll.

International Baccalaureate

The university grants course credit and advanced standing for upper-level subjects in the International Baccalaureate program passed with a grade of 5 or higher. Subsidiary level courses are reviewed on a case-by-case basis and may earn advanced standing recognition. Depending on performance, diploma recipients may receive up to one full year of credit.

Early Admission

High school students with a grade point average of 3.3 or above (on the 4.0 scale) who are recommended by both their secondary school principal and their school counselor may be considered for enrollment after completing their junior year in secondary school. An admissions interview is required as well.

Placement Examinations

The respective departments administer placement tests in mathematics and foreign languages during orientation. Entering freshmen have the opportunity to show the extent of their preparation, and the departments can determine the level at which entering freshmen begin college work.

Probationary Admission

Students accepted under probationary status must achieve regular status by the end of their first year or be dismissed from the university. Students on probation may be admitted to the school of their chosen area of study.

Running Start Program

(Policy 92-1)

Students who have participated in a Washington Community College Running Start Program must submit community college transcripts as well as secondary school records. Transfer credits will be evaluated according to usual guidelines. (See Transfer of Credit from Other Institutions.) They must fulfill all other freshman application requirements, including provision of either ACT or SAT scores.

The university will classify as first-time freshmen: a) all students who graduated from high school in the current year regardless of the number of transfer credits; and, b) students attending college for the first time, regardless of when they graduated from high school.

Freshmen transfers are those who have graduated in any year other than the year of admission and have accrued one to 44 credits.

Admission from Other Post-Secondary Institutions

(Policies 77-1 and 79-1)

A student who has established a satisfactory record at another accredited college or university may apply for admission with advanced standing at Seattle University. Applicants for transfer admission must:

1. Submit an application for admission, and an application fee of \$45, payable to Seattle University. (This fee is waived for applicants who have or will receive an associate of arts degree from a Washington state community college immediately prior to intended enrollment at Seattle University). Completed transfer admissions applications must be received 30 working days prior to the start of the quarter of entry (students should note applications are not processed during Seattle University vacation breaks). Submit official copies of transcripts from each postsecondary institution attended. When applying for admission or readmission, failure to furnish all records from all post secondary institutions attended (regardless of whether attempted coursework was completed) places students under penalty of withdrawal of admission or immediate dismissal. The university has the option to declare credits not presented at the time of application as non-transferable.
2. Present a minimum 2.50 academic grade point average (or the minimum required by the specific school/college; consult appropriate sections of this

bulletin) for post-secondary work attempted prior to transfer. Several programs, including those offered through the School of Nursing, and those of the Albers School of Business and Economics, require a minimal cumulative grade point average of 2.75. Probationary admission could be an option with a 2.50 to 2.25 GPA. No transfer applicant will be admitted with a grade point average below 2.25. Courses completed at C- (or 1.5) are transferable to fill core or electives, but unless graded C or higher, transfer courses cannot fill major requirements in many departments.

3. Transfer applicants who have completed less than 45 quarter or 30 semester hours of transferable credit at other postsecondary institutions must fulfill secondary school unit requirements for freshman admission. In such cases, an official secondary school transcript must be submitted also.

Transfer students suspended or dismissed at other institutions are ineligible for admission unless one calendar year has elapsed since dismissal or suspension. Admission may be considered at the end of this period. Two letters of recommendation are required in such cases.

When assessing records for admission, grades in non-credit courses are not counted. For work completed in postsecondary institutions in which academic standing is unknown/or for work with private teachers, admission and advanced credit is only granted upon examination. Examinations to establish credit for such work can only be taken after the completion of 15 credits in residence. (See Credit by Examination section of this bulletin.)

For guidance and registration, the academic evaluation unit in the Registrar's Office completes tentative evaluations of transfer credit at the time of admission. Evaluations are subject to the approval by the provost and the dean of the appropriate school. (See Transfer of Credit from Other Institutions in this bulletin for additional information.)

Other Admission Standings/Requirements

Special requirements apply for the following applicants:

Bilingual Students/Permanent Residents

Applicants whose native language is other than English must demonstrate English proficiency regardless of how long you have been living in the United States, an English speaking country, or immigration status. Students must submit Test of English as a Foreign Language (TOEFL) results, International English Language Testing System (IELTS) results, Michigan Proficiency Test results, or completed ELS Language Centers Level 112 in the U.S., unless they studied at a high school in the U.S. or an international school based on the U.S. system freshman through senior year and have Scholastic Assessment Test I (SAT) scores of 450 or higher or American College Test (ACT) English sub-scores of 22 or higher.

Elder Audit Program

People age 60 and over may audit classes on a space-available basis with the permission of the instructor and the department chair. Details may be obtained at the Registrar's Office.

International Students

(Policy 76-6)

Specific admission requirements and procedures for international students are outlined in the university's undergraduate international student application materials. These criteria differ from those applied to United States citizens.

Non-Matriculated Students

(Policy 82-2)

Admission as a non-matriculated student is allowed for the purpose of post-secondary or post-baccalaureate study that is not intended to culminate in a Seattle University degree. Students must be in good standing at recognized colleges or universities. Students are required to complete a special application and submit an application fee. As they are not matriculated, these students do not qualify for financial aid or academic counseling.

Credit is awarded for successful completion of courses taken by non-matriculated students, however, those courses will not be applied toward a degree or certificate until the student has applied and been accepted to a program of study as a matriculated student and petitioned the appropriate dean requesting to have said credits apply toward program requirements. Completion of courses does not guarantee admission into a program of study.

Not all courses are open to non-matriculants. During the fall, winter, and spring quarters non-matriculated students will be admitted to courses on a space available basis after all matriculated students have had the opportunity to register (e.g. two weeks before the start of classes). During the summer term, non-matriculated students may register when registration opens for the term.

Post-Baccalaureate Students

(Policy 82-2)

Post-baccalaureate students seeking certificates, a second bachelor's degree, or graduate program prerequisite coursework must achieve an evaluated grade point average of at least 2.50 to be considered for admission. The evaluated grade point average is based upon the last 90-quarter credits of the bachelor's degree and any post-baccalaureate coursework.

Financial Aid

Seattle University is pleased to offer a variety of strategies and resources aimed at helping eligible students meet the costs of education. Approximately 66 percent of undergraduate students receive assistance through grants and/or scholarships, work-study opportunities, or through low-interest loans.

The amount and types of financial aid a student may receive is based on their demonstrated financial need, academic achievement, leadership accomplishments, talents, and other personal characteristics. There are primarily two types of financial aid: need based and non-need based. Need-based aid is awarded after a careful review of the families income and assets and generally is a grant, work study, or loan. Non-need-based aid is awarded to a student based on high school achievement, talents, or other characteristics, and generally is a scholarship.

Application Procedure

1. Apply and be admitted as a degree- or certificate-seeking student. Students who submit all admission materials by February 1, will be given priority consideration for financial aid.
2. Complete and submit the Free Application for Federal Student Aid (FAFSA) before February 1 electronically at www.fafsa.ed.gov. Prior to accessing the FAFSA on the web, both the student and parent must secure a PIN number at www.pin.ed.gov. Your PIN number will act as an electronic signature. Be certain to indicate the results should be transmitted to Seattle University by entering our Title IV code #003790 in the appropriate section.
3. All new students are required to submit copies of their 2002 tax returns and W-2's. Dependent students must also submit copies of their parents 2002 tax returns and W-2's. Continuing students selected for verification by the federal processor must submit copies of their 2002 tax returns and W-2's. Parents of Continuing dependent students selected for verification must also submit a copy of their 2002 tax return and W-2's.
5. Based on a review of the materials submitted, some students may be asked to provide additional documentation.
6. After a careful review of all materials, students will be sent an award letter indicating the types and amounts of financial aid they are eligible to receive. Students must respond within 30 days to this letter or their aid may be canceled. New students are required to provide a \$200 deposit to the Admissions Office by May 1 to secure their place.

Please Note: Students must reapply each year for financial aid. Continuing students are not awarded aid until all required documents have been received. To help facilitate the process, students and parents are encouraged to keep a file of all information submitted including a copy of the original FAFSA.

Eligibility for Federal Student Aid

Applicants for a Federal Pell Grant, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, Federal Work Study, Federal Direct Stafford Loan, Federal Direct Parent Loan, or any other federal aid must meet the following criteria:

1. Demonstrate financial need.
2. Have a high school diploma, or a GED.
3. Enroll as a regular student in a degree or certificate program.
4. Be a U.S. Citizen or eligible non-citizen.
5. Maintain satisfactory academic progress as described later in this text.
6. Must not be in default on a student loan or obligated to repay federal aid.

Students with a bachelor's degree are not eligible to receive Federal Pell Grant or Federal Supplemental Educational Opportunity Grant funds. Those students enrolled in an undergraduate program less than half time are only eligible for Federal Pell Grants.

Deadlines

To be given priority for financial aid funding, students must submit the FAFSA by February 1. Funding will be awarded on a rolling basis, students who submit the FAFSA after February 1, will be awarded any remaining funding.

Anyone wishing to receive any financial aid for the 2003-2004 academic year, should submit the FAFSA by February 1, 2003. Student's submitting data after February 1, 2003 will be considered on a funds available basis.

Students must complete the documentation required to support their application for financial aid according to the following schedule:

	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
To ensure funding will be available at the start of the quarter:	August 15	November 15	February 15	June 1
To receive any funding during the quarter:	November 1	February 1	April 15	June 30

* Summer quarter recipients must also be registered before summer funding will be awarded.

Financial Aid Programs

Seattle University's Student Financial Services attempts to combine different types of financial aid programs to create a financial aid package. We are required by law to coordinate the various resources a student may receive from all federal, state, private, and institutional agencies. The strategies used to package financial aid acknowledge that the basic responsibility for financing an education resides with the student and their family. The university provides assistance to help meet the difference between the cost of education and the family's resources. A student's package can be a combination of federal, state, private, and institutional financial aid programs.

The maximum amount of all resources cannot exceed the cost of education established by the university. The cost of education is revised annually and includes tuition, room, board, books, supplies, transportation, and personal miscellaneous expenses. For need based recipients, financial aid cannot exceed demonstrated need.

Demonstrated financial need is defined as the cost of education less the family's contribution.

Gift Aid Guarantee

Seattle University provides undergraduate financial aid recipients a gift aid guarantee. Continuing students should receive the same level of gift aid (grants and scholarships) each year provided they maintain satisfactory academic progress. Types and or amounts of individual grants and scholarships may vary, but the total dollars in gift aid awarded to a student should equal the amount received in the prior year. Seattle University's Gift Aid Guarantee applies to one degree and one major only. Students are expected to complete their degree within 4 academic years. Undergraduate Transfer students are expected to complete their degree based upon the class standing assigned upon admission by the Registrar's Office. I.E.: a sophomore transfer equals 3 years.

Grants and Scholarship

Grants and scholarships are funds which do not need to be repaid. Grants are awarded based on the student's financial need, while scholarships are awarded based on academic or other criteria. Grants and scholarships are provided to assist with paying tuition charges. In addition to other criteria generally students must be enrolled full time each quarter in a degree program to be eligible. (Please review the Satisfactory Academic Progress requirements outlined later in this text.) Scholarship recipients are expected to maintain a high level of academic achievement and in some cases are required to be involved in leadership activities on campus. It is, therefore, strongly recommended that scholarship recipients work no more than 20 hours per week while school is in session. Grants and scholarships are available from Seattle University resources to help undergraduate students obtain a bachelor's degree. Post baccalaureate students seeking an additional undergraduate degree are not eligible for institutional grants and scholarships. International students are eligible to receive Bannan, Naef and athletic scholarships.

Institutional Awards

Sullivan Leadership Awards are available to incoming freshman who have superior academic achievements combined with active leadership demonstrated during high school. Applications are accepted during the fall of each year. During November applicants are invited to campus to participate in the first round of selection. Approximately 30 finalists are invited back during winter to present a speech and be interviewed by the selection committee. Six students each year are awarded a scholarship equivalent to tuition, room, and board.

Presidential, Trustees, Champion Scholarships are available for tuition to students entering in the fall quarter who demonstrate high academic achievement. The Admissions Office reviews the student's application materials to determine eligibility. Awards range from \$6,000 to \$12,000. Scholarships are renewable provided the student maintains Satisfactory Academic Progress as defined later in this text.

Ignatius Scholarships are available to entering students who attended a Jesuit high school and demonstrate high academic achievement.

Transfer Trustee and Loyola Scholarships are available for tuition to transfer students entering in the fall quarter who demonstrate high academic achievement. The Admissions Office reviews the student's application materials to determine eligibility.

Awards range from \$4,000 to \$7,500. Scholarships are renewable provided the student maintains Satisfactory Academic Progress as defined later in this text.

Regent's Awards are available for tuition to entering students from underrepresented populations. The university created this award to help enrich the diversity of the student population.

Honors Scholarships are available for tuition to entering students enrolling in the Honors Program.

Bannan Scholarships are available for tuition to students in degree programs in the School of Science and Engineering. Transfer students and upper division continuing students are eligible to apply for this award. Applications are available in the Dean's Office in the School of Science and Engineering.

SU Grants are available to students who demonstrate financial need. To be eligible, a student must be full time and maintain Satisfactory Academic Progress. Award amounts range from \$500 to \$11,000 for the 2002-2003 academic year.

In addition, Seattle University is pleased to offer a variety of other grants and scholarships to students who participate in debate, ROTC or athletics, are involved in Seattle University's student government or newspaper, or demonstrate skill in music.

Endowed and Restricted Scholarships: Through the generosity of numerous benefactors and friends of the university, more than 100 scholarships are available to qualified students to help meet tuition expenses. In most cases, the applicant must have a minimum grade point average of 3.0 and be enrolled in a specific program. To be eligible students must be enrolled full-time. For most awards no application is required because each year Student Financial Services staff review all students to identify qualified applicants. For additional details contact Student Financial Services. We recommend and strongly encourage scholarship recipients to send a thank you note to the donor in care of Seattle University's Development Office.

Recipients of any Institutional Grants or Scholarships are required to complete the FAFSA each and every year they are in attendance.

Federal and State Grants

Federal Pell Grants are available to undergraduate students who demonstrate financial need. This grant is intended to serve the neediest students.

Federal Supplemental Educational Opportunity Grant (SEOG) are available to students who qualify for the Pell Grant and have exceptional financial need. Grants range from \$300 to \$3,000 each year at Seattle University.

Washington State Need Grants (WSNG) are available to assist needy students who are residents of Washington State.

Educational Opportunity Grants are available to entering transfer students who have completed an AA or AS degree or transfer in with 90 credits.

ROTC Scholarships—Army, Navy, and Air Force scholarships are available to students who attend Seattle University. For more information contact the following:

Army—Military Science Department, Seattle University (206)296-6430.

Navy—Professor of Naval Science, DU-40 University of Washington, Seattle, WA 98195. (206) 543-0170.

Air Force—Professor of Aerospace Studies, DU-30 University of Washington, Seattle, WA 98195. (206) 543-2360.

Veterans, Widows, War Orphans Education Assistance-Veterans (or spouses of deceased veterans) may receive educational assistance under terms of the GI Bill. For more details contact the Veterans Counselor in Student Financial Services.

Veterans' Education Benefits- Selected academic programs of study at Seattle University are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 U.S. Code.

Student Employment/Work Study

Work study positions are available on campus and in the community to help students meet their educational expenses. Students are awarded work study as part of their financial aid package. A student selects a job from the listings available at the office of Student Financial Services. Students are not guaranteed positions; however, Student Financial Services staff are available to assist students seeking to work. After being interviewed and hired, the student is paid for hours worked. Because students are compensated after working hours, work study funding is not available at the beginning of the academic year to pay their university bill.

Federal Work Study provides part-time employment to students in on-campus and off-campus community service positions. To qualify, a student must demonstrate financial need and is limited to working up to 20 hours per week.

Washington State Work Study provides part-time employment to upper-division students in positions with employers off campus. To qualify, a student must demonstrate financial need and is limited to working up to 19 hours per week. Priority consideration is given to Washington residents who complete their financial aid file by March 1.

Loans

Low-interest loans are an important way a student can invest in their future. Loans are awarded as part of a student's financial aid package.

Federal Perkins Loans are long-term, low-interest loan based on financial need. Students are awarded up to \$4,000 per year by Seattle University. No interest accrues and no payments are due until a borrower ceases to be enrolled at least half-time. The interest rate is fixed at 5% and repayment occurs over 10 years. Deferment and cancellation options are available.

The Federal Direct Education Loan programs offer long-term, low-interest loans awarded to students or parents. After Seattle University determines the eligibility for a Direct Loan, students will be instructed to complete the Master Promissory Note at <http://dlenote.ed.gov>. Generally, Federal Direct Education Loans are disbursed to the school in equal payments based on the number of terms a student is enrolled during the academic year. If a student plans to attend three terms the loan will be disbursed in three equal payments. Student borrowers must attend an entrance interview prior to receiving their first student loan.

The Federal Direct Stafford Loan program has two types of loans available: subsidized Direct Stafford Loans and unsubsidized Direct Stafford Loans. Subsidized Direct Stafford Loans are need-based loans made to students. The interest rate is based on the 91-day T-Bill plus 3.1% not to exceed 8.25%. While a student is enrolled at least half time interest does not accrue and principal payments are not required.

Repayment begins six months after a student ceases to be enrolled at least half time. Freshmen may receive up to \$2,625 per year; sophomores up to \$3,500 per year, and juniors and seniors up to \$5,500 per year. The student will be charged a fee of approximately 1.5% which will be deducted from each loan disbursement. Unsubsidized Direct Stafford Loans are non-need-based loans which have many of the same terms and conditions as the Subsidized Direct Stafford Loan. However, under this program, the student borrower is responsible for interest that accrues while they are enrolled in school. For dependent students the annual limits of the subsidized and unsubsidized loans cannot exceed the amount listed above. Independent students are eligible to borrow an additional \$4,000 for freshmen and sophomores, or \$5,000 for juniors and seniors. The aggregate maximum students may receive is \$23,000 for undergraduates.

Federal Direct Plus Loans are non-need-based loans available to the parents of enrolled dependent students. The interest rate is variable with a maximum of 9%. Repayment begins 60 days after the loan is fully disbursed.

Federal Nursing Loan funds are available each year in limited amounts. Awards are made to junior, senior, and post-baccalaureate nursing students. The terms of these Nursing Loans are similar to the Perkins Loan.

Alternative Loans are "non-need-based" loans available to both student and parent borrowers. The interest rate is variable. Interest accrues while students are in school. A credit check will be performed by the lender. Most student borrowers will be required to have a co-signer for the loan.

Satisfactory Academic Progress Policy

To be eligible for financial aid at Seattle University, a student must maintain satisfactory academic progress which includes: 1) maintaining a minimum grade point average, 2) completing a minimum number of credits, and 3) completing a degree or certificate within a reasonable period of time. This requirement applies to the student's entire period of attendance at Seattle University, even though financial aid may not have been received. Students are expected to complete one degree and one major with 4 academic years. Transfer students are expected to complete one degree, one major based upon their class standing assigned upon admission by the Registrar's Office. In addition, to the Financial Aid and Student Employment Office's satisfactory progress requirements, students must meet the progress requirements defined by their school or program outlined in the University's Graduate, Law School and/or Undergraduate Bulletin of Information.

Satisfactory progress is reviewed at the end of each Spring quarter. Students will be notified by Student Financial Services, if they have not maintained satisfactory progress, **however, it is the student's responsibility to monitor his/her own progress.**

Undergraduate Need-Based Aid Requirements

Financial aid awards are based upon the student's anticipated enrollment status. The enrollment status for a student's award (which appears on the Enrollment Status line of the Award Letter) determines the minimum number of credits that the student must complete in order to receive and remain eligible for the funding listed on the award let-

ter. Students must meet a minimum credit requirement each quarter and during the full academic year as defined in the chart below:

Undergraduate Need-Based Credit Completion Requirements

Enrollment Status	Minimum per quarter	Minimum per Year
Full-time	12	36
3/4 time	9	27
1/2 time	6	18
Less than 1/2 time*	all credits attempted	all credits attempted

*This enrollment status applies to the Federal Pell Grant Program only.

Stafford Loan borrowers who drop below half-time enrollment status at any time will have their remaining loan canceled. They will need to reapply for the following quarters if additional loan funds are desired.

Alaska State Loan borrowers must successfully complete 12 credits per quarter .

WASHINGTON STATE NEED GRANT and WASHINGTON STATE WORK STUDY recipients must complete the number of credits each term for which they were awarded or they will be placed on probation. Failure to complete at least 50% of the credits attempted each quarter will result in the cancellation of subsequent disbursements. Satisfactory academic progress for State Need Grant recipients is monitored at the end of each quarter.

Incomplete grades, Withdrawals, Failed Classes and Audits do not count as complete, earned credits.

While some Federal and State aid is available to students enrolled less than full-time, Institutional grant recipients must be enrolled at full-time status each quarter to receive the funds.

Undergraduate Need-Based Minimum Grade Point Average Requirements

Students must maintain a cumulative grade point average of 2.0 or greater. Scholarship recipients must maintain a higher grade point average defined below.

Undergraduate Need-Based Maximum Time Frame Requirements

Students must complete their degree requirements within a reasonable and normal period of time. Students are eligible to receive federal and state financial aid until they have 1) attempted a maximum of 270 credit hours, or 2) completed all the course work to receive their degree. Students are eligible to receive institutional grants and scholarships for four academic years. Transfer students will be eligible for institutional funds based on the class standing they are assigned upon evaluation by the Registrar's Office. (i.e. if they are assigned the class level of Junior, they will be eligible for institutional aid for two academic years).

Attempted credits are defined as: the number of enrolled credits as of the tenth day of each term attended at Seattle University, plus the number of accepted transfer academic credits. Incomplete grades, withdrawals, and failed classes do count toward

maximum credits attempted. A repeated course will be counted as an attempted course each time the course is taken.

Academic Scholarship Requirements

Undergraduate Academic Scholarship Completion Requirements

Enrollment Status	Minimum per quarter	Minimum per Year
Full-time	15	45

Students receiving Seattle University academic scholarships including the Sullivan Leadership Award, Presidential, Trustees, Loyola, Bellarmine, Bannan, Campion and Ignatian must complete a total of 45 credits at Seattle University for the academic year. Students must be enrolled full time each quarter (i.e. 15 credits) to receive the scholarship funds. Additionally, students must continuously enroll at Seattle University to retain the funding (i.e. if a student leaves Seattle University for a year and then returns, they will lose the scholarship).

Regent's Award and Athletic Scholarship recipients must complete 36 credits at Seattle University each academic year.

Undergraduate Academic Scholarship Minimum Grade Point Average Requirements

Academic Scholarship recipients must maintain a 3.0 cumulative GPA each academic year to maintain scholarship eligibility.

Regent's Award and Athletic Scholarship recipients must maintain a 2.0 cumulative GPA each academic year to maintain award eligibility.

Undergraduate Academic Scholarship Maximum Time Frame Requirements

Students must complete their degree requirements within a reasonable and normal period of time. Students who receive the Sullivan Leadership Award, Presidential, Trustees, Loyola, Bellarmine, Bannan, Campion, Ignatian, and Regents award are eligible to receive Academic Scholarships for four academic years. After four years it is expected the recipient will have completed all course work to receive their degree.

Transfer Scholarship recipients will be eligible to receive institutional scholarships based on the class standing they are assigned upon admission and evaluation by the Registrar's Office. (i.e., a sophomore transfer will be eligible for three academic years).

Graduate/Professional Students

Graduate/professional student must meet the same satisfactory progress requirements as the undergraduate students, with the following exceptions:

1) Minimum Grade Point Average—Each graduate program monitors the grade point average of its students. In general, students must maintain a minimum grade point average of 3.0.

2) Minimum credit requirement is the following:

Graduate Need Based Credit Completion Requirements

Enrollment Status	Minimum per quarter	Minimum per Year
Full-time	8	24
3/4 time	5	15
1/2 time	3	9

Stafford Loan borrowers who drop below half-time enrollment status at any time will have their remaining loan canceled. They will need to reapply for the following quarters if additional loan funds are desired.

Alaska State Loan borrowers must successfully complete 9 credits each term.

Incomplete grades, withdrawals, failed classes and audits do not count as complete, earned credits.

Law School Students should refer to the *Law School Bulletin of Information* for satisfactory progress requirements.

3) Maximum Time Frame—Graduate/Professional students must complete their degree requirements within a reasonable and normal period of time. Students are eligible to receive federal and state financial aid until they have 1) attempted a maximum of 150% of the credits required for their degree, or 2) completed all the course work to receive their degree.

Attempted credits are defined as: the number of enrolled credits as of the tenth day of each term attended at Seattle University, plus the number of accepted transfer academic credits. Incomplete grades, Withdrawals, and Failed Classes do count toward maximum credits attempted

Reinstatement of Eligibility Options

Students who are no longer eligible to receive financial aid because of lack of satisfactory progress have the following options to become reinstated:

1) Students may submit a letter of appeal to the Financial Aid Appeal Committee if they have extenuating circumstances. Letters of appeal will be reviewed for circumstances beyond the student's control which prevented the student from maintaining satisfactory progress. If the appeal is denied, the student will need to follow one of the other steps below for reinstatement.

2) The student will need to complete successfully a term of study (meet the minimum credit requirement and grade point average for the term) without financial assistance from Seattle University. The student must notify Student Financial Services once this course work is complete. If this course work is completed at another college, the student must provide Student Financial Services and the Registrar's Office with an official transcript from that institution. The course work must be transferable and must be completed with a minimum 2.0 grade point average.

3) The student may choose to attend the summer quarter (without financial aid except work study) immediately following the academic year in which the student did not meet satisfactory progress requirements.

If the student needs to take classes to meet the minimum credit requirements, the student will only need to complete successfully (with a minimum 2.0 grade point aver-

age) the credits necessary to make up the deficit which caused the termination of eligibility.

If the student's cumulative grade point average is below the minimum, the student must earn adequate grades to bring the cumulative grade point average back to the required level.

4) Any student who has reached the limit of the maximum time frame and needs additional time to complete his/her degree, may submit a letter of appeal to the Financial Aid Appeal Committee for an extension. The appeal should explain why the degree could not be completed within the time frame allotted and what additional time will be needed to complete the degree. The student will need to attach the Maximum Time Frame Appeal form available from the Student Financial Services, and completed by his/her advisor to substantiate the appeal.

Note: Financial Aid reinstatement awards are based on available funds. Therefore student may not receive their original financial aid award.

Cost of Attendance Budget 2003-04

Seattle University uses the following figures in determining a full-time student's Annual Cost of Attendance:

	Living on Campus	Living Off Campus with Parents
Tuition	\$20070	\$20070
Room	4473	1671
Board	2385	1002
Books & Supplies	1125	1125
Transportation	1323	1323
Personal	1857	936
Average Loan Fee	89	89
Total	\$31322	\$26222

Refunds and Repayments

This text describes the process used to refund financial aid including Title IV federal funding. For complete information on the refund of tuition, see the Refund section under Tuition and Fees. It should be noted that Seattle University's policy governing the amount of tuition refunded based on the length of time the student has attended is always more favorable to the student than the minimum requirement described in the federal refund policy. Neither our accrediting agency nor our state have an approved refund policy. Seattle University's refund policies follow the federal refund requirements.

Partial Withdrawals

Students who partially withdraw from classes at Seattle University may have adjustments made to their financial aid depending upon several factors. Students should contact Student Financial Services for information regarding the consequences of dropping classes before any action is taken.

For those students whose financial aid has gone on to their student account, have dropped classes, but are still enrolled for at least half time and have received a 100% Tuition Refund for the dropped classes, their financial aid will be reduced to the

amounts they are eligible to receive based upon their new enrollment status. Any credit balance created as a result of the dropped class(es) will be refunded to the student. Satisfactory academic progress will be based on the number of credits the student received aid.

For those students whose financial aid has not gone on to their student account, have dropped classes but are still enrolled at least half-time, (6 credits for undergraduates, 3 credits for graduates) their financial aid will be revised based on their new enrollment status. Satisfactory academic progress will be based on the number of credits the student has been awarded aid.

For those students who fail to register for the number of credits their financial aid was awarded, aid may not go on to their student account. It is the student's responsibility to notify Student Financial Services that their enrollment status has changed and that a revision to their financial aid is necessary.

Z Grades

Z grades are assigned by the Registrar when it can be documented that a student has registered for a course, has never attended, and has not officially withdrawn according to university policy. Students who have been awarded financial aid and subsequently receive a Z grade for some or all of their classes will have their aid adjusted based on their new enrollment status. This may lead to students owing money to the university. Please contact the Student Financial Services Office to determine the effect Z grade(s) will have on your financial aid.

Complete Withdrawals (Information you should know if you withdraw before finishing the quarter)

If you have received Federal loans while you attended Seattle University, you are required to obtain loan exit counseling through Seattle University (per federal law), which will give you further information on your loans(s). Loan repayment will begin at the end of your grace period(s) as defined by the promissory note(s).

Subsequent quarter aid will be cancelled unless our office is notified otherwise that you will attend.

*You may need to make up credits for the quarter you withdrew in order to receive aid again from Seattle University in the future.

In order to receive financial aid at Seattle University, you must be making satisfactory progress towards your degree. If you have received financial aid for the quarter from which you are withdrawing, you are not considered to be making satisfactory progress because you will not be completing the courses for which you received aid. Please be aware that this withdrawal may affect your eligibility for future financial aid should you return to Seattle University.

The date of your withdrawal will be based on the day you contact the Registrar's Office at Seattle University and indicate your desire to officially withdraw. You are required to obtain a withdrawal form from the Registrar's Office, which is to be signed by you as well as each faculty member of the classes you are dropping. Students who unofficially withdraw from the university (that is simply cease to attend classes without notifying the university) will be considered to have withdrawn after 50% of the quarter has passed and are not eligible for a refund.

The Student Financial Services Office will determine your eligibility for a refund of charges for the quarter based on when you have withdrawn. Please refer to the schedule of classes for refund timelines.

According to federal regulations, federal funds must be returned to federal programs based on the percent of the term that a student is no longer enrolled. The Student Financial Services Office will determine how much of a student's federal aid was "unearned" as defined by the federal regulations, and then return the unearned aid in the following order to the programs from which the student received aid:

Federal Unsubsidized Stafford Loan

Federal Subsidized Stafford Loan

Federal Perkins Loan

Federal Plus Loan

Federal Pell Grant

Federal SEOG

Other Title IV Programs

Seattle University will return Seattle University sponsored aid to its source, based on the refund that the Student Financial Services Office determines. If a student will be refunded 40% of his tuition costs, then only 60% of the Seattle University sponsored financial aid will be applied to the account, since the student is being charged 60%. If most of your tuition costs was covered by financial aid, then most of your refund will be returned to those financial aid programs. This does not apply to those students receiving the Seattle University Loan or other alternative loan programs. Repayment of these loans is solely the responsibility of the student and/or parent once the funds have been applied to the student account.

Seattle University, on behalf of the student, will return to the federal programs the balance of unearned aid. For those students receiving federal or state grants, this amount may be equal to 50% of the original award. Work-study funding is not included in the calculation in determining the refund. Any balance owed on Federal loan programs not returned, must be repaid based upon the terms of the promissory note.

Seattle University grants and/or scholarships may be prorated based on the refund period at which time the student dropped their classes.

For those students who have paid with cash or check, the amount refunded will be based on the refund period at which time the student dropped their classes.

Tuition and Fees

Tuition Rates 2003-2004

Seattle University has a flat tuition schedule for undergraduate students. The flat rate tuition for all full-time undergraduate students who are enrolled for 12-20 quarter credit hours will be \$6690 per quarter.

Full-Time Student Annual Tuition (12 – 20 credits per quarter)	\$20,070
Overload Tuition (for credits above 20 per quarter)	\$446 per credit hour
Part-Time Tuition (1 – 11 credits per quarter)	\$446 per credit hour
Culture and Language Bridge (CLB)	\$446 per credit hour
Auditors Tuition.....	\$140 per credit hour

Only full-time matriculated undergraduate students are eligible for flat rate tuition. Non-matriculated and graduate students pay the per credit hour rate.

Flat rate tuition is in effect only for fall, winter and spring quarters. Tuition for summer and intersession enrollment is charged at the per credit hour rate.

Course fees, including laboratory fees and private music lessons, are not included in the flat tuition rate.

A confirmation deposit of \$200 is required of all newly admitted undergraduate students. This non-refundable deposit will be applied to first quarter tuition.

Laboratory Fees 2003-2004 (per course)

Nursing 202, 306.....	\$70
Nursing 308, 326, 331, 343, 385, 419, 435	\$160
Nursing 437	\$250
Private Music Lessons.....	\$85
Science and Engineering Laboratory Courses.....	\$80

Other Fees (non-refundable) 2003-2004

Undergraduate application — includes post-baccalaureate and non-matriculated ..	\$45
Graduate application — includes post-baccalaureate and non-matriculated	\$55
Credit by Examination — per credit hour	\$85
Identification Card — Loss/Replacement	\$15
Incomplete Fee — per course	\$60
Late Payment (see details later in this section)	\$100
Matriculation — undergraduate and graduate.....	\$85
Official Transcript or enrollment verification — Same day service request	\$25
(no charge for standard 3-day service on 3 per quarter; \$5 for each transcript thereafter; limit 10 per quarter. No limit on enrollment verifications)	
Validation of Field Experience — per credit hour	\$85

Graduate tuition and fee rates are published in the *Graduate Bulletin of Information*.

Residence Charges 2003-2004

Room Rates:	Qtr	Academic Yr
Double Occupancy	\$1491	\$4473
Single Occupancy	\$2000	\$6000
Meal Plans:		
Plan 1	\$1200	\$3600
Plan 2	\$900	\$2700
Plan 3	\$795	\$2385
Plan 4	\$695	\$2085
Plan 5	\$495	\$1485

Bellarmine, Campion and Xavier Hall residents are required to purchase a meal plan. For additional information contact Residence Life and Housing (206) 296-6305.

Student Financial Services

The Student Financial Services offers the following services: student account statements, receipt of student payments, answers to questions about student accounts, disbursement of authorized financial aid, signing of Federal Perkins, Nursing and institutional loan documents, monitoring the repayment process and collection of Federal Perkins, Nursing and institutional loans and delinquent student accounts, receipt and processing of time sheets for student payroll, and issuing of student payroll checks. The normal window hours are 9 a.m. to 6 p.m., Monday and Tuesday; 9 a.m. to 4:30 p.m., Wednesday, Thursday and Friday.

Tuition and Fees

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 for medical insurance. An insurance waiver can be obtained from the International Student Center upon proof of health/medical insurance coverage.

Official Withdrawal

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

The date a completed withdrawal form is received in the Registrar's Office is considered the effective date of withdrawal by the registrar. After these changes, call Student Financial Services at (206) 296- 2000 for an updated account balance.

Tuition Due Dates 2003-2004

Tuition and fees are due and payable on or before:

Fall quarter	September 15
Winter quarter	December 15
Spring quarter	March 15
Summer quarter	June 15* Variable

Payment Options

- A) **Pay by mail:** Send your payment to Seattle University, Student Financial Services, 900 Broadway, Seattle, WA 98124-0064. Please write your student ID# on your check.
- B) **Pay by drop-box:** Place your check in the drop-box located in front of the Student Financial Services windows, University Services Building, Room 105, available 24 hours a day.
- C) **Pay in person** at Student Financial Services, between 9 a.m. and 6 p.m. Mon-Tues, or between 9:00 a.m. and 4:30 p.m. Wed-Fri.
- D) **Make payment arrangements** with Student Financial Services:
 - Plan A: An annual plan with payment arrangements spread over 8, 9, or 10 months. There is a \$50.00 non-refundable handling fee. Payments begins July 1 with the final payment due April 1. (Deadline to apply is September 15.)
 - Plan B: A three (3) month payment plan available for each quarter; 1/3 of tuition balance plus a \$30.00 non-refundable handling fee is due by the tuition due date; 1/3 in approximately 30 days and the remaining balance due in approximately 60 days.
 - Plan C: A one (1) month payment plan available for each quarter beginning with the tuition due date for the current quarter. This is a short-term thirty-day (30) extension that may be used to defer your quarter's tuition and fees for one month after the academic quarters official tuition due date. A \$30.00 non refundable handling fee must be paid by the quarters tuition due date. The tuition balance is due within thirty (30) days or by the assigned due date below.

Quarterly Payment Plan Due Dates

	Fall	Winter	Spring
Plan B			
Payment 1	09/15/03	12/15/03	03/15/04
Payment 2	10/15/03	01/15/04	04/15/04
Payment 3	11/15/03	02/15/04	05/15/04
Plan C	10/30/03	01/31/04	04/30/04

Seattle University reserves the right to change its charges at any time without previous notice. If you have any questions regarding your account, method of payment or the payment plans, please call Student Financial Services at (206) 296-2000 between 9 a.m. and 4:30 p.m., Monday through Friday.

Late Payment

A late fee of \$50.00 per month to a maximum of \$100 will be assessed on any unpaid balance remaining after the tuition due date. Students with an outstanding balance after a final demand letter for payment has been sent, are subject to being assessed a collection fee of \$100.00 in addition to the late fees.

Exceptions to this policy will only be made if:

1. Payment arrangements for the term's charges have been made with Student Financial Services by the term's tuition due date. (If the terms and conditions of the plan are not met, all applicable late fees will be applied retroactively.)
2. Institutional error and /or delays in financial aid application of funds are a result of institutional error.

Students are responsible for insuring that all awarded financial aid is applied to their account by the first class day of the term. This includes endorsing co-payable grant/scholarship checks and signing all required loan documents.

The act of registration/withdrawal at Seattle University obligates the student for payment of all applicable tuition and fees, including a 1.0% per month finance charge (12% APR) that may be assessed on unpaid balances (including finance charges previously assessed), as well as any subsequent collection expenses and fees, and implies acceptance of the University's financial policies.

A service fee of \$20 will be charged for all checks not honored by the bank and returned unpaid to Seattle University. If the returned check was for tuition and charges are still outstanding after the tuition due date, a late fee will also be assessed to the student's account. Students who have two (2) or more dishonored personal checks will no longer be allowed to submit a personal check as a form of payment.

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. Delinquent accounts may be referred to a commercial collection agency and may be reported to national credit bureaus. All costs, expenses and fees (including, but not limited to attorney fees, court costs, collection 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

Refunds are based on the number of calendar days(excluding official campus holidays) from the first class day of the term until the official date of withdrawal or reduction in credit load occurs. The official date is considered to be the date the student submits the withdrawal or change form to the registrar. See the quarterly schedule of classes for specific dates. A refund to a financial aid recipient is applied first to the student's financial aid source(s). The balance, if any, is remitted to the student. Loan proceeds are returned directly to the lender. Financial aid recipients will, therefore, in all likelihood, not receive refunds.

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

Overpayment of Account (credit balance)

Credit balances created by financial aid, tuition adjustments, or overpayment will be remitted to the student. Payment will be made by check or credit card, depending on the student's original method of payment. Credit balance checks are made available for pick up on the first class day of each quarter. Checks will only be disbursed to students after this time.

Students who meet the following criteria will automatically have checks generated for them:

- have a credit balance for the current term
- have no other balances due to the University
- If a financial aid recipient, be registered for the credit hours required for your financial aid package
- Not have a Parent PLUS loan as part of your financial aid package
- Not have made a check or credit card payment within the last 20 days

Students with any of the above situations will either;

- Need to contact Student Financial Services for resolution, or
- Have appropriate checks issued after review and approval (minimum 5 day delay).

Additionally, if you are expecting a refund each quarter after your tuition and fees have been paid, you now have the capability to transfer a partial amount of that refund to your Campus Card to allow you to use your Campus Card to purchase books and supplies in the Bookstore, pay for copies, snacks and beverages in vending machines, laundry, stamps and postage for packages. In order to take advantage of this program, your financial aid needs to be finalized 30 days prior to the start of the quarter. Then you will be able to access these funds on the first day of classes for that quarter. The maximum a student can transfer is \$350.00.

All you need to do is Complete the Authorization Form and submit it to Student Financial Services. Download the form at www.seattleu.edu/services/financialservices/printable_forms. We will then process your request. Please allow a minimum of two (2) weeks for processing. If processed in time, funds should be available on the first day of each quarter.

Please Note: Federal regulations effective 7/1/97 require Seattle University to forward Title IV financial aid resulting in a credit balance to the student within 14 days. Therefore, if a check is not requested by the student, it will be generated and mailed to the student by Student Financial Services.

Academic Policies

Program of Study

Students, with the help of their academic advisers, are responsible for satisfactory completion of their program of study.

Students should not rely on oral representations of degree requirements or waivers thereof; they should obtain information from the designated level of authority and see that all agreements are entered in writing in their official academic file in the Registrar's Office.

The Academic Assembly has discretionary powers for all cases not covered by the rules and regulations listed in this section.

The enrollment and graduation of each student, the awarding of academic credits, and the granting of any award or degree are strictly subject to the disciplinary power of the university.

The university reserves the right to cancel any class that does not meet the required minimum enrollment.

The university reserves the right to change any requirement and to ask a student to withdraw at any time.

Regulations in this bulletin are supplemented by policy memoranda that set forth policy in greater detail. References to applicable policy statements are noted parenthetically. Copies of these policy memoranda may be obtained from the Registrar's Office or from the registrar's web page: www.seattleu.edu/regis.

Academic Conduct

There are two documents which govern student academic conduct: the Academic Honesty Code and the Academic Grievance Procedure. Both are published in this volume and in the *Student Handbook* and students are responsible for knowing them. Individual schools may have policies that further specify the Academic Honesty Code; students should also consult their school policy.

Academic Terms

Accredited—Certified as fulfilling standards set by regional or professional accrediting agencies. Indicates that course work is generally transferable to other colleges and universities. The university's accreditation is listed in the general information section of this bulletin.

Advanced Placement—The university encourages advanced placement of students entering from high school through approved departmental examinations or by the Advanced Placement Examination of the College Entrance Examination Board.

Adviser—A member of the faculty or staff designated to assist a student in planning a program of study.

Auditor—A student who has permission to attend a regular course on a non-credit basis. See audit policy following.

Certificate—A document awarded by the university and issued by the registrar's office upon completion of a series of courses in a professional specialty.

College—An academic division within the university in which academic departments reside.

Core Curriculum—A program of liberal study which is the foundation of Seattle University's undergraduate program.

Corequisite—A course which must be taken concurrently with another specified course.

Credit by Examination—Examination for advanced credit in courses offered by the university for work done in private study or work not transferable to the university. Forms for approval of credit by examination are available in the Registrar's Office or from the registrar's web page: www.seattleu.edu/regis.

Credit Hour—The unit by which the university measures course work. One credit hour is awarded for a class meeting 50 minutes a week over the period of a quarter; in laboratory and activity courses, two or more hours a week over a period of a quarter are required.

Curriculum—An established program of study leading to a degree in a particular subject field.

Dean's List—A quarterly report listing undergraduates who have completed 12 or more graded credits at Seattle University with a term grade point average of 3.50 or higher.

Degree—An award by the university upon completion of a program of study.

Department—An instructional or administrative division of a school or college within the university that concentrates on a specific subject field.

Elective—A course chosen by a student that is not a requirement in the program of study or in the core curriculum.

Full Time—For academic reporting purposes, 12 credits is full time for undergraduate students and eight credits is full time for graduate students.

Grade Point Average (GPA)—An average computed on the basis of numerical values assigned to grades; the grade point average is equal to quality points (numerical point value multiplied by the credit value for each course) divided by credits attempted.

GPA, Cumulative—The grade point average, based on all Seattle University work. Transfer credit is not included in the cumulative GPA.

GPA, Major—The grade point average based on all Seattle University work used to complete course and credit requirements of the major, as well as the supporting courses in allied fields specifically required by the program even if courses also fill core requirements. Transfer credit is not included in the major GPA.

Intersession—The final four-week session of summer quarter, usually from mid-August to mid-September.

Leave of Absence—A formally petitioned and approved absence from the university. See policy following.

Major—A principal field of study. Majors are described in the school and college sections of this bulletin.

Matriculate—Enrollment at the university for the first time to pursue a degree, or professional, or post-baccalaureate program.

Minor—A secondary field of study. Minors are described in the school and college sections of this bulletin.

Non-Matriculated—An admission category that includes students not pursuing a degree or certificate or a prescribed set of prerequisites for entry into a specific Seattle University degree program. Also includes those admitted for specific short-term educational programs. See policy following.

Part Time—For academic reporting, a program of fewer than 12 quarter credits is considered part time for undergraduate students; three-quarter time is 9, 10, or 11 credits; half time is 6, 7 or 8 credits; less than half time is 4 or 5 credits; one-quarter time is 1, 2, or 3 credits. For graduate students, 8 credits is a full-time load; three-quarter time is 5, 6, or 7 credits; 3 or 4 credits is a half-time load; and 2 credits is one-quarter of a full course load.

Placement Tests—Tests in specific fields, such as mathematics and foreign languages, given to entering students to determine their level of achievement for placement in college courses.

Post-Baccalaureate Undergraduate—A student with an acceptable baccalaureate degree admitted to the university to pursue a second bachelor's degree, an undergraduate certificate, or a prerequisite program of study. Eligible to enroll in courses numbered 100-499 only.

Post-Baccalaureate Graduate—A student with an acceptable baccalaureate degree admitted to the university to pursue a specific graduate studies certificate. Eligible to enroll in 500 level courses only.

Prerequisite—A course which must be completed before a student may register for a more advanced course.

President's List—A quarterly report listing undergraduates who have completed 12 or more graded credits at Seattle University with a term grade point average of 3.90 or higher.

Probation—Status resulting from academic performance below the minimum university requirement. See policy following.

Provisional Student—One who is admitted by special action with an entrance requirement unsatisfied. Enrollment beyond the first quarter is contingent upon the satisfaction of that requirement.

Quarter—The term of instruction at Seattle University. There are three quarters in the regular academic year: fall, winter, and spring. An additional term, summer quarter, extends from late June through early September and includes an intersession in some departments.

Readmission—Procedure whereby a student who has been absent from the university for more than four consecutive quarters requests permission to reenroll.

Registration—Official enrollment in the university through which a student sees an adviser, selects courses, and secures a place in each of those courses.

School—An academic division within the university in which academic departments reside.

Transcript—A copy of the student's permanent academic record at Seattle University.

Transfer Credit—Credit completed at another accredited college or university and accepted by Seattle University toward a specific program of study.

Transfer Student—One who is admitted to Seattle University having previously completed acceptable credit at another college or university.

Withdrawal—Official notification to the university by a student that he or she will not complete a course. Withdrawals are filed with the registrar within published deadlines.

Attendance Requirement

Attendance may be an essential and intrinsic element of the educative process. In any course in which attendance is necessary to the achievement of a clearly defined set of course objectives, it may be a valid consideration in determining the student's grade. While there is no all-university regulation requiring class attendance, it is the responsibility of the instructor to state the relevance of attendance at the beginning of each course.

Auditing a Course

(Policy 97-7)

Students may be enrolled as auditors in undergraduate courses (graduate courses may not be audited) upon payment of the usual fees and audit tuition.

An undergraduate student registered for at least twelve (12) graded credits may audit a course at no additional cost up to twenty (20) total credit hours. Those enrolled for fewer than twelve (12) graded credits (i.e. 1-11) and more than twenty (20) (i.e. 21-plus) will be charged the regular audit fee per credit hour as published in the listing of tuition and fees for the given quarter of study.

Ordinarily, only lecture courses may be audited; however, auditability of individual courses is determined by the chair of each department. Auditors must choose this grading option by the last day to add/drop each quarter and will not receive college credit for the course. A student cannot later establish credit in an audited course by means of a challenge examination, through the petition process, or by payment of additional tuition. Class participation is at the discretion of the instructor. It is the responsibility of the auditor to meet with the instructor at the beginning of the course to determine the level of participation permitted by the instructor. In all cases, students who register for credit and who pay regular fees will have priority over those who register on an audit basis.

The alumni audit program is available to alumni through the Alumni Relations Office and information regarding Elderaudit may be obtained from the Registrar's Office. Neither of these two programs provides a student with a permanent record of the audited course.

Change of Major or Program

To transfer from one school of the university to another, or from one major program to another, a student must obtain a change of major or program form from the registrar, notify the former department by obtaining the chairperson's signature and present the form to the new department chairperson for approval. Students must meet the minimum entry requirements of the new major. They must also satisfy any additional requirements of the new school or college in order to earn the new degree. The approved form is returned to the registrar by the department and the student's record will be adjusted to show the new major.

Second Major

(Policy 76-2)

A student may earn a double major by completing core requirements for the degree sought and by fulfilling all requirements of each of the two major programs.

There is not a specific, additional number of degree credits required, providing all requirements for both majors are completed when the degree is posted. Because only one bachelor's diploma is awarded, the student selecting two majors which culminate in two different degrees must decide which of the two diplomas is to be awarded and must fulfill requirements for the school or college which houses that program. The two majors are both noted on the student's transcript. This option is only available when the two majors are offered within the same school or college.

Students who wish to pursue two majors in two different schools/colleges must fulfill the specific requirements of each school or college and each major, including any variation in university core.

Within an academic discipline a student may earn only one major or major with a specialization. (e.g. A student may not earn a bachelor of science in computer science with a major in computer science and an additional major in computer science with a mathematics specialization.)

For second or concurrent degrees, see bachelor's degree requirements under Graduation/Commencement in this section.

Classification of Students

(Policy 82-2)

Undergraduate students are classified as follows:

Freshman	0 to 44.9 credits completed toward degree
Sophomore	45 to 89.9 credits completed toward degree
Junior	90 to 134.9 credits completed toward degree
Senior	135 or more credits completed toward degree

Other students are classified as follows:

Graduate—Students admitted for a master's, post-master's, graduate certificate, education specialist or doctoral degree program.

Non-Matriculated—An admission category that includes both graduate and undergraduate students not pursuing a degree or certificate or a prescribed set of prerequisites for entry into a specific Seattle University degree program. Also includes those admitted for specific short-term educational programs, (e.g. Matteo Ricci College or the Department of Military Science). See non-matriculated status in following pages.

Post-Baccalaureate Undergraduate—A student with an acceptable baccalaureate degree admitted to the university to pursue a second bachelor's degree, an undergraduate certificate, or a prerequisite program of study. Eligible to enroll in courses numbered 100-499 only.

Post-Baccalaureate Graduate—A student with an acceptable baccalaureate degree admitted to the university to pursue a specific graduate studies certificate. Eligible to enroll in 500 level courses only.

Course Numbering System

The course numbering system at Seattle University is as follows:

001 to 099 are courses which do not count toward degree requirements

100 to 199 are freshman courses

200 to 299 are sophomore courses

300 to 399 are junior courses

400 to 499 are senior courses

500 to 699 are graduate courses (graduate standing is required)

900 to 999 are professional development courses

Courses numbered 100 to 299 are "lower division" courses and those numbered 300 to 499 are "upper division."

Credit by Examination

Examinations for credit in undergraduate courses offered by the university may be taken by a student for work done in private study or on subject matter taken at a non-accredited college or university, with the following restrictions:

1. Students must be currently registered at Seattle University.
2. No student may take an examination in a course in which he/she is currently registered or has taken in any previous quarter.
3. The maximum number of credits obtainable by such examinations is 30, of which not more than 15 may be obtained in one subject matter field. All credits obtained by examination will be counted as extension credit and included in the maximum 45 extension credits allowed.
4. No credit will be granted unless the applicant has earned a minimum of 15 resident credits with a minimum grade point average of 2.50.
5. No student may earn credit by examination in subject matter more elementary than that for which he/she is currently enrolled (attending) and/or for which credit has previously been received.
6. No student will be permitted to repeat an examination.
7. A maximum of 15 credits may be earned through credit by examination in a single term. Exceptions are granted only for NLN examinations in nursing courses.
8. Credit by examination is not granted for lower-division foreign language courses in the student's native language.
9. Students who wish to qualify for credit by examination must obtain the appropriate form from the registrar, apply to the dean, and controller for approval.
10. No graduate credit is given by examination.
11. Nursing students who are licensed RNs may, under special circumstances, earn credit by examination for courses specified in Policy 85-1.
12. The grade will be posted CR (credit) or NC (no credit) and will have no effect on the grade point average. The minimum achievement level for receiving credit will be C. Core requirements may be satisfied through credit by examination and graded CR in this case.
13. The student does not formally register for the course and the examination is not considered part of the student's credit load.

Credit Load

(Policy 2001-2)

The normal load for full-time undergraduates is 15 credits per quarter. A minimum of 12 credits is required for full-time status. Students may take up to 18 credits per quarter. In order to allow highly capable students to broaden their education by taking courses outside of their program requirements, Seattle University has developed the following overload policy. Students who have sophomore standing, have attended Seattle University at least one quarter, have earned at least a 3.5 GPA at Seattle University, and have permission of the dean or dean's delegate may take more than 18 credits per quarter. Please refer to tuition and fee page for information on costs.

Students on academic probation may be required by the dean of their school to carry less than the normal credit load.

Dual Enrollment at Two Colleges

(Policy 75-6)

Seattle University regulations require undergraduate students to seek written permission on a "transfer verification form" to be enrolled simultaneously at another institution. Courses completed at a second institution are transferable in limited circumstances when, prior to enrolling elsewhere, a form authorizing dual enrollment is approved by the dean. These limited circumstances include: 1) When a student would significantly benefit from a course not offered at Seattle University but available at another institution; 2) when, because of infrequency of a particular offering, taking the course at Seattle University would unreasonably delay graduation, a delay which could be avoided by dual enrollment, and 3) during a one-quarter transition when a student first transfers to Seattle University while still completing course work at the institution from which the student is transferring.

Examinations

Examinations in all courses are regularly held at the middle and end of each quarter, and at such other times as the instructor may determine. Absence from an announced written examination is excusable at the discretion of the instructor and subject to review by the dean. Students absent from a scheduled examination without justifiable cause will receive a failing grade for the examination.

Fair Process Policy

(Policy 2001-1)

This policy sets out the minimum rights the university provides to all students enrolled in a clinical, field, internship, service learning project or other contextual educational experience at the University. In deciding whether to admit, retain, graduate or recommend a student, the University considers not only academic requirements but also the student's personal characteristics, conduct, and potential to serve effectively and ethically in the profession for which the student is seeking training or certification.

Forgiveness Policy

(Policy 77-6)

Former Seattle University students with poor academic records may resume their studies without the encumbrance of previously earned poor grades. After being absent for at least eight years, former Seattle University undergraduate students may apply for forgiveness at the time of readmission or during the first quarter resumed at Seattle University. For further information consult the Registrar's Office.

Grade Changes

Errors in grades must be reported within six months of the date of issue of grade reports. Once a grade is recorded it can be changed through a request of grade change form, which is completed by the instructor.

Grading System

Since fall 1996 the university has used the following system of grading to indicate the level of individual student achievement. Each letter grade has a quality point value assigned for the grade achieved. The quality point value is assigned to each letter grade as follows:

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

The grades of CR, GH, HW, I, IP, LW, M, N, NC, P, Q, R, W, Y, YW, or Z have no quality point value.

CR/F—Mandatory Credit/Fail

Music practice courses, some field experiences, internships, independent study in the Albers School of Business and Economics, some graduate courses, and other courses so designated by individual departments are only graded credit (CR) or fail (F). When passed with the minimum acceptable standard of D- on the undergraduate level and C on the graduate level, the course will be graded CR and credit will be granted. There will be no effect on the grade point average. Should the student fail to satisfy the instructor's minimal expectations, the course will be graded F and will be included in the computation of the grade point average.

To qualify for graduation with undergraduate honors, a minimum of 90 credits must be completed at Seattle University graded A through D-. Credits from mandatory CR/F courses will not count toward the 90 minimum unless the courses are specifically

required by the major, in which case a student will be considered for honors with a minimum of 80 graded credits.

CR/NC—Credit/No Credit

The CR/NC grading mode is reserved for undergraduate credit by examination. Minimum achievement level for receiving credit is C. Neither CR nor NC affects the grade point average. See Credit by Examination section of this bulletin.

GH—Grade Withheld

Used exclusively by the Professional Educational Development Program when work is incomplete. Grade has been submitted but student's paperwork is not in order or payment issues are unresolved.

HW—Hardship Withdrawal

The dean or dean's designee may, at his or her discretion, grant a hardship withdrawal when *extraordinary* and *unanticipated* circumstances prevent the student from completing all courses. As a general rule, the dean or dean's designee will require that the student provide documentation to support his or her request. There is no effect on the grade point average. Tuition refund follows the regular refund policy. Financial aid recipients are advised to check with Student Financial Services before requesting a hardship withdrawal as this action may negatively affect financial aid.

I—Incomplete

A temporary grade indicating that work in the course was acceptable, although a critical portion of it was not completed because of illness or other serious circumstances beyond the student's control. The I grade may not be used for the convenience of the faculty member or student. When the instructor assigns an I grade at the end of a term, a provisional grade is also submitted which will be automatically assigned by the registrar should the deadline expire without student action. This provisional grade should be calculated to include all work completed up to the date of final attendance plus a failing grade for work/examinations the student did not complete. An incomplete fee is posted on the student's account when the grade is submitted to the registrar. Once a degree has been posted, removal of an I grade is not permitted.

When the specified work has been completed, the faculty member files with the registrar a change of grade form in order to have the final grade posted to the transcript. Deadlines for submission of the form must be met:

I Grade Received:

Fall term
Winter term
Spring and Summer terms

Faculty must submit grade by:

March 1
May 1
November 15

Under unusual circumstances, a faculty member may request of his/her dean an extension of the time the "I" will remain on the record. Such a request for extension must be made to the registrar by the deadlines listed above.

While on the transcript, I grades will carry no penalty; i.e., they will not be counted in credit or grade point average computations.

IP—In Progress

Symbol used on the academic transcript to indicate current quarter's courses.

LW—Petitioned Late Withdrawal

Each student is limited to three LW grades as an undergraduate and three at the graduate level.

M—Missing

Symbol used on grade reports to inform student that a grade has not been received from instructor.

N—No Grade

A suspended grade for courses not scheduled for completion until after the quarter closes, e.g., thesis or research courses at the graduate level. It is the responsibility of the student to arrange with the supervising instructor to remove the N within the following four consecutive academic quarters, per the schedule given below. Once the closing date has passed, re-registration and payment of regular tuition is required in order to obtain credit for the work completed. Once a degree has been posted, removal of an N grade is not permitted.

N Grade Received:

Summer term
Fall term
Winter term
Spring term

Faculty must submit grade by:

August 1 of the following calendar year
November 15 of the following calendar year
March 1 of the following calendar year
May 1 of the following calendar year

NC—No Credit

Grade assigned when credit by examination has been attempted and student did not achieve acceptable performance level of at least C. There is no effect on the grade point average.

P—Pass

P/F - The P grade is assigned when a student successfully completes an undergraduate course after electing the pass/fail grading option for a general elective course. Failure to achieve at the minimum D- level results in a grade of F, which will affect the grade point average. See Pass/Fail option below.

Q—A Suspended Grade

For doctoral project/dissertation work-in-progress at the 600 level only. The Q grade must be removed within the six-year limit for all the degree coursework. Once the six-year limit has expired, the Q becomes permanent and the student must re-register for the course, paying regular tuition to obtain credit for the work completed.

R—Doctoral Research

Indicates registration in a required non-credit doctoral research course. A permanent grade which does not effect the grade point average.

W—Withdrawal

Official withdrawal

Y—Audit

A course for which no credit is given. Not available for course numbers 500-950.

YW—Audit Withdrawal

Student registered as an auditor but did not attend through end of course.

Z—Unofficial Withdrawal

Grade assigned by the registrar when it can be documented that a student has registered for a course, has never attended, and has not officially withdrawn according to university policy. There is no effect on the grade point average.

Pass/Fail Option**(Policy 76-1)**

Undergraduate students may elect a pass/fail option in free elective courses only, and under the following conditions:

1. Student must elect the pass/fail option at the time of registration and may change to or from P/F only during the drop/add period.
2. Ten quarter credits graded P/F, regardless of number of courses, is the maximum acceptable toward a bachelor's degree.
3. The P/F grading option is not allowed for major or college requirements or university core. Should the student elect a course P/F and then change majors so that the course would be required, the student's dean will make final determination as to applicability of the credit toward graduation.
4. Only one P/F course may be selected in a given quarter.
5. Courses numbered 500-950 are not open to P/F grading.

Courses elected as P/F will appear on the student's permanent record and will be graded P (Pass) with a minimum passing grade equivalent to D-, or F (Fail).

Courses in which a P grade is given will be counted as completed credits, but will be excluded from computation of the grade point average. An F (Fail) will be reflected in the grade point average and the course will not be counted as completed.

A minimum of 90 credits graded A through D- must be completed at Seattle University to qualify for graduation with honors. Courses graded P/F do not count toward this total of 90.

Grade Point Average**(Policy 75-2)**

Seattle University requires that undergraduate students maintain a C average, which is equivalent to a cumulative 2.00 grade point average on a 4.00 scale. Requirements of professional schools may be higher and individual majors and programs may have special grade requirements.

The grade point average is computed by dividing the total number of quality points achieved by the total number of credit hours attempted in which the student earns a letter grade of A through F.

Undergraduate students' major grade point average includes all Seattle University credits used to complete course and credit requirements of the major department as

well as the supporting courses in allied fields specifically required by the department. This includes courses in the major program which also satisfy a core requirement.

Graduate students must maintain a B average, which is equivalent to a cumulative 3.00 grade point average on a 4.00 scale.

Grade Reports

Student quarterly grade reports are available on-line 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.

Leave of Absence

(Policy 97-4)

Matriculated students who have completed one full quarter at Seattle University, who are not international students and who have not been dismissed for academic reasons, may apply for a leave of absence when they must interrupt their education under specific circumstances. Normally the leave will be in effect for no more than four consecutive quarters and must be approved by the student's dean in consultation with the registrar. For study abroad and military call-up purposes, the four-quarter deadline does not apply.

A leave of absence is not granted when a student is simply "stopping out" for one or more terms but will be granted for: military service; church, missionary or volunteer work through a recognized religious or volunteer organization; medical hardship; family hardship; participation in a university approved study abroad program; participation in a reciprocal university program of study; or, at the recommendation of an academic department because a student must pursue required courses at another institution.

When formally approved, this procedure may grant students special consideration by financial aid and loan agencies.

Majors

Major requirements within each department or school are outlined in this bulletin under departmental requirements or degree requirements.

Students who wish to pursue two majors in two different schools/colleges must fulfill all requirements in each school and college. Within one academic discipline a student may earn only one major or major with a specialization.

Major credit minimums as stated in this bulletin must be met except when transferred semester units fill content with 4.5 quarter credits. In such a case, a one credit shortfall in the major is the maximum shortage allowed. However, under no circumstances will the total credits required for the degree be reduced.

Minors

(Policy 84-1)

Departments or schools offering undergraduate minors outline specific requirements in this bulletin under departmental requirements or degree requirements. Students wishing to have a minor posted to their academic records must file a request for minor form with the registrar, which outlines the composition of the minor. Minors are granted with the following conditions:

1. Minors will be posted to a student's record concurrent only with a first undergraduate degree.
2. Minors cannot be earned within the 135-credit Matteo Ricci College degree program.
3. No more than 15 credits from an interdisciplinary major will be counted toward any student's minors. Interdisciplinary majors are: ecological studies, general science, international studies, and liberal studies.
4. The bulletin under which the student receives an undergraduate degree will stipulate course work for a minor.
5. Minors must include at least 30 quarter credits, including a minimum of six courses. See English Department listing for the exception to this requirement for students who have completed the Honors Program.
6. A maximum of 15 quarter credits of course work graded C (or 2.0 on the decimal grading system) or better may be transferred from other regionally accredited post-secondary institutions.
7. No more than five quarter credits in a minor can be graded P or CR.
8. The cumulative grade point average for all courses used in the minor can be no less than that applied to majors within the department sponsoring the minor.

Refer to individual departments for specific requirements.

Non-Matriculated Status

(Policy 82-2)

Non-matriculated students are defined as: those students admitted to Seattle University, by means of a special application form and fee, for the purpose of post-secondary or post-baccalaureate study which is not intended to culminate in a Seattle University degree or certificate; or, 2) those students who are recorded in the computer system via a manual registration process through the Office of the Registrar for particular programs offered by the Schools or Colleges in which the student is not required to be admitted to the university (see policy 82-2).

Students admitted as undergraduate non-matriculants must possess a high school diploma; those admitted as graduate non-matriculants must possess a baccalaureate degree from a regionally accredited institution of higher education. They are expected to be full participants in their courses and are held to the same standards as matriculated students.

There is no limit to the number of quarters for which a student may attend Seattle University as a non-matriculated student, but not all courses are open to non-matriculants. During Fall, Winter, and Spring terms, non-matriculated students will be admitted to courses on a space available basis after all matriculated students have had the opportunity to register; i.e. two weeks prior to the start of classes. During summer term, non-matriculated students may register when registration opens for the term.

Credit is awarded for successful completion of courses taken by non-matriculated students; however, courses will not be applied toward a degree or certificate until the student has applied and been accepted to a program of study as a matriculated student and petitioned the appropriate dean to request that said credits apply toward program

requirements. Completion of courses does not guarantee admission into a program of study.

The campus ID card, called One Card, is available to registered, non-matriculated students.

Probation and Dismissal

(Policies 75-14, 75-3, 81-2, 81-3 and 81-4)

A matriculated student who falls below the standard required for graduation may be placed on probation and given the opportunity to improve the quality of work before dismissal. A student will be placed on probation if the cumulative grade point average falls below 2.0 or the minimum required by a graduate school. Probation may be continued for consecutive quarters if the cumulative grade point average continues below the standard of the particular school or college.

Students who have one or more quarters of poor scholarship at Seattle University, i.e., who earn a cumulative grade point average below 2.0, or who fail to maintain standards in a graduate school may be subject to dismissal. Students dismissed for academic reasons may request reconsideration through the appropriate dean in accordance with the policy of the individual school.

Readmission

(Policies 75-3, 76-10, 81-3)

Readmission must be requested by both graduate and undergraduate students if their absence from Seattle University has been more than four consecutive quarters. Students will continue to receive registration materials and will qualify to register for four quarters after the last quarter of registration.

Exceptions: students listed below must apply for readmission if absent for one quarter, unless that quarter is summer:

1. School of Nursing students have special progression requirements stated in Policy 75-3, which take precedence.
2. Diagnostic Ultrasound majors have special progression requirements stated in Policy 81-3, which take precedence.
3. International students should refer to Policy 76-10 for special regulations.

Re-entering students who have attended other post-secondary institutions since withdrawing from Seattle University must submit official transcripts before applications for readmission can be considered. Credit for coursework completed elsewhere may be transferred according to the conditions listed under Transfer of Credit from Other Institutions in this bulletin.

Students absent from the university for more than four consecutive quarters will be held to the degree requirements in effect at the time of readmission.

Students readmitted to the university in fall 1991 and after, who completed the former core curriculum before stopping out, may graduate under that core plan even though they have been away from the university for four consecutive quarters or more. However, ten year old courses graded D that had applied to core must be repeated or replaced by an appropriate course.

Students who had not completed the former core and who return to complete their degrees after four or more consecutive quarter's absence must complete the university core curriculum as outlined in this bulletin.

Registration

All students must register on the dates published. No registrations are permitted after the last day to register, as published in the university calendar. Students registering after the first class day are held responsible for absences thus incurred. No person may attend any university course unless officially registered. A late tuition payment fee is assessed according to the date announced in the quarterly *Schedule of Classes*.

Registration Changes

Students are held accountable to complete every course for which they register. If it is necessary to add or drop a course, the student must complete the appropriate registration transaction by the last day such activity is allowed as published in the university calendar. Failure to officially withdraw from a course a student has attended will result in a grade of F on the student's academic record. International students must add a course before dropping one in order to remain in full-time status.

Repeating a Course

(Policy 77-2)

An undergraduate student who receives a grade of C- or below in a course at Seattle University may repeat that course. Some schools and major departments require that students repeat a required course under some conditions. When a course graded C- or below is repeated at Seattle University, the most recent grade will be posted to the permanent record and will be used in computing the cumulative grade point average, although course credits will be counted only once toward a degree. The original grade will remain on the record.

Repetition of a course originally graded C or above at Seattle University will not affect grade point or credit total. A student who receives permission to repeat a course at another institution will have no adjustment made to the Seattle University grade point average. The new course may count for credit and/or for content fulfilling a requirement as determined by established transfer policies.

If credit has been allowed for a course taken at another institution and then the course is repeated at Seattle University, the transfer credit is revoked and the Seattle University credit and grade replace it. A transfer student who has registered three or more times for a course at another institution without successfully completing it will be allowed to register for the course at Seattle University only once.

No student will be allowed to register for any single required course more than three times, including registrations resulting in grades of NC, I, LW, HW, and W.

Some professional programs have specific regulations regarding the repeating of a course.

Transcripts

(Policies 76-3 and 97-6)

Students may obtain official Seattle University transcripts of their academic record by submitting a written request to the Registrar's Office. No official transcript will be

released for students with a financial obligation to the university.

A limited number of transcripts are offered without charge. They and other enrollment certifications should be requested at least one week before they are required. A fee is charged for same day service.

The university is not responsible for any error on a transcript that is not brought to the attention of the registrar within six months of the closing date of the quarter in which the error occurred.

When submitted to the university, official transcripts from other institutions must be received in a sealed envelope and must bear the seal of the issuing institution along with the date of issue and the appropriate signature. Transcripts stamped "issued to student" will be accepted as official only if they meet these criteria and are considered official by the issuing institution.

Transfer of Credit from Other Institutions

(Policies 77-1 and 79-1)

Regular undergraduate students who have attended other regionally accredited colleges or universities may have credits transferred to Seattle University under the following conditions:

1. An official transcript must be filed with the registrar thirty (30) days after completion of the term. When a transferable degree is posted at a later date, an additional official record must be submitted.
2. The lowest acceptable grade in transfer for any course for new or continuing students is C- or 1.5 on the decimal system except for major program/department requirements in the Schools of Business and Economics, Science and Engineering, Nursing, and some departments in the College of Arts and Sciences for which the minimum is 2.0. Courses graded below C- or 1.5 submitted for transfer after fall 1995 by new or continuing students are not acceptable irrespective of the date the course was completed.
3. Credit granted by two-year colleges may be applied to university freshman and sophomore years only. Transfer of such credit may not exceed 90 quarter credits.
4. Credits are transferred in chronological order, earliest courses first. Once 90 credits have been accumulated from all schools, including Seattle University, additional community college credits may not be transferred. Courses taken at a community college beyond the 90 credit limit, if applicable to the Seattle University degree, will not have to be repeated and can fill course content requirements, but credits do not transfer and such courses will not reduce the minimum additional 90 credits required for a Seattle University degree.
5. For admission with advanced standing, no more than 135 quarter credits will be accepted toward a bachelor's degree requiring 180 credits or more. All transfer students must take at least ten credits in their major field of study at Seattle University and meet core curriculum requirements. Some majors have higher minimums.
6. The direct transfer associate (DTA) degree granted by a regionally accredited Washington state-sponsored community college will bring certain benefits to the student who has completed a degree based on Intercollegiate Relations Commission guidelines of 1990 and after, and received it prior to first matriculation at Seattle University. The student will be admitted with junior status,

- with 90 credits, and will have fulfilled freshman and sophomore university core requirements except for philosophy, religious studies, and requirements of professional programs.
7. The associate of science-transfer (AST) degree offered by many Washington community colleges carries benefits different from the DTA because the degree design does not intend that it satisfy any university's general education plan. Students awarded an associate of science, track I or track II, may be admitted with 90 credits in transfer and junior status. The English composition and 15 credits in humanities and social science courses that satisfy general education AS-T degree requirements at the community college will be considered equivalent to Seattle University core requirements using the broadest possible guidelines. With standard junior transfer student waivers in philosophy and religious studies, AS-T transfer students complete core curriculum courses at Seattle University. Certain minimum course and grade requirements apply to science, engineering and nursing majors.
 8. The last 45 degree credits must be completed at Seattle University. This is referred to as the senior residency requirement.
 9. Credit earned through extension courses may be transferred if the course was sponsored for degree credit by an academic department of a regionally accredited institution. No more than 45 quarter credits of extension credit will be accepted. Credit earned through correspondence shall not exceed 12 quarter credits and must be included in the extension credit total of 45 quarter credits.
 10. Credits more than 10 years old graded a minimum of C or 2.0 will be reviewed to determine applicability of credit to the major. Previously accepted courses graded lower than C or 2.0 that are more than 10 years old when an undergraduate student is readmitted will be removed from the Seattle University record and will not be applicable to any degree.
 11. Since the Seattle University grade point reflects only work done at this university, the grade point average cannot be improved by repeating elsewhere a course failed at Seattle University.
 12. Credits from unaccredited and newly accredited schools and non-traditional programs are subject to additional review prior to being transferred. See Policy 79-1 for additional information.
 13. Not all courses offered in post-secondary institutions are transferable to the university. Guidance is available through transfer guides for Washington community colleges issued annually by Seattle University and by Policy 77-1.
 14. Continuing Seattle University students who wish to take additional work at another college must file a completed transfer verification form with the registrar prior to attendance to assure that the courses will be transferable.

Withdrawal

(Policy 75-22)

The Registrar's Office must be officially notified in writing by students when they withdraw from any course. The withdrawal form is obtained from the registrar and presented to the instructor, other applicable offices, and registrar, in that order, for approval and signature. Failure to officially withdraw from a course a student has attended will result in a grade of F on the student's academic record.

The official date of a student's withdrawal is the date the appropriate documentation and completed form are received by the registrar. A grade of W will be allowed until Friday of the sixth week of the any quarter. Thereafter, any withdrawal must be petitioned. A student is allowed no more than three petitioned withdrawals as an undergraduate (reviewed by the associate dean or dean's designee) and three at the graduate level (reviewed by the dean's designee for the graduate program.)

A grade of HW may be assigned by the dean or the dean's designee when a student must withdraw from courses because of death of a family member, catastrophic illness in the family, or an illness and/or an injury to the student that incapacitates and documented by a licensed professional. There is no effect on the grade point average. Tuition refund follows the regular refund policy. Financial aid recipients are advised to check with the Student Financial Services before requesting a hardship withdrawal as this action may negatively affect financial aid.

Graduation/Commencement

Official Commencement exercises are held once a year in June. All responsibility for fulfilling the requirements for graduation rests with the individual student.

Academic Progress

Seattle University recognizes that students progress at different rates and their time to degree completion is often dictated by individual circumstances. However, all students (except those enrolled in the Matteo Ricci College) must complete a minimum of 180 credit hours of approved course work to be awarded a baccalaureate degree. (Note that some departments require more than 180 credits total.)

Application for a Degree

Application for a degree must be made at the Registrar's Office according to the deadlines as published in the university calendar: for winter completion, apply by October 1; for spring completion, apply by November 1; for summer and fall completion, apply by February 1. Candidates for a degree normally file applications two quarters preceding their final registration. Students planning to participate with deficiencies in the June Commencement ceremony must apply for graduation by November 1.

Application for a Certificate

(Policy 76-11)

Application for a certificate must be made at the Registrar's Office during the first week of the term in which certificate course work is to be completed.

Bachelor's Degree Requirements

(Policies 75-1 and 76-2)

The academic year begins with summer term.

Students are held to degree requirements in effect at the time of first enrollment. Students who are readmitted after an absence of four or more consecutive quarters or who change their majors are held to degree requirements in effect at the time of readmission or change of major. Students may, by petition, elect to graduate under degree

requirements specified in subsequent bulletins of information; under no circumstances will the requirements from earlier bulletins of information be applied.

Candidates for an undergraduate degree must meet the requirements listed below:

1. Core curriculum requirements and specific requirements of the college or school from which the student expects to graduate must be fulfilled. A minimum overall grade point average of 2.0 must be achieved and a grade point average of 2.0 is required in departmental requirements of the student's major. Higher grade point average requirements pertain in many programs as listed in program sections. The major grade point average includes all Seattle University credits used to complete course and credit requirements of the major department as well as the supporting courses in allied fields specifically required by the department. This includes courses in the major program which also satisfy core requirements. Major credit minimums as stated in this bulletin must be met except when transferred semester units fill content with 4.5 quarter credits. In such a case a one credit shortfall in the major is the maximum shortage allowed. However, under no circumstances will the total credits required for the degree be reduced.
2. A minimum of 180 credits is required for the baccalaureate degree, except for graduates of the Matteo Ricci College, where 135 credits is the minimum, and the civil engineering degree, which requires a minimum of 192 credits.
3. Ten credits in philosophy plus a five credit upper-division ethics course and 10 credits in theology and religious studies are required in all degree programs. See the Core Curriculum section of this bulletin for specific requirements and possible exceptions.
4. The senior year must be spent in residence at the university, which shall be understood to mean the final 45 degree credits. Such work is to be taken in the university under the direction of members of the faculty. In the case of Seattle University students enrolled in AFROTC and NROTC at the University of Washington, this requirement may be waived for aerospace and naval science studies. With specific permission on a transfer verification form, senior residency may be waived for an approved study abroad program.
5. All degree requirements should be completed within 10 years of the date on which the college work was begun. Credit over 10 years old will only apply to a degree when graded C (2.0) or better and approved as applicable by the student's dean or department chairperson.
6. All financial obligations to the university must be met prior to release of the diploma or an academic transcript.
7. Students working for a second baccalaureate degree, either consecutively or concurrently, must complete a minimum of 45 credits beyond the first baccalaureate degree and complete all specific requirements of the new program and/or the new college. These 45 credits must be completed in residence at Seattle University.

To satisfy core requirements, students who have previously completed an acceptable baccalaureate degree must complete "essential core" at Seattle University; that is, they must pass an upper-division ethics course; a religious studies core course; and one senior synthesis course appropriate to the degree(s) sought.

Commencement with Deficiencies

(Policy 83-1)

Students who have not completed their degree requirements may participate in commencement exercises under the following conditions:

1. Undergraduates who have ten or fewer credits of degree requirements remaining to be satisfied and who meet the grade point standards for their degree programs are eligible to participate in commencement.

Graduate students who have six or fewer credits of degree requirements remaining to be satisfied and who meet the grade point standards for their degree programs are eligible to participate in commencement. The School of Education has additional requirements. See the School of Education in the *Graduate Bulletin* for details.

2. Applications for commencement with deficiencies must be filed in the Registrar's Office on or before the closing date for regular graduation applications.
3. The commencement program will include the names of those who commence with deficiencies indicating possible honors as calculated through winter quarter. Final honors will appear on the official transcript and on the diploma once the requirements are completed.
4. Students commencing with deficiencies will not receive their diplomas until after all requirements for graduation have been completed.
5. Students who exercise the option to participate in commencement with deficiencies may not participate again following completion of their degree requirements nor will their names appear in the program.
6. Students who have not completed their degree requirements within 12 months of their participation in the commencement ceremony will be held to the catalog requirements in effect at the time they re-enroll.
7. Students completing two degrees simultaneously may participate in the commencement exercises provided they have met all requirements for the first degree and have 10 or fewer credits remaining to be completed for the second undergraduate degree or 6 or fewer credits remaining for the graduate degree. Honors will be posted to the transcript when both degrees are completed.

Honors at Graduation

(Policy 75-21)

Graduation with honors for undergraduates requires completion of a minimum of 90 credits in residence at Seattle University in courses graded A through D-. Should a student elect the P/F option for any one course or take a credit by examination as part of the 90 credit minimum, honors eligibility is forfeited. In programs where CR/F grades are mandatory for required courses, such courses are allowed toward the minimum 90 credits, but no student may be considered for honors with fewer than 80 graded credits.

Honors at graduation are conferred on undergraduate students with at least 90 Seattle University graded credits on the following scale:

Cum Laude—3.50 through 3.69

Magna Cum Laude—3.70 through 3.89

Summa Cum Laude—3.90 through 4.00

Since commencement occurs prior to spring quarter grading, the commencement program will indicate honors as of the winter term grades. However, actual honors confirmed, as shown on diplomas and transcripts, will include the final quarter grades.

President's Award

(Policy 75-12)

The President's Award is given at the discretion of the Deans' Council to the graduating senior who entered Seattle University as a first-time freshman and has maintained the highest Seattle University grade point average throughout the undergraduate degree.

Provost's Award

(Policy 75-12)

The Provost's Award is given at the discretion of the Deans' Council to the graduating senior who entered Seattle University as a transfer student from another college or university and has maintained the highest Seattle University grade point average throughout the undergraduate degree.

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 manner.

Violations

All academic dishonesty, including but not limited to cheating, plagiarism, and furnishing false or misleading information on any official university academic form are violations of the Academic Honesty Code.

Penalties

The imposition of penalties initially will be the responsibility of the classroom teacher or the department chair, depending on the nature of the offense. For example, at the teacher's discretion, he or she may reprimand the student or give a failing grade for an assignment, an individual examination, or the entire course. A brief report of the incident and the penalty imposed will be filed with both the instructor and the student's department chair. In any such instance the student has the right to appeal the teacher's action, first to the chair of the department in which the course was taught and then to the dean of the school in which the course was taught.

In the case of repeated or more serious violations of academic dishonesty, the teacher or department chair involved may recommend to the student's dean that the student either be suspended or expelled from the school or college in which he or she is enrolled. Suspension or expulsion from a given school is within the authority of the dean of that school and may be appealed by the student to the Provost's Office.

Although suspension or expulsion from a school will in most instances have the effect of separating the student from the university, this result does not follow necessarily or automatically. In a rare instance, depending on the nature of the code

violation, such a student might be accepted by the dean of another school. Only the president or the provost or his/her designee may suspend or expel a student from the university as such and only, in normal circumstances, following a hearing of the charges in the presence of the accused.

Academic Grievance — Challenging a course grade

The ultimate responsibility for the integrity of the academic grading process belongs to the university as an institution. Individual faculty members routinely act as agents for the institution in evaluating the student's academic performance and in assigning final course grades. In the event of a student's challenge to a final course grade, the burden of proof lies with a student who claims a grievance. The faculty member has an obligation to award course grades on the basis of standards set at the beginning of the course.

The following process will guide the university's response to allegations that a faculty member acted arbitrarily and capriciously in assigning course grades. The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the university, or questions of professional judgment concerning course content, instructional methods and appropriateness of performance standards. In addition, the policy does not apply to the Law School.

I. Definitions

For the purposes of these procedures, the term "Dean's Designee" means a faculty member appointed by the Dean (often the Associate Dean). Because the Dean hears appeals, the Dean cannot appoint him- or herself as the Dean's designee.

II. Time Limits for Challenging a Course Grade

Students who want to challenge their course grade must do so within the time limits set out below:

For fall, winter and summer quarters, the procedure must be initiated by the close of business on the **third Friday** of the following quarter.

For spring quarter, the procedure must be initiated by the close of business on the **third Friday** of fall quarter.

III. Burden of Proof

The student challenging the course grade has the burden of supplying evidence that proves that the faculty member acted arbitrarily and capriciously in assigning the course grade.

IV. Procedures for Challenging a Course Grade

To the greatest extent possible, grievances should be resolved at the level of authority closest to the classroom.

A. Meeting with faculty member:

Students begin the process by scheduling a meeting with the faculty member teaching the course to discuss the course requirements and the student's performance in the course. If the challenge cannot be resolved at this level, then the student wishing to proceed further may request informal mediation; the student must do so within the deadlines set out in Section II above.

B. Informal Mediation:

Step 1: Filing a Request for Informal Mediation

If the course for which the student is challenging the grade is a course that is offered by a particular department (for example, the Chemistry Department), the student should file his or her written request for informal mediation with the department chair. If, however, the course is one that is offered by a school and not a particular department (for example, a course that is offered by the School of Nursing), the student should file his or her written request for informal mediation with the dean's designee for that school. The request should include the date, the student's name, the name of the course, the professor's name, and a brief explanation of the challenge. This request must be signed by the student.

Step 2: Selection of a Method for Resolving the Dispute

Once the request has been made, the department chair or dean's designee (whichever is appropriate) assumes the role of mediator. As the mediator, the designee will select a method for resolving the dispute. If the mediator selects a face-to-face meeting, the mediator will determine who should be present and the role or roles that each person will play.

Step 3: Mediator's Decision

Within three class days after the end of the mediation, the mediator will send the faculty member and the student a short memo setting out his or her recommendation. If both the faculty member and the student agree with the mediator's recommendation, the mediator's recommendation will become binding. If, however, either the faculty member or student disagrees with the recommendation, the recommendation will not have any effect, and the student's grade will not be changed. In such instances, the student may choose to initiate the formal procedure.

C. Formal Procedure

Students who are dissatisfied with the results of the informal mediation may file a formal grievance with the dean's designee of the school in which the course is being offered. *However, the student who filed the grievance can, at any time, withdraw his or her grievance. If the student withdraws his or her grievance, the process will immediately stop.*

Time Limits for Filing a Formal Grievance

If a student chooses to file a formal grievance, he or she must do so within five class days after receiving the mediator's recommendation.

Content of Formal Grievance

The formal grievance must be in writing and must set out the date, the student's name, the name of the course, the faculty member's name, and student's signature. In addition, the student must describe in detail his or her grievance, the evidence that supports that grievance, and the remedy that the student proposes.

Resolving the Grievance

Step 1: Notifying the faculty member that a formal grievance has been filed

After receiving the grievance, the dean's designee will send the faculty member a copy of the grievance and the faculty member will submit a written response with-

in five school days. The dean's designee will also send the student a copy of the faculty member's response.

Step 2: Selection of Grievance Committee

In addition, after receiving the grievance, the dean's designee will give the student the option of having the grievance heard either (a) by a committee made up of three members of that school's faculty or (b) by a committee made up of two faculty members of that school plus one student from that school who is in good standing. The dean's designee will select both the faculty members and the student. The dean's designee will function as chair of the committee without a vote.

Step 3: Challenges for Bias

After selecting the committee members who will hear the grievance, the dean's designee will send both the faculty member and the student a list of the proposed committee members. If they choose, both the faculty member and the student may challenge members of the committee for bias. Such challenges must be in writing and must set out the reasons for the challenge. The dean's designee will rule on the challenges, and, if appropriate, appoint new members to the committee. Such challenging of committee members can only occur once for both student and faculty member.

Step 4: Scheduling the Hearing

Once the committee has been selected, the dean's designee will schedule the hearing. As a general rule, the hearing should be scheduled so that both the student and the faculty member have at least five class days to prepare for the hearing, and so that the hearing is held within fifteen school days of the date that the grievance was filed. The dean's designee does, however, have the right to extend these time limits to accommodate the schedules of the student, the faculty member, and the committee members who will hear the grievance. The dean's designee oversees the distribution of the written documentation to the committee in sufficient time to insure a careful advance review of the materials.

Both the student and the faculty member may elect to bring to the hearing a support person of their choice from within the University community. The support person is not permitted to speak, question or otherwise participate in the hearing process. If the student and/or faculty person elects to invite a support person, that information should be provided to the dean's designee at least two days in advance of the hearing.

Step 5: Conducting the Hearing

The dean's designee will preside over the hearing. As a general rule, the hearing will be conducted as follows:

1. The dean's designee will open the hearing by introducing the student, the faculty member, and the committee members who will hear the grievance.
2. The dean's designee will ask the student to present the evidence supporting the grievance.
3. The dean's designee will ask the faculty member to respond to the student's evidence.
4. The dean's designee will provide the student with an opportunity to respond to the faculty member's statements and evidence.

5. The dean's designee will give the committee members hearing the grievance an opportunity to ask both the student and faculty member questions.

6. The dean's designee will end the hearing by telling the student and faculty member that the committee members will meet in a closed session to decide the merits of the grievance. The dean's designee will not attend or participate in the closed session.

Step 6: Deciding the Grievance

To change a grade, a majority of the committee members must agree to the change. If a majority of the committee members do not agree to the change, no change will be made.

Step 7: Preparing the Written Opinion

Within five class days after the hearing, the committee members will prepare and deliver to the student, the faculty member, and the dean's designee a written document setting out the committee's decision. Unless Part V below applies, the committee's decision is final and cannot be appealed.

V. Limited Appeal to the Dean

If the student or faculty member believes that his or her procedural rights were violated during the formal grievance, they may, within five class days of the decision, file a written appeal with the dean of the school that offered the course. In the appeal, the student or faculty member should set out the procedural right that he or she believes was violated and any evidence he or she has to support the claim. The dean will review the written material that has been submitted, conduct any investigation that he or she believes is necessary, and make a decision. The dean may affirm the earlier decision, remand the case for further action, or reverse the earlier decision.

The decisions of the dean are not appealable.

Confidentiality of Student Records

(Policy 76-9)

Seattle University's policy regarding the confidentiality of student records is in keeping with the "Family Educational Rights & Privacy Act" (FERPA). It is University policy to maintain as confidential all data except that considered to be "directory information." "Directory Information" includes: student name, campus address, campus phone number, university e-mail address, major field of study, dates of attendance, grade level, enrollment status, photographs used for university use only, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in the officially recognized activities and sports, and weight and height of members of athletic teams. In addition, the University reserves the right to confirm or deny but not provide requesters information regarding date of birth for verification purposes only.

Students have the right to suppress this information and may do so by submitting their request in writing to the Office of the Registrar.

In addition FERPA affords students certain rights with respect to their education records. They are:

1) The right to inspect and review the student's education records with in 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of academic department, vice president of student development or other appropriate official, written requests that identify the record(s) they wish to inspect. A form can be obtained from the Office of the Registrar (or on the registrar's web page: www.seattleu.edu/regis) which the student may use to request access to academic records. Other offices or departments will develop their own method granting access. Following the written request, each office or department will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They may write (or use the appropriate form as designated by each office) the official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides NOT to amend the record requested as requested by the student, the University will notify the student of the decision and advise the student of his or her other right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3) The right to consent of all disclosures of personally identifiable information contained in the student's records, except "directory information" as stated above and other provisions of FERPA that authorize disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her other tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll, and by law must provide some additional information other than directory to any legitimate military recruiter who makes such a request in writing to the Office of the Registrar.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Seattle University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-4605.

The Core Curriculum

Burt C. Hopkins, PhD, Director

"A Jesuit liberal arts education assumes that you become what you desire. All the courses in art and literature, in mathematics and science, in history, economics or business, in philosophy or theology aim at helping you clarify, broaden, and deepen your most important question in life: 'What do you really want?' When that question is deepened, most of us discover that what we really want is the knowledge, skills, and power to build a world of justice and love."

—John Topel, S.J., Chair, Catholic Traditions

Objectives

Students at Seattle University take a basic program of liberal studies called the core curriculum. The university core curriculum introduces all Seattle University students to the unique tradition of Jesuit liberal education. The curriculum results from four years of discussion and work by more than 100 faculty members and administrators in response to a call by students and teachers for an integrated way of learning. In accord with Seattle University's Mission Statement, the core curriculum has three aims:

1. To develop the whole person for a life of service.
2. To provide a foundation for questioning and learning in any major or profession throughout one's entire life.
3. To give a common intellectual experience to all Seattle University students.

This university core curriculum has several distinctive characteristics:

- It provides an integrated freshman year for all students.
- It gives order and sequence to student learning.
- It provides experience in the methods and content of the range of liberal arts, sciences, philosophy, and theology.
- It calls in all classes for active learning, for practice in writing and thinking, and for an awareness of values.
- It encourages a global perspective, an intercultural and gender awareness, and a sense of social and personal responsibility.

The university core curriculum provides this ordered experience in three phases.

Phase One Foundations of Wisdom

The first phase gives a student the basis to move from experience to understanding and then to critical judgment and responsible choices. The goal of this first phase is to develop several foundations of liberal learning:

- Foundational Habits—Facility in asking the right questions, in critical and creative thinking, in writing and speaking skills, and in mathematical literacy.
- Foundations of Culture—Familiarity with the basic ways of knowing through a study of Western and other civilizations, primarily in their history, literature, science, and fine arts.

Phase Two Person in Society

The second phase helps a student to expand horizons by confronting major modern issues. Here the student learns to interpret and to make judgments through the methods used in the human sciences, philosophy, and religious studies. Building on the foundational skills and awareness of literature, history, science, and fine arts (from Phase One), the student delves into the issues and questions raised by anthropology, economics, political science, psychology, and sociology discovering philosophical and theological assumptions underling the commonalities and differences of human experience in society today.

Phase Three Responsibility and Service

The third phase is designed to help the student prepare more directly for a life of service in the light of authentic human and Christian values. The first course in this phase is an ethics course, which is followed by a second theology course. In addition, the student takes one interdisciplinary course that addresses a major contemporary problem from a number of approaches. Finally, the student concludes his or her university education with a senior synthesis, which ties together liberal learning with professional studies. What is special about Phase Three is its emphasis on evaluative activities that are an essential part of responsible service.

The University Core Curriculum First-time students or students transferring with fewer than 45 credits

(prior to first attendance at Seattle University)

Additional requirements, exceptions, and stipulated courses are established by the schools and departments of the university and those sections of this bulletin should be consulted before choosing core courses. Check course descriptions in the respective departmental sections for prerequisites. All courses fulfilling core requirements must be taken for a letter grade. For each student, no individual course may fulfill more than one core curriculum requirement.

The following core requirements are in effect:

Phase One Foundations of Wisdom

Writing/Thinking Sequence10

- ENGL 110 College Writing: Inquiry and Argument
PHIL 110 Introduction to Philosophy and Critical Thinking

These two courses are to be taken in sequence in a 10-credit block during the fall and winter or winter and spring quarters of the freshman year.

History/Literature Sequence10

- ENGL 120 Introduction to Literature
and

Choose one of the following two courses:

HIST 120	Origins of Western Civilization
HIST 121	Studies in Modern Civilization

These two courses are to be taken in sequence or a cluster in a 10-credit correlated block during the winter and spring quarters of the freshman year. (Students in the School of Science and Engineering may take this sequence in spring of the first year and fall of the second year).

Please Note: Students in the College of Arts and Sciences must take HIST 120 for core and may select HIST 121 or 231 to fill the additional college history requirement.

Fine Arts5

A five-credit fine arts course from the following: FINR 120, ART 100, 120, 160, 211, 212, 213, 314, 317; DRMA 101, 211, 212, 250, 260; MUSC 101, 200, 211 or 212

Mathematics5

Any five-credit course in mathematics on the 100 level (or above) for which the student is qualified.

Science5

Any five-credit laboratory science course for which the student is qualified (biology, chemistry, general science, or physics, but not computer science).

Phase Two Person in Society

Study of Person Sequence10

PHIL 220	Philosophy of the Human Person
Social Science I Choose: PSYC 120, SOCL 120, PLSC 120, or ISSS 120	

These two courses are normally to be taken in sequence or in a cluster in a 10-credit block.

Social Science II5

Choose any five-credit course from among the following courses, as long as the discipline chosen is different from Social Science I taken in the preceding sequence:

ANTH 230	Cultural Anthropology
CRJS 200	Deviance and Social Control
ECON 271	Principles of Economics: Macro
ECON 272	Principles of Economics: Micro
PLSC 200	Intro to American Politics
PLSC 230	Comparing Nations
PLSC 250	Intro to Political Theory
PLSC 260	Global Politics
PSYC 210	Personality Adjustment
SOCL 210	American Society and Culture
SOCL 222	Social Psychology

Students who major in one of the social science disciplines must take both the required core curriculum social science courses outside of their major department.

Theology and Religious Studies Phase II5

Any approved five-credit course selected from TRST 200-299.

Phase Three Responsibility and Service

Ethics5

Choose one of the following options:

PHIL 312	Social Ethics
PHIL 345	Ethics
PHIL 351	Business Ethics
PHIL 352	Health Care Ethics
PHIL 353	Ethics in Science/Technology
PHIL 354	Ethics and Criminal Justice
PHIL 358	Communication Ethics
PHIL 359	Professional Ethics
TRST 380	Core Ethics: Christian Perspective

Theology and Religious Studies Phase III5

Any approved five-credit course selected from TRST 300-399.

Interdisciplinary Course3 to 5

A three to five credit course that deals with a contemporary issue from a multidisciplinary perspective. A list of approved interdisciplinary courses will be published in the quarterly schedule of classes and will usually be numbered 480 to 483.

Senior Synthesis3

A course or project of at least three credits approved by the student's major department and the core director as fulfilling the objectives of the senior synthesis requirement.

The two sequences in Phase One must normally be completed before taking courses in Phase Two. All of Phase Two must be completed before a student begins Phase Three. Exceptions to taking the core curriculum in sequence or in phases must have permission of the dean of the College of Arts and Sciences or the director of the university core curriculum.

Some programs have specific requirements and special allowances for filling core. See individual program sections.

Essential Core for Undergraduates

Transfer students completing a first undergraduate degree who have fewer than 90 transfer credits will complete a minimum of 26 core credits at Seattle University: PHIL 210/220, TRST Phase II, TRST Phase III, interdisciplinary course, senior synthesis, and upper-division ethics.

Thematic Options

The core curriculum offers students the option of fulfilling a portion of their core requirements by enrolling in one of three thematic tracks. These tracks, Diversity, Citizenship, Social Justice (DCSJ), Faith and the Great Ideas (F&GI), and Global African Studies (GAS) are described below.

Diversity, Citizenship, Social Justice Core Track (DCSJ)

Nalini Iyer, PhD, Director

This track aims to provide students an interdisciplinary approach to diversity, citizenship, and social justice and to bring them together in a community of professors and peers exploring similar issues through a 35 credit sequence of courses. Each quarter, the schedule of classes identifies courses as a part of the DCSJ track and further identifies each course focus as diversity (D), citizenship (C), or Social Justice (SJ).

Requirements

Students must take 35 credits of courses identified as part of DCSJ track including at least one course in each area:

Diversity-DCSJ (5cr)

Citizenship-DCSJ (5cr)

Social Justice-DCSJ (5cr)

Core interdisciplinary course identified as meeting DCSJ requirements (5cr)

Other DCSJ courses (15 cr)

For further information, please contact the director or check the website at www.seattleu.edu/Core (Diversity, Citizenship, Social Justice link)

Faith and the Great Ideas Core Track (F&GI)

Andrew Tadie, PhD, Director

The F&GI track consists of special integrated sections of required core courses. The program aims at assisting its students to acquire a strong foundation for any academic major or profession, a deeper intellectual awareness of moral values, a global perspective, and a keener sense of personal freedom and responsibility, the natural environment, and the relationship between faith and reason.

Requirements

Students must successfully complete five of the special F&GI sections of the following core courses:

English 110

Philosophy 110
 English 120
 History 120
 Social Science 120
 Ecological Studies 120
 Art 211
 Philosophy 220
 Theology 230

As many as two transfer and/or Advanced Placement courses may apply towards completion of program requirements.

For further information or to apply for admission into the program, please write to the program director.

Global African Studies Core Track (GAS)

Olúfémi Táíwò, PhD, Director

The Global African Studies track is designed to educate students about the African World, globally conceived. On one hand, it takes the African American experience as the anchor. On the other, it enables students to acquire knowledge of the African World outside the United States, including the rest of the "New World" from Canada to Chile and all points in-between, as well as Africa, and wherever else in the world the African presence is to be found.

Requirements

Those who wish to receive a certificate for this 35 credit track will take a sequence of FOUR required courses including Core Interdisciplinary 480-level and any three of the remaining four in this area. Additionally, they will take THREE electives, one of which must be in an African language.

Required Courses20

- | | |
|-------------------------------|--|
| ENGL 120 | Introduction to Literature: courses identified as meeting Global African Studies Track requirements |
| HIST 121 | Studies in Modern Civilization: courses identified as meeting Global African Studies Track requirements* |
| PHIL 220 | Philosophy of the Human Person: courses identified as meeting Global African Studies Track requirements |
| Core Social Science | II course, from any of the following disciplines: ANTH, PLSC, SOCL; 200-level; identified as meeting Global African Studies Track requirements |
| Core Interdisciplinary course | [480-483] identified as meeting Global African Studies Colloquium requirements |

Electives15

Other approved GAS courses

*Students in the College of Arts and Sciences take HIST 120 for core; this course satisfies their additional college requirement in history

For further information, please contact the director or check the website at www.seattleu.edu/Core (Global African Studies Program link).

The University Core Curriculum Students transferring with 45 credits or more

(prior to first attendance at Seattle University)

Phase One Foundations of Wisdom

College Writing.....5

Philosophy/History/Literature/Fine Arts15-20

English 120 Introduction to Literature

History 120 Origins of Western Civilization
or

History 121 Studies in Modern Civilization

Fine Arts

(FINR 120, ART 100, 120, 160, 211, 212, 213, 314, 317; DRMA 101, 211,
212, 250, 260; MUSC 101, 200, 211 or 212)

Philosophy 110 Introduction to Philosophy and Critical Thinking

(Transfer students who matriculate with 90 or more credits and have not had an introduction to philosophy receive a waiver in that requirement.)

Transfer courses can be used to satisfy the above requirements in Phase One with the categories below. Note that only two courses from any one category will be counted towards fulfillment of the above requirements in Phase One:

Communications, Journalism and Speech

English and Literature (no English composition)

Fine Arts, Art, Drama and Music

(This category does not include skill and performance classes.)

History

Humanities

Philosophy

Religion

Modern Language and ASL classes do not fulfill Phase One course requirements.

Mathematics.....5

Any five-credit course in mathematics on the 100-level or above for which the student is qualified, excluding intermediate algebra.

Science.....5

Any five-credit laboratory science course for which the student is qualified (e.g. biology, chemistry, general science, physics, but not computer science).

Phase Two Person in Society

Study of Person Sequence.....5

PHIL 220 Philosophy of the Human Person

(Students who have not taken PHIL 110 or its equivalent will take PHIL 210 in place of PHIL 220.)

Social Science I5

Choose from:

- | | |
|----------|-----------------------------|
| ISSS 120 | Poverty in America |
| PLSC 120 | The Trouble with Government |
| PSYC 120 | Introductory Psychology |
| SOCL 120 | Introductory Sociology |

Social Science II5

Choose any five-credit course from among the following courses, as long as the discipline chosen is different from Social Science I:

- | | |
|----------|--------------------------------|
| ANTH 230 | Cultural Anthropology |
| ECON 271 | Principles of Economics: Macro |
| ECON 272 | Principles of Economics: Micro |
| PLSC 200 | Intro to American Politics |
| PLSC 230 | Comparing Nations |
| PLSC 250 | Intro to Political Theory |
| PLSC 260 | Global Politics |
| PSYC 210 | Personality Adjustment |
| SOCL 210 | American Society and Culture |
| SOCL 222 | Social Psychology |

Any two transfer courses from the following subjects and from different disciplines may satisfy Social Science I or II: anthropology, administrative justice/criminal justice, economics, geography, government/ political science, psychology, and sociology.

Students who major in one of the social science disciplines must take both the required core curriculum social science courses outside of their major disciplines.

Theology and Religious Studies Phase Two5

Any approved five-credit course selected from TRST 200-299.

Phase Three - to be completed at Seattle University
Responsibility and Service

Ethics5

Choose one of the following options:

- | | |
|----------|------------------------------------|
| PHIL 312 | Social Ethics |
| PHIL 345 | Ethics |
| PHIL 351 | Business Ethics |
| PHIL 352 | Health Care Ethics |
| PHIL 353 | Ethics in Science/Technology |
| PHIL 354 | Ethics and Criminal Justice |
| PHIL 358 | Communication Ethics |
| PHIL 359 | Professional Ethics |
| TRST 380 | Core Ethics: Christian Perspective |

Theology and Religious Studies Phase Three5

Any approved five-credit course selected from TRST 300-399.

(Students who transfer in with 90 credits or more will not be required to take a 300 level theology course.)

Interdisciplinary Course.....3-5

Choose any three to five-credits that deal with a contemporary issue from a multidisciplinary perspective. A list of approved interdisciplinary courses will be listed in the online quarterly schedule of classes and usually will be numbered 480-484.

Senior Synthesis3

Please Note: Students may elect to fulfill the college writing requirements through credit by examination. For students entering Seattle University as transfer students, the requirement of having 15 prior credits at Seattle University is waived for the purposes of this exam only.

A history course, in addition to the core requirements is required of all majors in the College of Arts and Sciences. Students may select HIST 121 or 231 or equivalent.

Some programs have specific requirements and special allowances for filling core. See individual program sections.

It is recommended that the two sequences in Phase One and Phase Two be completed before a student begins Phase Three.

Essential Core for Second Undergraduate Degree

For a student seeking a second baccalaureate degree, essential core to be completed at Seattle University is a minimum of 13 credits: religious studies, senior synthesis appropriate to the new degree, upper-division ethics. Students who have taken no previous courses in religious studies or theology should take a TRST 200-level course; students who have one or more previous courses in religious studies or theology should take a TRST 300-level course.

College of Arts and Sciences

Wallace D. Loh, PhD, Dean

Objectives

The College of Arts and Sciences, the oldest and largest undergraduate division of Seattle University, is the heart and foundation of Seattle University's mission to the undergraduate. That mission is to provide a liberal education in the humanities, the arts, and the social sciences along with selected graduate and professional programs.

Grounded in the Catholic and Jesuit intellectual tradition and respectful of their vision of the human person, the faculty of the college educate students for leadership, spiritual growth, responsible citizenship, and service through curricula both in the core program and in the majors that develop the whole person: the intellect, the imagination, the aesthetic sense, the capacity for ethical reflection, and skills of analysis and communication. Small classes, taught primarily by full-time faculty, and the availability of faculty advisers create a supportive as well as challenging environment for our community of learners.

It is the goal of the faculty that students be educated to think critically and to act responsibly so that they may be prepared to welcome the challenges of the future.

Organization

The college departments are Communication; Ecological Studies; English; Fine Arts; History; Military Science; Modern Languages and Literature; Philosophy; Political Science; Psychology; Public Affairs; Society, Justice and Culture; Theology and Religious Studies.

The program divisions are Asian Studies, Honors, International Studies, Law Scholars, Liberal Studies, Prelaw, and Premajor Studies. Each department chair or program director, in collaboration with the faculty, arranges study programs and counsels individual students. All programs are coordinated and supervised by the dean of the college. Students wishing to inquire about programs in detail should consult either the dean or the respective department chair or program director.

Admission Requirements

Students entering the college must satisfy all entrance requirements for the university as outlined in the Admission section in this bulletin. Some departments list further requirements for admission into certain major programs. Concerning these, the respective departmental sections in this bulletin should be consulted.

Degrees Offered

- Bachelor of Arts
- Bachelor of Criminal Justice
- Bachelor of Public Affairs
- Bachelor of Science
- Bachelor of Social Work

General Program Requirements

Students in the College of Arts and Sciences must satisfy the core curriculum requirements of the university given in this bulletin. Additionally, the College requires of all students a second five-credit course in history chosen from either HIST 121 or HIST 231.

All students with a major in the College of Arts and Sciences must also demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. It is strongly recommended that students fulfill this program requirement in their first year. Students educated to the age of 16 in a language other than English are presumed to have satisfied the goal of this requirement. Beginning summer term 2000, a three course, 15 quarter credit sequence of American Sign Language at the college level will satisfy this requirement. Courses used to satisfy the College of Arts and Sciences language requirement may not also be used to fulfill major requirements.

A minimum cumulative grade point average of 2.5 must be obtained in courses required by the majors and taken at Seattle University for degrees in the College of Arts and Sciences.

Additional specific requirements are set by the department or program division in which the student's major is pursued. For these requirements consult the respective sections in this bulletin.

Premajor Studies Program

The Premajor Studies Program is for freshmen and sophomores who wish to explore academic programs and careers before committing themselves to a major. See the Premajor Studies Program section for more information.

Subject Majors

In all programs having a specific subject major, the number of required courses and hours varies according to the department or program division. The minimal number required in any subject major is 40 credits; majors in departments having core sequences must consist of 35 credits beyond the core sequence.

Addiction Studies

Department of Society, Justice and Culture

Jodi A. O'Brien, PhD, Chair

Objectives

Addiction to alcohol and other drugs is the nation's major public health problem, with implications for family, business and industry, traffic safety, and the physical, mental, and spiritual health of millions of persons. The objective of these courses is to provide a background for work in treatment and rehabilitation, in education and prevention, in industry and in referral centers. They also supplement the training of degreed professionals as well as students preparing to work in psychiatry or psychology, nursing, social work, criminal justice, or allied fields.

Addiction Studies Courses

ADST 429 Pharmacology of Alcohol and Other Drugs 3

Pharmacology and physiology of psychoactive drugs including alcohol, prescription and non-prescription drugs. Interactions among drugs, poly-drug abuse. Actions of drugs on the central nervous system; damage to the brain, liver and other organs. Recovery from addiction. Prerequisite: None.

ADST 480 Introduction to Alcohol and Drug Addiction 3

History, scope, physiological, social, psychological, and family aspects of alcohol and other drug problems. Impaired driving. Progression and symptoms of addiction; types of alcoholics. Nature of addictive diseases: causality, treatment, and prevention. Satisfies the core interdisciplinary requirement. (Also offered as PSYC 480 and NURS 483)

ADST 491-493 Special Topics 1 to 5

ADST 496 Independent Study 1 to 3

Open only to students with sufficient academic background to pursue independent study. Prerequisite: Permission of Director.

Asian Studies Program

Kan Liang, PhD, Director

Objectives

Asian Studies is a multi-disciplinary program that prepares students to engage intellectually in one of the most dynamic and important areas of the world. It will enable students to understand diverse patterns of Asian life and society, strengthen their skills and knowledge of the area through intense language and interdisciplinary training, and enhance their appreciation of Asian culture and civilization.

Students majoring in Asian Studies will be prepared to undertake entry-level professional jobs in the realm of Asian commerce, communication, or social justice work, or continue on to advanced studies of Asian and international studies in a variety of disciplines.

Degree Offered

Bachelor of Arts

Major Offered

Asian Studies

Minor Offered

Asian Studies

Requirements

In order to earn the bachelor of arts degree with a major in Asian Studies, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy & Critical Thinking.....	5
HIST 120	Origins of Western Civilization.....	5
ENGL 120	Introduction to Literature.....	5
MATH 107 or 110 or above	.....	5
Lab Science	.....	5
Fine Arts (one approved 5 cr course, see course descriptions)	.....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I (different discipline from Social Science II)	.....	5
Social Science II (Choose ECON 271, ECON 272, PLSC 230 or PLSC 260)	....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (Upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3-5
Senior Synthesis	.....	3

II. College of Arts and Sciences Requirements

Chinese or Japanese 115, 125, 135 or equivalent	15
HIST 121 Studies in Modern Civilization.....	5

Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125 and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examination. International students educated to age 16 in a language other than English may request a waiver of the language requirement, substituting additional approved electives in Asian Studies areas.

III. Major Requirements

Sixty credits in three areas of Asian Studies, including:

Area I – Foundation for Asian Studies

Chinese or Japanese 215, 225, 235.....	15
AIST 200 Introduction to Asian Studies.....	5

Area II – Modern Themes of Asian Studies

Choose two of the following courses that focus on theoretical methodology of Asian Studies, emphasizing issues beyond state-nation boundaries to cover larger regional concerns:.....10

CMJR 480-483 Sex Justice in Asia	
ENGL 370 Japan and the West	
ENGL 391 Contemporary South Asian Literature and Culture	
HIST 388 East Meets West	
HIST 389 Modern Asian Revolutions	
SOCL 480/ANTH391-393 Household, Family and Society in Asia	
PSYC 483 Multi-Cultural Psychology: Vietnam and Vietnamese Americans	

Area III – Major Electives

Choose six courses from the following, including courses from at least three different disciplines:30

ART 213 Survey of Asian Art	
ART 318 Art Traditions of Japan	
ART 319 Arts of China	
CMJR 480-483 Cross Cultural Communications: China	
ENGL 361 Literature of India	
ENGL 364 Post-Colonial Literature	
ENGL 430 Japanese Drama	
HIST 381 Chinese Civilization	
HIST 383 China-20th Century	
HIST 385 Traditional Japan	
HIST 387 Modern Japan	
HIST 386 History of Southeast Asia	
PLSC 332 Politics of Japan	
PLSC 334 Chinese Politics	
TRST 370 Asian Religions	
TRST 371 Christian-Buddhist Dialogue	

Special Topic Courses:

Cultural History of Asia
 European Colonialism in Asia
 China's Past and Present
 History and Religion of India
 Chinese Religion

IV. Optional Major Electives

A maximum of 10 credits may be selected as major electives from the following. Students interested in economics and business should seek special advising from the director of the program.

ECON 271	Principles of Economics—Macro
ECON 272	Principles of Economics—Micro
ECON 330	International Economic Events
ECON 376	Economic Development
ECON 379	Comparative Economic Systems
ECON 386	International Business Enterprises
ECON 472	International Trade
ECON 473	International Macroeconomics and Finance
PLSC 230	Comparing Nations
PLSC 260	Global Politics
PLSC 362	World Order
PLSC 481	U.S. and International Political Economy

V. Additional Requirements

General electives to total 180 credits.....20

Minor in Asian Studies

To earn a minor in Asian Studies, students must take thirty credits in Asian studies, including:

Chinese or Japanese 115, 125, and 135.....	15
Approved Asian Studies electives, one of which must be in modern themes of Asian studies.....	15

See policy for minors on p. 55.

Asian Studies Courses

AIST 200	Introduction to Asian Studies	5
A major requirement introducing the main themes and eras in the field of Asian studies; intended to prepare students for continuing studies in the discipline.		
AIST 291-293	Special Topics	3 to 5
AIST 480-483	Interdisciplinary Core Course	3 to 5
Title and content may change each term.		

Communication

Jeffrey S. Philpott, PhD, Chair

Objectives

The Communication Department provides courses designed to give students an awareness of the role of communication in society, as well as practical experience in developing their talents in oral, written, and visual communication.

The communication studies courses offer a blend of theoretical understanding and practical experience in a variety of contexts, including rhetorical, interpersonal, small group, and organizational communication situations.

The journalism and mass communication courses develop students' competence in gathering and disseminating stories through the mass media, using reporting, writing, and visual skills. Journalism and mass communication majors can emphasize preparation for journalistic careers in print, broadcast, or computer media, or public relations careers for government or organizations.

Degree Offered

Bachelor of Arts

Majors Offered

Communication Studies

Journalism/Mass Communication

(with specialization in either journalism or public relations)

Students are restricted to completing only one major or minor within the Communication Department. For example, students may not double major in Communication Studies and Journalism, or major in Journalism and earn a minor in Communication Studies.

Minors Offered

Communication Studies

Journalism/ Mass Communication

Teacher Education

The teacher preparation program is a graduate-level program only. Those students planning to become elementary teachers or secondary journalism or speech teachers should contact the Master in Teaching program at (206) 296-5759 to be assigned an adviser to ensure that they meet state requirements for an academic major as well as the specific requirements for admission to the MIT program.

Bachelor of Arts

Major in Communication Studies

In order to earn the bachelor of arts degree with a major in communication studies, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II	(different discipline from Social Science I)	5
Theology and Religious Studies Phase II	(200-299).....	5
Ethics (PHIL 358 recommended)	.....	5
Theology and Religious Studies Phase III	(300-399).....	5
Interdisciplinary Course (CMJR 480 recommended)	.....	3 to 5
Senior Synthesis (CMJR 490 required*)	.....	5

See detailed core curriculum information in this bulletin.

*Major requirement

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135 or equivalent	15
---	----

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Communication major requirements.

Choose one of the following courses:.....5

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements*

Sixty credits in communication courses, including:

Area I—Communication Foundation

CMJR 205	Messages in Action.....	5
CMJR 225	Dynamics of Communication	5
CMJR 245	Media, Society, and Individual.....	5
CMJR 400	Communication Rights and Law	5

Area II—Rhetorical Study

CMJR 230	Public Speaking	5
CMJR 350	Persuasion	5
CMJR 431	Communication and Motives.....	5

Area III— Social Science

Choose three social science courses (with approval of adviser) from the following:

CMJR 355	Interpersonal Communication	
CMJR 361	Small Group Communication	
CMJR 383	Organizational Communication	
CMJR 384	Conflict Resolution	
CMJR 385	Cross-Cultural Communication	

Area IV—Communication Electives

Choose 300 - 400-level communication electives (with adviser approval)

*Courses taken to fulfill major requirements may not simultaneously be used to fulfill Core or college requirements. For example, a single course cannot count as both a Core interdisciplinary course and a major elective.

Bachelor of Arts

Major in Journalism/Mass Communication with Specialization in Journalism

In order to earn the bachelor of arts degree with a major in journalism/mass communication with a specialization in journalism, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/department grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics(PHIL 358 recommended)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary Course (CMJR 480 recommended)	.....	3 to 5
Senior Synthesis (CMJR 489 required*)	.....	5

See detailed core curriculum information in this bulletin.

*Major requirement

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent15

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, audit, or correspondence basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Journalism major requirements.

Choose one of the following two courses:5

HIST 121 Studies in Modern Civilization
HIST 231 Survey of the United States

III. Major Requirements*

Sixty credits in communication courses, including:

Area I—Communication Foundation

CMJR 205 Messages in Action5
CMJR 225 Dynamics of Communication5
CMJR 245 Media, Society, and Individual5
CMJR 400 Communication Rights and Law5

Area II—Additional Major Requirements

CMJR 210 Introduction to Media Writing5
CMJR 220 Media Writing II5
CMJR 300 Investigative Information Gathering5

Choose one of the following four courses:5

CMJR 305 Broadcast Writing
CMJR 310 Public Relations Writing
CMJR 315 Literary Journalistic Writing
CMJR 320 Persuasive Writing

Choose one of the following two courses:5

CMJR 330 Introduction to Graphic Communication
CMJR 335 Introduction to Video Communication
Choose 300 - 400-level communication electives, approved by adviser10

Choose practice/internship from CMJR 280-2, 380-2, or 4955

*Courses taken to fulfill major requirements may not simultaneously be used to fulfill Core or college requirements. For example, a single course cannot count as both a Core interdisciplinary course and a major elective.

Bachelor of Arts Major in Journalism/Mass Communication with Specialization in Public Relations

In order to earn the bachelor of arts degree with a major in journalism/mass communication with a specialization in public relations, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/department grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization.....	5
ENGL 120	Introduction to Literature.....	5
MATH	107 or 110 or above.....	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II	(different discipline from Social Science I).....	5
Theology and Religious Studies Phase II	(200-299).....	5
Ethics (PHIL 358 recommended)	.....	5
Theology and Religious Studies Phase III	(300-399).....	5
Interdisciplinary Course (CMJR 480 recommended)	.....	3 to 5
Senior Synthesis (CMJR 489 required*)	.....	5

See detailed core curriculum information in this bulletin.

*Major requirement

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent.....	15
---	----

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Journalism major requirements.

Choose one of the following two courses:.....5

HIST 121	Modern Western Civilization
HIST 231	Survey of the United States

III. Major Requirements*

Sixty credits in communication courses, including:

Area I—Communication Foundation

CMJR 205	Messages in Action.....	5
CMJR 225	Dynamics of Communication	5
CMJR 245	Media, Society, and Individual.....	5
CMJR 400	Communication Rights and Law	5

Area II—Additional Major Requirements

CMJR 210	Introduction to Media Writing	5
CMJR 220	Media Writing II.....	5
CMJR 370	Public Relations: Cases and Strategies	5

Choose one of the following four courses:5

CMJR 305	Broadcast Writing
CMJR 310	Public Relations Writing
CMJR 315	Literary Journalistic Writing
CMJR 320	Persuasive Writing

Choose one of the following two courses:5

CMJR 330	Introduction to Graphic Communication
CMJR 335	Introduction to Video Communication

Choose 300 - 400-level communication electives, approved by adviser.....10

Choose practice/internship from CMJR 280-2, 380-2, 4955

*Courses taken to fulfill major requirements may not simultaneously be used to fulfill Core or college requirements. For example, a single course cannot count as both a Core interdisciplinary course and a major elective.

Minor in Communication Studies

In order to earn a minor in communication studies, students must complete 30 credits in communication, including:

CMJR 205	Messages in Action.....	5
CMJR 225	Dynamics of Communication	5
CMJR 245	Media, Society, and Individual.....	5
CMJR 400	Communication Rights and Law	5
CMJR	Approved electives (300-level or above)	10

See policy for minors on p. 55.

Minor in Journalism/Mass Communication

In order to earn a minor in journalism/mass communication, students must complete 30 credits in communication, including:

CMJR 205	Messages in Action.....	5
CMJR 210	Introduction to Media Writing	5
CMJR 220	Media Writing II.....	5
CMJR 245	Media, Society, and Individual.....	5
CMJR 400	Communication Rights and Law	5
CMJR	Approved elective (300-level or above)	5

See policy for minors on p. 55

Communication Courses

- CMJR 205 Messages in Action 5**
 A first course in rhetorical thinking. A rhetorical examination of the relationship between message content and effect on audiences in a variety of media. Students develop skills of critical interpretation and evaluation of messages through the study of principles of message content and form and the analysis of the relationship between messages and their situation. Assignments include the analysis of messages as well as the construction of oral, written, and visual messages.
- CMJR 210 Introduction to Media Writing 5**
 Narrative choices and styles common to the non-fiction mass media; using description and dialogue to effectively convey news and information; targeting stories for media audiences; writing with computers and on deadline; basic information gathering, using interviewing and library sources. Departmental permission required.
- CMJR 220 Media Writing II 5**
 Writing and editing news and feature stories for the print media. Practice in writing, source development, and coverage of beats. Prerequisite: CMJR 210 and permission.
- CMJR 225 Dynamics of Communication 5**
 Theoretical approaches to understanding the process of communication as it occurs in both interpersonal and media settings. Emphasis on research approaches and concepts from both social science and interpretive perspectives.
- CMJR 230 Public Speaking 5**
 Theory and practice of constructing, presenting, and analyzing speeches. Emphasis on audience adaptation and the development of critical listening skills. Performance-oriented course, conversational English skills required.
- CMJR 240 Introduction to Photography 5**
 Introduction to basic theory, techniques, and history of black-and-white still photography. Emphasis on use of the camera as an effective tool of communication. Students must have use of adjustable 35 mm camera. Lab fee.
- CMJR 245 Media, Society and Individual 5**
 Contemporary problems and issues in communication, such as the effect of technology now and in the past, establishing credibility, ethical concerns about violence and gender or racial stereotyping, and the role of mass media in diverse political and economic systems.
- CMJR 280 Practicum I 1**
- CMJR 281 Practicum II 1**
- CMJR 282 Practicum III 1**
 Supervised on-campus practice in writing and editing stories for media audiences.

- CMJR 291-293** **Special Topics** 1 to 5
- CMJR 300** **Investigative Information-Gathering** 5
Using interview, document, survey, and computer-assisted information-gathering techniques, including relational databases, to conduct research for journalism, public relations or other related professions. Prerequisite: CMJR 220 or permission.
- CMJR 305** **Broadcast Writing** 5
Techniques of writing news and features for the electronic media. Writing for sound and pictures. Broadcast media style considerations. Prerequisite: CMJR 220 and permission.
- CMJR 310** **Public Relations Writing** 5
Writing and editing press releases, reports and other materials for public relations. Prerequisite: CMJR 210 and permission.
- CMJR 315** **Literary Journalistic Writing** 5
Study and practice of the literary tradition within journalism. Students develop non-fiction narrative articles using techniques of characterization, description, and plot development. Includes study of "New Journalism" authors. Prerequisite: CMJR 220 or permission.
- CMJR 320** **Persuasive and Critical Writing** 5
Principles of persuasive writing for a media audience; constructing editorials, opinion columns, and critical reviews; study of classical and contemporary models. Prerequisite: CMJR 220 or permission.
- CMJR 330** **Introduction to Graphic Communication** 5
Fundamentals of visual literacy and communication in the print and web media. Using computer-assisted graphic design to communicate ideas and information to audiences. Junior or senior standing.
- CMJR 332** **Advanced Graphic Communication** 5
Advanced techniques of visual communication in the printed and/or interactive mass media. Specific ethical considerations in creating and using visual imagery. Prerequisite: CMJR 330.
- CMJR 335** **Introduction to Video Communication** 5
Fundamentals of visual literacy and communication in the electronic media, particularly video. Emphasis on the reporting, scripting, voicing and editing of text and visuals for stories meant to inform audiences. Prerequisite: CMJR 305 or permission.
- CMJR 337** **Advanced Video Communication** 5
Advanced techniques communicating in the electronic media, particularly through video. Emphasis on text and visuals for stories meant to inform or persuade audiences. Specific ethical considerations in using the medium are discussed. Prerequisite: CMJR 335

- CMJR 340 Advanced Photography 5**
Photographic "seeing" and printing technique. Individual projects emphasize advanced topics in black-and-white photography. Discussion of ethical issues confronting photographers. Students must have use of adjustable 35 mm camera. Lab fee. Prerequisite: CMJR 240 or equivalent.
- CMJR 350 Persuasion 5**
The study of communication as a means of personal and social influence. Includes examination of psychological and rhetorical foundations of persuasion and the critical analysis of persuasive messages in politics, advertising, and the mass media. Students learn techniques of persuasion and apply those techniques in a persuasive campaign. Discussions explore the ethical and social implications of contemporary persuasive techniques. Prerequisites: CMJR 205, 225, and 245 or permission.
- CMJR 355 Interpersonal Communication 5**
Communication theory and its application to both intimate and non-intimate relationships between two or more people. This course takes a developmental perspective, beginning with initial interactions and movement toward relational closeness and commitment, as well as disengagement. Examination of the expression of interpersonal needs, expectations, and tensions. Theory will be applied to experiential assignments designed to increase awareness of relational communication via observation, simulation, and interviews.
- CMJR 361 Small Group Communication 5**
Study of the dynamics of communication in everyday small groups, with particular attention to the behavior of decision-making groups. Examination of issues such as the development of group cohesion and identity, roles and norms, conflict, leadership, and decision-making processes. Students apply their understanding of these issues in group projects designed to provide practical experience in group performance. Prerequisite: CMJR 225 or permission.
- CMJR 370 Public Relations: Cases and Strategies 5**
Public relations as a management function; policies, procedures, and problems; program analysis and case study. Ethical issues confronting public relations professionals. Prerequisite: junior or senior standing.
- CMJR 380 Practicum IV 1**
- CMJR 381 Practicum V 1**
- CMJR 382 Practicum VI 1**
Supervised work in writing, editing, or graphics on campus media. Prerequisite: CMJR 280-2.
- CMJR 383 Organizational Communication 5**
Study of theories, process, and practice of communication in organizations, framed around the delicate balances between creativity and constraint, individual and collective needs, task and social outcomes in organizational life, from socialization to disengagement. Students participate in mini-internships in non-profit organizations, which ground more theoretical discussions and expand professional experience in organizational communication. Prerequisite: CMJR 225 or permission.

- CMJR 384** **Conflict Resolution** **5**
Theory and techniques of conflict resolution and the application of theory to situational contexts. Focus placed on styles of resolving conflicts, situational appropriateness and effectiveness of styles, mediation theory, and games theory. Prerequisites: CMJR 225 or permission.
- CMJR 385** **Cross-Cultural Communication** **5**
Study of the relationship between culture and communication for the international encounter. This course is designed for an active and intense exchange between American and international students that examines how culture, second language acquisition, cross-cultural adaptation, communicative competence, and media representations dramatically shape the cross-cultural interaction. Readings include theoretical, social science, and literary texts. Oral skills will be developed through dyadic, small group, and class discussion. Written skills will be developed in narrative, interpretive, and analytical short papers. Outside activities designed to promote cross-cultural interaction.
- CMJR 391-393** **Special Topics** **1 to 5**
- CMJR 400** **Communication Rights and Law** **5**
Philosophy and law of freedom of expression in the United States; judicial and legislative approaches defining the right to communicate. The impact of technology on legal freedoms. Study of specific legal issues such as libel, the right to privacy, regulation of pornography, the right to gather information. Prerequisite: senior standing or permission.
- CMJR 431** **Communication and Motives: Rhetorical Theory** **5**
Study of recurrent issues in the history of rhetorical thought from the ancient Greeks to 20th century America with special attention to the relationship between conceptions of rhetorical practice and social/cultural conditions. Exploration of the scope and nature of rhetoric in contemporary society. Students learn methods of rhetorical criticism and apply those critical approaches in class discussions and a major interpretive/analytic essay. Prerequisite: CMJR 350 and senior standing.
- CMJR 480-483** **Interdisciplinary Core Courses** **3 to 5**
Title and content vary.
- CMJR 489** **Senior Synthesis: Media and Social Responsibility** **5**
Examination of the role of journalism, public relations, mass media and media technology in contributing to social change and social justice in various communities and cultures. Special field projects or undergraduate thesis required. Senior synthesis course for all journalism/ mass communication majors. Prerequisites for majors: All required 200-level major courses (CMJR 205, 225, 245, 210, 220), CMJR 300 for Journalism majors or CMJR 370 for Public Relations majors, and CMJR 400 (CMJR 400 may be taken concurrently with 489). Note: CMJR 489 is currently only offered in
s p r i n g
quarter. Open to non-majors without prerequisites by permission.

CMJR 490	Senior Synthesis: Advocacy and Social Change	5
<p>Examination of the role of communication and the communicator in catalyzing social change and social justice in various communities. Advanced theories of persuasion and change. May involve undertaking field projects. Senior synthesis course for communication studies majors. Prerequisites for majors: All required 200-level major courses (CMJR 205, 225, 245, 230), CMJR 350, CMJR 431, and CMJR 400 (CMJR 400 may be taken concurrently with 490). Note: CMJR 490 is currently only offered in spring quarter. Plan your program accordingly. Open to non-majors without prerequisites by permission.</p>		
CMJR 491-493	Special Topics	1 to 5
<p>Title and content vary.</p>		
CMJR 495	Internship	1 to 5
<p>By permission only. When internship credit is required in the program, a maximum of three credits in transfer is allowed toward the requirement. See department for additional guidelines.</p>		
CMJR 496	Independent Study	1 to 5
<p>By permission only.</p>		

Criminal Justice

Department of Society, Justice and Culture

Jacqueline B. Helfgott, PhD, Director

Objectives

Criminal Justice is an interdisciplinary social science involving the study of crime and societal responses to it. The objective of a criminal justice major is to develop in students the knowledge, insight, critical thinking skills, values and ethical consciousness essential to becoming responsible practitioners, managers, researchers, and leaders in criminal justice. The criminal justice major is designed to provide students with conceptual and research knowledge that will foster sophisticated thinking, reflection, and action regarding crime and criminal justice. We hope to instill in students a responsibility to integrate and evaluate conceptual and empirical contributions to the field of criminal justice and to understand the relationship between criminal justice theory, policy, and practice. The driving spirit of the criminal justice program is one that reflects the basic foundation of Jesuit education — reflection and action. We seek to develop a spirit of inquiry and innovation in students — encouraging them to ask “why not?” of things not tried and to reflect and think critically about crime and justice issues and the systems that deal with them in our complex society.

The criminal justice curriculum provides a foundation for understanding contemporary criminal justice theory and practice. The major offers scholarly emphasis and critical appraisal of law enforcement, the courts, and corrections and is designed to provide students with knowledge of the components of criminal justice system and stages of criminal justice process. Specialization areas are offered in Administration of Justice, Criminology & Criminal Justice Theory, Forensic Psychology, and Forensic Science. Internship and research opportunities supplement coursework by providing students with experience working and conducting research within criminal justice agencies. Graduates are prepared for positions in law enforcement, the courts, corrections, and social service in private, county, state, and federal agencies and/or to pursue graduate study in criminal justice, criminology, forensic science, forensic psychology, or law.

Degrees Offered

Bachelor of Criminal Justice

Bachelor of Science

Major Offered

Criminal Justice with

specialization in Administration of Justice (BCJ)

Criminal Justice with

specialization in Criminology/Criminal Justice Theory (BCJ)

Criminal Justice with

specialization in Forensic Psychology (BCJ or BS)

Criminal Justice with

specialization in Forensic Science (BCJ of BS)

Minor Offered

Criminal Justice

Bachelor of Criminal Justice Major in Criminal Justice

In order to earn the bachelor of criminal justice degree, students must complete a minimum of 180 quarter credits with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division) (PHIL 354 recommended)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary Core Course	.....	3 to 5
Senior Synthesis (CRJS 487 recommended)	.....	3

Please note: A course used to satisfy the core senior synthesis may not also apply to the major requirements.

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
--	----

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Criminal Justice major requirements.

Choose one of the following two courses:

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

SPECIALIZATION AREAS — Choose one**Administration of Justice Specialization****III. Major Requirements**

Sixty credits in criminal justice and relevant designated disciplines, including:

CRJS 110	Introduction to Criminal Justice	5
CRJS 209	Criminological Theories	5
CRJS 300	Society and Justice	5
CRJS 302	Criminal Justice Research Methods	5
CRJS 312	Criminal Law	5

Area I – Police

Choose one from the following three courses:.....5

CRJS 306	Police & Society
CRJS 320	Theories of Investigation
CRJS 401	Criminal Profiling

Area II – Courts

Choose one from the following two courses:.....5

CRJS 310	The American Court System
CRJS 315	Criminal Procedure

Area III – Corrections

Choose one from the following three courses:.....5

CRJS 308	Behind Bars: Prisons in America
CRJS 318	Sociology of Punishment
CRJS 350	Community Corrections

Choose from the following specialization electives20

CRJS 200	Deviance & Social Control
CRJS 303	Juvenile Justice
CRJS 400	Victimology
CRJS 405	Gender, Race, & Crime
CRJS 410	The Polygraph
CRJS 420	Working with Offender Populations
CRJS 430	Criminal Justice Organizations
CRJS 450	The Psychopath
CRJS 480	Forensic Science (3-5)
CRJS 481	Murder Movies, & Copycat Crime (3-5)
ADST 480	Introduction to Alcohol and Drug Addiction (3)
CRJS 459	Research Practicum (1-10)
CRJS 495	Internship (1-10)
CRJS 496	Trial Skills Practicum (3)
PUBA 401	Foundations of Public Administration

Please Note: 1. A maximum of thirty community college credits may apply to this specialization. 2. Any of the required police, courts, and corrections courses not chosen as administration of justice requirements may count as administration of justice electives. 3. Special topics courses may be selected for any of the above areas if deemed applicable and approved by program director.

Criminology & Criminal Justice Theory Specialization

III. Major Requirements

Sixty credits in criminal justice and relevant designated disciplines, including:

CRJS 110	Introduction to Criminal Justice	5
CRJS 209	Criminological Theories	5
CRJS 300	Society and Justice	5
CRJS 302	Criminal Justice Research Methods	5
CRJS 312	Criminal Law	5
CRJS 200	Deviance & Social Control	5
CRJS 318	Sociology of Punishment	5
CRJS 400	Victimology	5
CRJS 405	Gender, Race, & Crime.....	5

Choose from the following specialization electives:15

CRJS 303	Juvenile Justice
CRJS 306	Police & Society
CRJS 308	Behind Bars: Prisons in America
CRJS 310	The American Court System
CRJS 315	Criminal Procedure
CRJS 320	Theories of Investigation
CRJS 350	Community Corrections
CRJS 401	Criminal Profiling
CRJS 410	The Polygraph
CRJS 420	Working with Offender Populations
CRJS 430	Criminal Justice Organizations
CRJS 450	The Psychopath
CRJS 480	Forensic Science (3-5)
CRJS 481	Murder Movies, & Copycat Crime (3-5)
ADST 480	Introduction to Alcohol and Drug Addiction (3)
CRJS	Special Topics Courses (1-5)
CRJS 459	Research Practicum (1-10)
CRJS 495	Internship (1-10)
CRJS 496	Trial Skills Practicum (3)

Please Note: 1. A maximum of thirty community college credits may apply to this specialization.

Forensic Psychology Specialization

III. Major Requirements

Sixty credits in criminal justice and relevant designated disciplines, including:

CRJS 110	Introduction to Criminal Justice	5
CRJS 209	Criminological Theories	5
CRJS 300	Society and Justice	5
CRJS 302	Criminal Justice Research Methods	5
CRJS 312	Criminal Law	5
PSYC 120	Introduction to Psychology	5
PSYC 315	Abnormal Psychology	5
CRJS 401	Criminal Profiling	5
CRJS 450	The Psychopath	5

Choose from the following specialization electives15

CRJS 200	Deviance & Social Control
CRJS 303	Juvenile Justice
CRJS 306	Police & Society
CRJS 308	Behind Bars: Prisons in America
CRJS 310	The American Court System
CRJS 315	Criminal Procedure
CRJS 318	Sociology of Punishment
CRJS 320	Theories of Investigation
CRJS 350	Community Corrections
CRJS 400	Victimology
CRJS 405	Gender, Race, & Crime
CRJS 410	The Polygraph
CRJS 420	Working with Offender Populations
CRJS 431	Criminal Justice Organizations
CRJS 480	Forensic Science (3-5)
CRJS 481	Murder Movies, & Copycat Crime (3-5)
CRJS 459	Research Practicum (1-10)
CRJS 495	Internship (1-10)
CRJS 498	Forensics Practicum (3)
CRJS	Special Topics Courses (1-5)
ADST 480	Introduction to Alcohol and Drug Addiction (3)
PSYC 201	Statistics I
PSYC 322	Growth & Development
PSYC 350	Theories of Personality
PSYC 440	Cognitive Psychology
SOCL 424	Sociology of Mental Illness
SOCW 402	Mental Illness

Please Note: 1. Psychology courses not listed may be selected as forensic psychology electives if deemed applicable and approved by program director. 2. Students planning to pursue graduate study in forensic psychology are strongly encouraged to double major, or at minimum, minor in psychology and take PSYC 201/ Statistics I. 3. A maximum of thirty community college credits may apply to this specialization.

Forensic Science Specialization

III. Major Requirements

Sixty credits in criminal justice and relevant designated disciplines, including:

CRJS 110	Introduction to Criminal Justice.....	5
CRJS 209	Criminological Theories	5
CRJS 300	Society and Justice	5
CRJS 302	Criminal Justice Research Methods	5
CRJS 312	Criminal Law.....	5
PHYS 105	Mechanics and Sound.....	5
	Prerequisite MATH 120, 121, or equivalent)	
CHEM 121	General Chemistry I	4
	<i>Prerequisite: High school chemistry or CHEM 101 and placement into MATH 120 or higher; Corequisite: CHEM 131</i>	
CHEM 131	General Chemistry Lab I	1
BIOL 165	General Biology I	5
	<i>Prerequisite: High school algebra & chemistry</i>	
CRJS 320	Theories of Investigation.....	5
CRJS 480	Forensic Science.....	5

Choose from the following specialization electives:10

CRJS 310	The American Court System
CRJS 315	Criminal Procedure
CRJS 400	Victimology
CRJS 401	Criminal Profiling
CRJS 410	The Polygraph
ADST 429	Pharmacology of Alcohol and Other Drugs
CRJS 430	Criminal Justice Organizations
CRJS 450	The Psychopath
CRJS 459	Research Practicum (1-10)
ADST 480	Introduction to Alcohol and Drug Addiction (3)
CRJS 495	Internship (1-10)
CRJS 498	Forensics Practicum (3)

Please Note: 1. CRJS special topics or other criminal justice and/or science courses not listed may be selected as forensic science electives if deemed applicable and approved by program director. 2. The forensic science specialization may require additional preparation in science and math prerequisites. Students should work closely with their adviser to determine preparatory coursework needed. 3. Students planning to seek employment in crime labs immediately upon graduation or to pursue a career or graduate study in forensic science should complete the BS/Forensic Science concentration and a double major, or at minimum, a minor in chemistry, biology, or physics. 4. A maximum of thirty community college credits may apply to this specialization.

Bachelor of Science Major in Criminal Justice

In order to earn the bachelor of criminal justice degree, students must complete a minimum of 180 quarter credits with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science		5
Fine Arts	(one approved 5 cr. course; see course descriptions)	5
PHIL 220	Philosophy of the Human Person	5
Social Science I		5
Social Science II	(different discipline from Social Science I)	5
Theology and Religious Studies Phase II	(200-299)	5
Ethics (upper division)		5
Theology and Religious Studies Phase III	(300-399)	5
Interdisciplinary Core Course		3 to 5
Senior Synthesis		3

Please note: A course used to satisfy the core senior synthesis may not also apply to the major requirements.

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent15

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Criminal Justice major requirements.

Choose one of the following two courses:5

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

SPECIALIZATION AREAS — Choose one**Forensic Psychology Specialization****III. Major Requirements**

Sixty-five credits in criminal justice and relevant designated disciplines, including:

CRJS 110	Introduction to Criminal Justice	5
CRJS 209	Criminological Theories	5
CRJS 302	Criminal Justice Research Methods	5
CRJS 312	Criminal Law	5
PSYC 120	Introduction to Psychology	5
PSYC 201	Statistics I	5
PSYC 315	Abnormal Psychology	5
CRJS 401	Criminal Profiling	5
CRJS 450	The Psychopath	5
CRJS 480	Forensic Science	5

Choose from the following specialization electives:15

CRJS 200	Deviance & Social Control
CRJS 303	Juvenile Justice
CRJS 306	Police & Society
CRJS 308	Behind Bars: Prisons in America
CRJS 310	The American Court System
CRJS 315	Criminal Procedure
CRJS 318	Sociology of Punishment
CRJS 320	Theories of Investigation
PSYCH 322	Growth & Development
CRJS 350	Community Corrections
PSYCH 350	Theories of Personality
CRJS 400	Victimology
SOCW 402	Mental Illness
CRJS 405	Gender, Race, & Crime
CRJS 410	The Polygraph

CRJS 420	Working with Offender Populations
SOCL 424	Sociology of Mental Illness
CRJS 430	Criminal Justice Organizations
PSYCH 440	Cognitive Psychology
CRJS 481	Murder Movies, & Copycat Crime (3-5)
ADST 480	Introduction to Alcohol and Drug Addiction (3)
CRJS	Special Topics Courses (29X, 39X, 49X) (3-5)
CRJS 459	Research Practicum (1-10)
CRJS 495	Internship (1-10)
CRJS 498	Forensics Practicum (3)

IV. Other Major Requirements

Mathematics, statistics, and laboratory physical science electives25

Please Note: 1. With exceptions in the math/science requirement, a maximum of thirty community college credits may apply to this specialization. 2. Psychology courses not listed may be selected as forensic psychology electives if deemed applicable and approved by program director. 2. Students planning to pursue graduate study in forensic psychology should consider a double major, or at minimum, a minor in psychology.

Forensic Science Specialization

III. Major Requirements

Sixty-five credits in criminal justice and relevant designated disciplines, including:

CRJS 110	Introduction to Criminal Justice.....	5
CRJS 209	Criminological Theories	5
CRJS 302	Criminal Justice Research Methods	5
CRJS 312	Criminal Law.....	5
PHYS 105	Mechanics and Sound.....	5
	Prerequisite MATH 120, 121, or equivalent	
CHEM 121	General Chemistry I	4
	<i>Prerequisite: High school chemistry or CHEM 101 and placement into MATH 120 or higher; Corequisite: CHEM 131</i>	
CHEM 131	General Chemistry Lab I	1
BIOL 165	General Biology I	5
	<i>Prerequisite: High school algebra & chemistry</i>	
BIOL 200	Anatomy and Physiology I	5
CRJS 320	Theories of Investigation.....	5
CRJS 480	Forensic Science	5

Choose from the following specialization electives: 15

CRJS 310	The American Court System
CRJS 315	Criminal Procedure
CRJS 400	Victimology
CRJS 401	Criminal Profiling
CRJS 410	The Polygraph
CRJS 430	Criminal Justice Organizations
CRJS 450	The Psychopath
CRJS 459	Research Practicum (1-10)
ADST 429	Pharmacology of Alcohol and Other Drugs
ADST 480	Introduction to Alcohol and Drug Addiction (3)

CRJS 495	Internship (1-10)
CRJS 498	Forensics Practicum (3)

IV. Other Major Requirements

Mathematics, statistics, and laboratory physical science electives25

Please Note: 1. With exceptions in the math/science requirement, a maximum of thirty community college credits may apply to this specialization. 2. Selected science courses should include specific courses needed to complete the series in at least one of the sciences – e.g., Biology (e.g., 165, 166, 167), Chemistry (121/131, 122/132, 123/133) , or Physics (105, 106, 107) 3. CRJS special topics or other courses not listed may be selected as forensic science electives if deemed applicable and approved by program director. 4. The forensic science specialization may require additional preparation in science and math prerequisites. Students should work closely with their adviser to determine preparatory coursework needed and to make sure courses are chosen carefully. Students planning to seek employment in crime labs immediately upon graduation or to pursue a career or graduate study in forensic science should consider a double major or at minimum a minor in chemistry, biology, or physics.

Minor in Criminal Justice

In order to earn a minor in criminal justice, students must complete 30 credits in criminal justice, including the following:

CRJS 110	Introduction to Criminal Justice.....	5
CRJS 209	Criminological Theory.....	5
CRJS 300	Society and Justice.....	5
CRJS	Electives.....	15

See policy for minors on p. 55.

Criminal Justice Courses

- | | | |
|---|---|----------|
| CRJS 110 | Introduction to Criminal Justice | 5 |
| A survey of criminal justice processes from arrest through release, with attention to the interrelationship between the police, the courts, and corrections. CRJS 110 or equivalent is required for all criminal justice majors. | | |
| CRJS 200 | Deviance and Social Control | 5 |
| Introduction to psychological and sociological theories of deviance with attention to the development of deviant identity, stigma management, and the cultural construction of deviance and social control of particular individuals and groups. Also offered as SOCL 219. Core option: Social Science II | | |
| CRJS 209 | Criminological Theories | 5 |
| A study of the theories from anthropology, biology, criminology, economics, political science, psychology, and sociology that are used to explain deviant and criminal behavior. Required for all criminal justice majors. | | |

- CRJS 291-293** **Special Topics** 1 to 5
- CRJS 300** **Society and Justice** 5
An analysis of the meaning of justice in Western culture, and its relationship to the criminal justice system. Required for all criminal justice majors. Prerequisite: CRJS 110 or permission of instructor.
- CRJS 302** **Criminal Justice Research Methods** 5
A review of statistical procedures and research designs used in criminal justice research. Introduction to the stages of the research process including design, data collection, analysis, and presentation. Required of all criminal justice majors. Prerequisite: CRJS 110 or eligibility as determined by instructor after first day of class.
- CRJS 303** **Juvenile Justice** 5
Overview of the juvenile justice system and the handling of juveniles by the police, the courts, and corrections. Discussion of contemporary issues in juvenile justice, including youth violence and its prevention and control in American society.
- CRJS 306** **Police and Society** 5
Study of the role of the police in society with attention to the origins of policing, the nature of police organizations and police work, and the relationship between the police and the public.
- CRJS 308** **Behind Bars: The American Prison** 5
Survey of the history, philosophy, and practices of adult institutional and community corrections. Analysis of contemporary issues in corrections and correctional reform.
- CRJS 310** **The American Court System** 5
Analysis of the structure and function of the American court system with attention to the roles of the judge, prosecutor, defender, defendant, jury, victim, witnesses and court administrator.
- CRJS 312** **Criminal Law** 5
Study of the criminal law processes from detention to appeal. State and federal rules of criminal procedure. Understanding of policies, due process, self-incrimination, search and seizure, right to counsel, and other constitutional issues. Required of all criminal justice majors. Prerequisite: CRJS 110 or permission of instructor.
- CRJS 315** **Criminal Procedure** 5
Overview of constitutional limitations on the criminal justice system, The Bill of Rights, due process and civil liberties, investigative and trial procedures, and criminal procedure from arrest through postconviction. Focus on the rule of law in law enforcement, search and seizure, and arrest, interrogation, identification. Recommended Prerequisite: CRJS 312
- CRJS 318** **Sociology of Punishment** 5
A social history of the punishment response to the phenomenon of crime, considering the origins, principles, science, and society's justification for punishment.

- CRJS 320** **Theories of Investigation** **5**
Study of investigative theory and techniques. Focus on investigation of homicide, rape, and violent crime and procedures and forensic techniques used in crime scene investigations.
- CRJS 350** **Community Corrections** **5**
Overview of the theory and practice of community corrections. Examination of contemporary correctional interventions in community settings, alternatives to incarceration and intermediate sanctions, and issues involving the reintegration and community supervision of offenders.
- CRJS 391-393** **Special Topics** **1 to 5**
- CRJS 396** **Directed Study** **2 to 5**
- CRJS 400** **Victimology** **5**
A survey of the victim-offender relationship, including the origin and scope of victimology, the victim and society, the victim and the administration of justice, and the social reaction to victimization.
- CRJS 401** **Criminal Profiling** **5**
Study of the differentiation of criminal types in criminal justice policy and practice. Theoretical foundations of typology construction, criminal profiling, and the characteristics of offender types. The application of criminal typologies is discussed with attention to their use in police profiling, criminal law and courtroom proceedings, and correctional classification, management and treatment.
- CRJS 405** **Gender, Race and Crime** **5**
Exploration of feminist and multicultural perspectives in criminology and justice. Analysis of sexism and racism in criminological theory and the administration of justice. Study of gender, ethnic and racial differences in aggression and criminal behavior with attention to the development of feminist and multicultural models of crime and justice.
- CRJS 410** **The Polygraph** **5**
Overview of the use of the polygraph in the criminal justice system. Theory, techniques, application, legal and ethical considerations in the use of the polygraph in the criminal justice system.
- CRJS 420** **Working with Offender Populations** **5**
Overview of theory, research, and practice regarding correctional interventions, correctional counseling, and working with juvenile and adult offender populations. Focus on issues arising in working with offenders including personal safety, offender manipulation, balancing treatment/security/management goals, prison subculture, offender needs and adaptation to correctional environments, and general issues central to working with offenders in correctional and criminal justice settings.

CRJS 430	Criminal Justice Organizations	5
Study of organizational theory as it applies to criminal justice agencies. Focus on discretion at the different stages of the criminal justice process, police deviance, decisionmaking and ethics in criminal justice.		
CRJS 450	The Psychopath	5
Study of psychopathy and its relevance to crime, violence, and the criminal justice system. Exploration of the origin and dynamics of psychopathy with focus on forensic assessment, prediction of dangerousness, and how scientific and popular conceptions of psychopathy shape criminal justice policy and practice.		
CRJS 459	Research Practicum	5
Hands-on experience conducting crime and justice-related research. Involvement in all phases of the research process — literature review, research design, contacting agencies, data collection and analysis, and preparation of a paper for presentation at an academic and/or professional conference. Students may develop an original project or may assist a faculty member with ongoing research. CR/F grading mandatory. Prerequisite: CRJS 302, upper division standing, and permission.		
CRJS 480	Forensic Science	3 to 5
Study of the application of science to law and the criminal justice system. Overview of disciplines, theories, techniques and practices of which the field of forensic science is comprised. Fulfills Interdisciplinary Core Requirement.		
CRJS 481	Murder Movies and Copycat Crime	3 to 5
Examination of the relationship between crime, criminal justice, and popular culture with attention to the criminogenic and cathartic effects of film and media depictions of violent crime, specifically murder. Focus on the dynamics of moral panics and copycat crime, the reflexive relationship between media and crime, and the individual-social-cultural effects of violent images and artifacts. Fulfills Interdisciplinary Core Requirement.		
CRJS 482-483	Interdisciplinary Core Course	3 to 5
Title and content may change each term.		
CRJS 487	Senior Synthesis	3 to 5
CRJS 491-493	Special Topics	1 to 5
CRJS 495	Internship	5
Direct observation, supervised practical experience, and academic study in a selected law enforcement agency or organization in the criminal justice system. CR/F grading mandatory. Prerequisite: upper division standing and permission.		
CRJS 496	Independent Study	1 to 5
CRJS 497	Directed Reading	1 to 5
CRJS 498	Directed Research	1 to 5

Cultural Anthropology

Department of Society, Justice and Culture

Jodi O'Brien, PhD, Chair

Objectives

Anthropology is an integrated and interdisciplinary field. It is by definition holistic in its approach to answering the question: What does it mean to be human? It is ideally suited to a critical understanding of the broad past, present, and the future of human experience, cultural interaction, and the person in society. Anthropology, then, is embedded in a real working theory of cultural diversity. A minor in anthropology at Seattle University will prepare students to make their way through the quotidian realities of the cultural, political, and economic worlds in which they live.

Anthropological perspectives are especially suited to complement majors in fields in which humans are central: pre-medicine, psychology, political science, urban planning, journalism, education, and business.

The minor is designed to go beyond an introductory course and to develop students' abilities and skills in a knowledge of the field that will serve as a foundation for further study and/or career goals. A broad understanding of human culture around the world and across time is achieved through two types of classes. One type focuses on a mastering of knowledge of the varieties of human experience and their interactions across space and time. The other allows students to apply anthropological methods and theories to contemporary problems and topics.

Minor in Cultural Anthropology

In order to earn a minor in cultural anthropology, a student must complete 30 credits in anthropology, with a minor/program grade point average of 2.5, including:

ANTH 120	Introduction to Anthropology	5
ANTH 230	Cultural Anthropology	5
ANTH 323	Personality and Culture	5

Anthropology electives: 15

Please Note: transfer students must take at least 15 upper division anthropology credits at Seattle University for the minor. Sociology majors are not eligible for the cultural anthropology minor. They may elect to take these courses as part of their major.

Anthropology Courses

- ANTH 120 Introduction to Anthropology 5**
The study of human beings as we have existed over time and space. Anthropologists ask: What does it mean to be human? Methods that anthropologists use to understand humans and the cultures in which we live. A holistic approach covers the four interconnected fields of anthropology: examining how biological/physical anthropology, cultural anthropology, linguistic anthropology and archaeology make use of empirical evidence to further our understanding of humans and the cultures we create. The four fields ask and answer questions about our prehistory, our variation, our primate cousins, and our societies and cultures—past and present. Satisfies Social Science I in core curriculum.
- ANTH 230 Cultural Anthropology 5**
Introduction to the five sub-fields of cultural anthropology: cultural ecology, social anthropology, economic anthropology, political anthropology and the anthropology of religion. A holistic approach implementing the sub disciplines of physical (biological) anthropology, archaeology and linguistics to survey basic concepts and theories of anthropology. A comparative examination of ancient and contemporary cultures; the means and methods of evaluation of the effects of modernization on traditional cultures today. Ethnicity, gender, and the role of diversity in the global culture. Students hone research, analytical and writing skills in a series of writing assignments. Satisfies Social Science II in core curriculum.
- ANTH 323 Culture and Personality 5**
Psychological anthropology is a subfield of cultural anthropology that studies personality and the connection between personality and the sociocultural environment. Four key issues are (1) culture, (2) human nature, (3) personality, and (4) the interrelationship of culture, human nature and personality. Compares and contrasts ethnographic studies of a variety of societies and cultures, examining unconscious processes of cultural behavior in particular cultures, drawing upon the sciences of psychology and psychoanalysis in order to understand patterns of behavior. Examines the dynamics of human behavior through biological as well as sociocultural dimensions. Includes elements of primate social behavior and human evolution.
- ANTH 330 Anthropology of Religion 5**
Exploration of the nature and evolution of religion from a cross-cultural perspective. Theories of Durkheim, Marx, Weber, and others on the nature and dynamics of religious beliefs, symbols, behaviors, organizations and movements; interrelations of religion, society, culture and self. Evolution of religious systems in relation to changes in social organization; contemporary religion and society. Also offered as SOCL 330.
- ANTH 333 Anthropology of Law 5**
Exploration of the nature and dynamics of law from a cross-cultural perspective. Theories of custom and law, sources of legal forms and principles; legal institutions, classes, and the state, deviance, law, and social control; changes in legal systems in relation to changes in politics economics, religion, and society. Also offered as SOCL 333.

ANTH 336	Anthropology of Health and Medicine	5
Exploration of the meanings of health, disease and modes of healing from a cross-cultural perspective. Changes in disease and mortality in relation to changes in social structure. Development of modern scientific medicine, professionalization, and the hospital system; critiques and alternative therapeutics; contemporary dilemmas and future prospects. Also offered as SOCL 336.		
ANTH 391-393	Special Topics	1 to 5
ANTH 396	Directed Study	1 to 5
ANTH 438	People of the Pacific Northwest	5
Focus on the indigenous groups of the region known as the Columbia Plateau using historical-anthropological methodology, survey culture distribution, including archaeological, linguistic and biological factors. Contemporary issues of sovereignty, justice and socio-cultural configurations. Particular emphasis on the cultural-ecology of the Yakima people, the history of contact and role of religion as a form of resistance, and the anthropological process of the contemporary Coeur d'Alene people. Addresses issues of justice and social responsibility, as well as the processes of the political-economic systems that affect people today.		
ANTH 440	Shamanism	5
Aspects of Shamanism and traditional medicine of interest to the generalist as well as the student of anthropology. Themes include: a) Shamanic traditions in many contemporary societies and cultures, b) the relationship between these and the "New Age" or "Neo-Shamanic" variants which have been gaining popularity in the U.S. and Western Europe since the early 1970's and c) the relationship between these healing traditions and bio-medical and psychotherapeutic paradigms.		
ANTH 470	Field Work Experience	1 to 5
ANTH 480-483	Interdisciplinary Core Course	3 to 5
Title and content vary.		
ANTH 491-493	Special Topics	1 to 5
ANTH 494	Area Specialization	1 to 5
ANTH 496	Independent Study	1 to 5
ANTH 497	Directed Reading	1 to 5
ANTH 498	Directed Research	1 to 5

Ecological Studies

David C. Brubaker, PhD, Director

Faculty:

David C. Brubaker, PhD, Associate Professor of Biology

Gary Chamberlain, PhD, Professor of Theology and Religious Studies

Daniel A. Dombrowski, PhD, Professor of Philosophy

David D. McCloskey, PhD, Associate Professor of Sociology

Trileigh Tucker, PhD, Assistant Professor of Ecological Studies

Richard Young, PhD, Associate Professor of Political Science

Objectives

Ecological Studies links the natural sciences with the social sciences and humanities in an integrative sequence that moves from the earth, to life, to human beings and spirit. Ecology provides the framework for seeing the whole of the web of natural systems, and for discovering humans' role within them. The multi-disciplinary program is an approach to understanding the environmental crisis and developing strategies for its solution.

In addition to a solid academic grounding, students will develop skills and knowledge through field studies and internships within the community. These experiences offer students opportunities to learn about problems first-hand, to test ideas in the field, and to understand whole systems in nature directly through study of various local and regional landscapes. Internships give students an opportunity to work with groups and leaders in the community while they provide first-hand experiences into issues and dynamics of environmental policies, organizations and agencies, advocacy, planning, and consulting.

Students majoring in ecological studies will be prepared to pursue further graduate studies in a variety of areas such as environmental studies, environmental law, forestry, sociology and history, geography, the political sciences, masters in teaching, and planning. They will find rewarding careers in federal, state, and local environmental regulatory agencies, consulting firms, environmental businesses, environmental education, and in a variety of local and regional land-use planning positions.

Degree Offered

Bachelor of Arts

Major Offered

Ecological Studies

Minor Offered

Ecological Studies

Bachelor of Arts

Major in Ecological Studies

In order to earn the bachelor of arts degree with a major in ecological studies, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and a major grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
MATH	118 or 120 or above	5
Lab Science	satisfied by ECST 100	*
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II	(ECON 272 required)	5
Theology and Religious Studies Phase II	(200-299)	5
Ethics	.....	5
Theology and Religious Studies III	satisfied by TRST 347.....	*
Interdisciplinary	.....	3 to 5
Ecological Studies Senior Synthesis	(ECST 490 required).....	3

II. College of Arts and Sciences Requirements

History requirement	satisfied by HIST 351	
Modern Language	115, 125, 135, or equivalent	15

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations.

III. Major Program Requirements

Seventy-five credits, up to 20 of which may be counted both for the major and core requirements. Courses marked with an * could satisfy both the major and the core.

Area I. Natural Sciences: 20 credits, including:

ECST 100	Introduction to Geosystems*	5
ECST 200	Introduction to Ecological Systems.....	5

Choose one of the following two courses in physical science:

ISSC 120	Introduction to Geology	
ISSC 207	Air and Water	

Choose one of the following four options in ecological science:5

- BIOL 275 Marine Biology
- BIOL 470 General Ecology
- CEEGR 477 Selected Topics: Restoration of Aquatic Ecosystems
- Any summer course from Blakely Island Field Studies

Area II. Social Sciences: 20 credits including:

- PLSC 300 Environmental Politics5
- SOCL 202 Human Ecology and Geography5

Choose one of the following four courses:5

- ANTH 230 Cultural Anthropology*
- PLSC 480 The Human Prospect*
- PLSC 483 Native American Encounters*
- PSYC 481 Ecological Psychology*

Choose a. or series b.:5

- a. ECON 468 Natural Resources and Environmental Economics
- b. CEEGR 476 Environmental Law and Impact Studies (3)
- ECST 475 Impact Statement Analysis (2)

Area III. Humanities: 20 credits, including:

- HIST 351 Environmental History*5
- PHIL 309 Environmental Philosophy*5
- TRST 347 Religion and Ecology*5

Choose one of the following two courses:5

- ECST 360 Nature Writing and Ecological Ethics
- HIST 341 The Pacific Northwest

Area IV. Statistical Methods:

Choose one of the following three courses:5

- ECON 260 Business Statistics
- PLSC 382 Research Methods
- PSYC 201 Statistics I

Area V. Internship

- ECST 495 Internship and Colloquium5

Area VI. Major Electives

Choose any one of the following courses or any other courses from Areas I, II, or III above not previously used:5

- ANTH 438 Anthropology of Pacific Northwest Peoples
- BIOL 235 Invertebrate Zoology
- BIOL 252 Taxonomy of Flowering Plants
- ECON 478 Urban/Regional Economics
- ECST 491,2,3 Special Topics
- ECST 496 Independent Study
- ECST 498 Directed Research
- ISSC 481 To Feed the World*
- PLSC 200 Introduction to American Politics*
- PLSC 260 Global Politics*
- PLSC 305 The Policy Process
- PLSC 309 Local and State Politics

PLSC 410	Urban Politics and Public Policy
SOCL 306	Population Dynamics

Please Note: 1. Students are strongly encouraged to seek a minor with their remaining elective credits in close consultation with their adviser. Suggested minors may be in biology, communication (journalism/mass communication), economics, political science or public program management, or sociology. A maximum of 15 credits from the major may be used towards a minor. 2. Additional courses meeting the major requirements will be footnoted in the ecological studies section of the Schedule of Classes each quarter. 3. A maximum of 20 credits of the ecological studies major courses may also be used to satisfy the university core requirements; courses so used will be included in the major GPA calculation.

Minor in Ecological Studies

In order to earn a minor in ecological studies, students must complete 35 credits in ecological studies, including:

ECST 100	Introduction to Geosystems.....	5
ECST 200	Introduction to Ecological Systems.....	5
HIST 351	Environmental History.....	5
PHIL 309	Environmental Philosophy	5
PLSC 300	Environmental Politics	5
SOCL 202	Human Ecology and Geography	5
TRST 347	Religion and Ecology	5

See policy for minors on p. 55.

Ecological Studies Courses

ECST 100 Introduction to Geosystems 5

Study of the earth's dynamic systems, including both earth history and analysis of interactive systems operating today. Special topics focus on sustainability and society's interactions with geosystems. Four lecture/discussion hours, three laboratory hours per week.

ECST 200 Introduction to Ecological Systems 5

The study of the basic structure and function of natural ecosystem: energy flow and nutrient cycling. Exploration of the earth's major biomes and their importance to human existence. Case studies of human impacts on ecosystems of the Pacific Northwest and the practical application of ecological theory to ecosystem restoration. Four lecture/discussion hours, three laboratory hours per week.

ECST 360 Nature Writing and Ecological Ethics 5

Exploration of the rich tradition of nature writing from Thoreau to Annie Dillard in which an "ecological conscience" emerges in response to the environmental crises of our time.

ECST 396	Directed Study	2-5
ECST 391-393	Special Topics	1-5
ECST 480-483	Interdisciplinary core course	3-5
Title and content vary.		
ECST 475	Impact Statement Analysis	2
Stages of preparation of Environmental Impact Studies (EIS). Analysis of effects of EIS, roles of National and State Environmental Protection Acts. Significance of EIS for environmental justice. Prerequisite: Junior standing. (winter) (formerly ECST 481)		
ECST 490	Senior Synthesis: Environmental Leadership	3
Application of liberal education to current environmental issues through critical reading and discussion in seminar format. Development of students' personal missions and visions as future environmental leaders. Execution of class Legacy Project shared with wider community. Prerequisite: Senior standing. Major requirement; satisfies core curriculum senior synthesis. Open to non-majors with instructor permission.		
ECST 491-493	Special Topics	1-5
ECST 495	Internship	5
ECST 496	Independent Study	1-5
ECST 497	Directed Reading	1-5
ECST 498	Directed Research	1-5

Economics

Barbara M. Yates, PhD, Chairperson

Objectives

The courses in economics are designed to acquaint students with the economy in which they live and to relate these courses to all other social sciences. The analytical approach in the economics courses provides the students with the tools of analysis necessary to solve problems and make decisions in the government and private sectors. The major courses cover topics such as efficient allocation of resources, economic fluctuations, income distribution, domestic and international finance, urban problems, labor relations, and economic systems.

Students who prove especially able in economics courses are encouraged to pursue graduate work in preparation for professional status as economists in government, industry, or the academic world. A major in economics, in combination with selected courses in political science, communications, and business, provides excellent preparation for law school and MBA or MPA programs.

Degree Offered

Bachelor of Arts in Economics

Minor Offered

Economics

See Albers School of Business and Economics section for detailed information on degree program and the minor in economics.

English

Edwin H. Weihe, PhD, Chair

Objectives

Interpreting texts requires the integration of many kinds of knowledge and the development of a wide variety of skills. In addition to what is known from disciplines such as history, psychology, philosophy, and religious studies, the reader needs, for example, imaginative awareness, critical and analytical powers of interpretation and the ability to respond with sensitivity. Responding with texts of one's own requires skills of invention, arrangement, control of tone, and mastery of style.

The English Department offers to its majors a program for learning how to understand, appreciate, and use effectively the rich resources of the English language. Through its service to the core curriculum, the department helps all students to achieve these ends in some way.

The department thus contributes to the university's mission of developing persons through a liberal education, at the same time that it prepares its majors and others for service in many professions; among these are law, social work, business, communications, teaching, politics, and foreign service.

Degree Offered

Bachelor of Arts

Majors Offered

English

English/Creative Writing

Minors Offered

English

English/Creative Writing

Policy for Honors Students

Graduates of the University Honors Program who have completed all six of the literature courses in that program may earn an English minor by taking five more credits in English at the 300 or 400 level. They may earn an English major by taking 30 additional credit hours of English at the 300 or 400 level.

University Honors Program graduates may earn an English/Creative Writing major by taking 25 credit hours of creative writing, and one five-credit literature course at the 300 or 400 level. They may earn an English/Creative Writing minor by taking 15 credit hours of creative writing at the 300 or 400 level.

Teacher Education

The teacher preparation program is a graduate-level program only. Students interested in teaching should contact the Master in Teaching program at (206) 296-5759 or visit the Web site seattleu.edu/SOE/MIT.

Second Endorsement for Teaching English

According to the Washington Administrative Code, teachers must meet minimum standards in a subject area in order to be qualified for a supporting endorsement in that subject area.

The state standards for endorsements will change September 1, 2003. Check with an education adviser for current requirements.

The Writing Center

The Writing Center, with its own director and student consultants, offers writing assistance to all students. The Writing Center is managed by the English Department.

Creative Writing Program

The program's goal is to develop the writing skills and encourage the creative talents of undergraduate students. The curriculum for the major and minor includes both traditional literature and beginning and advanced creative writing courses in fiction, poetry, non-fiction, expressive writing, writing for children, and script writing. All writing courses include a substantial reading requirement, but with the emphasis on craft.

The faculty includes regular members of the English Department as well as writers-in-residence from the Northwest.

The broader learning environment of the creative writing program includes occasional weekend workshops, internships, a public Writers Reading Series, and study-abroad opportunities.

A student interested in the major or minor in English/Creative Writing should speak with the director.

Please Note: A student may not earn a major, or major and minor, in both English and English/Creative Writing.

Bachelor of Arts Major in English

In order to earn the bachelor of arts degree with a major in English, students must complete a minimum of 180 quarter credits, with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
HIST 120	Origins of Western Civilization	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions)	5
PHIL 220	Philosophy of the Human Person	5
Social Science I	.....	5
Social Science II	(different discipline from Social Science I)	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5

Interdisciplinary Course	3 to 5
Senior Synthesis	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
--	----

Please Note: All students with majors in the College of Arts and Sciences must demonstrate competency in a language other than through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill English major requirements.

Choose one of the following two courses:

HIST 121	Studies in Modern Civilization	5
HIST 231	Survey of the United States	

III. Major Requirements

Fifty-five credits in English, including:

ENGL 252	Survey of British Literature I	5
ENGL 253	Survey of British Literature II	5
ENGL 254	Survey of American Literature	5
ENGL 332	Texts in Context	5
ENGL 333	Studies in Intertextuality	5

Choose one directed elective from each of three areas:

Biblical/Classical or Medieval Literature (300-400 level)	5
International or U.S. Intercultural Literature (300-400 level)	5
20th Century British or American Literature (300-400 level)	5
English Electives (300-level or above)	15

Please Note: 1. See course codes listed below for courses that satisfy the directed elective requirements. 2. A required course may not be used to satisfy two requirements simultaneously. Moreover, requirements of the core (for example, ENGL 110, ENGL 120, interdisciplinary courses and senior synthesis) do not satisfy requirements for the English major.

Bachelor of Arts Major in English/Creative Writing

In order to earn the bachelor of arts degree with a major in English/Creative Writing, students must complete a minimum of 180 quarter credits, with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
----------	---	---

PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I).....		5
Theology and Religious Studies Phase II (200-299).....		5
Ethics (upper division).....		5
Theology and Religious Studies Phase III (300-399).....		5
Interdisciplinary Course		3 to 5
Senior Synthesis		3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
--	----

Please Note: All students with majors in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations.

Choose one of the following two courses:	5
HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Fifty-five credits in English, including:

Choose two of the following three courses:	10
ENGL 252	Survey of British Literature I
ENGL 253	Survey of British Literature II
ENGL 254	Survey of American Literature
Choose one of the following two courses:	5
ENGL 332	Texts in Context
ENGL 333	Studies in Intertextuality
Choose one literature elective from either of the following two areas	
(300-400 level):.....	5
Biblical/Classical or Medieval Literature	
International or U.S. Intercultural Literature	
Choose two English literature electives (300-400 level)	10
Choose creative writing courses in at least three genres	
(300-400 level).....	25
Fiction (ENGL 305, ENGL 318, ENGL 409)	
Poetry (ENGL 316, ENGL 406)	

Non-fiction (ENGL 304, ENGL 414)
Drama/Film (ENGL 451, DRMA 404)

Please Note: Courses satisfying requirements for university core do not also satisfy requirements for the English/Creative Writing major.

Bachelor of Arts Major in English or English/Creative Writing with Departmental Honors

The English departmental honors major offers an opportunity for motivated and capable students to engage in more extensive interaction with faculty and to complete challenging individual research or creative writing projects that will further their personal and professional goals. These majors are supervised by the honors project coordinator. Individual projects are mentored by a faculty member whose expertise guides the students through the project.

Application to the major with departmental honors:

To be accepted in the program, students must have an overall GPA of 3.5 and a GPA in the major of 3.7 by the end of winter quarter of the junior year. Interested students should apply to the department Honors Project Coordinator in Spring quarter of the junior year or Fall quarter of the senior year. A Change of Program form must be submitted to the registrar.

Completion of the major with departmental honors:

During senior year, departmental honors students will complete 10 credits of independent study under the supervision of their faculty mentor. These 10 credits must be taken as ENGL 477 Departmental Honors Directed Reading and ENGL 479 Departmental Honors Thesis Supervision. From these courses during the senior year, students will complete an honors project consisting of a major research paper or long creative text. Students who commit themselves to the honors project must complete their project (with a grade of at least A-minus) one month prior to the end of their final quarter at Seattle University and present the project orally in an appropriate context to be determined by the honors project coordinator. Students who complete departmental honors must earn 65 credits in English courses (10 more than the usual major requirement), which may include English courses in the Core Curriculum.

Minor in English

In order to earn a minor in English, students must complete 35 credits in English, including:

ENGL 110	College Writing: Inquiry and Argument	5
ENGL 120	Introduction to Literature	5

Choose two of the following three courses10

ENGL 252	Survey of British Literature I	
ENGL 253	Survey of British Literature II	
ENGL 254	Survey of American Literature	
ENGL Electives (300 - 400-level)		15

Please Note: Students who have completed the six literature courses in the honors program may complete the minor with one additional upper division English course of five credits. See policy for minors on p. 55.

Minor in English/Creative Writing

In order to earn a minor in English/Creative Writing, students must complete 35 credits in English, including:

ENGL 110	College Writing: Inquiry and Argument	5
ENGL 120	Introduction to Literature	5
Choose two of the following three courses		10
ENGL 252	Survey of British Literature I	
ENGL 253	Survey of British Literature II	
ENGL 254	Survey of American Literature	
Creative Writing electives in at least two genres(300 - 400-level)		15

English Courses

Courses that fulfill requirements for the English major, the core curriculum, and the second endorsement for teaching English are designated by the following code:

A	American
BC	Biblical/Classical and Medieval
Co	Core
Int	International or U.S. Intercultural
L	Language
T	20th Century British and American
P	Pedagogy
W	Writing

ENGL 101 **Basic Writing** 5

Instruction and practice in basic writing skills with emphasis on generating, organizing, and developing ideas in paragraphs and short essays. Emphasis on control of sentence structure, punctuation, and standard usage. Through focus on the writing process, the course aims to increase students' self-confidence as writers. Counts toward graduation, but does not satisfy core writing requirements. W

ENGL 110 **College Writing: Inquiry and Argument** 5

Aims at developing students' skills in academic and public discourse. Students write for various audiences and purposes with an emphasis on argument. The course, taught in an active discussion format, focuses on close reading of challenging texts, questioning, critical thinking, exploratory writing, and the production of formal essays that evolve through multiple drafts. Topics for investigation vary by section. (formerly titled Freshman English) W and Co

- ENGL 120 Introduction to Literature 5**
Engagement with significant works of literature from diverse cultures that express key themes of the human condition. Students will learn imaginative and critical methods of understanding and responding to a range of literary genres, such as narrative, drama, poetry, and film. Each section will vary in themes and texts, taken from classical to contemporary writing in English. (formerly titled Masterpieces of Literature) Co
- ENGL 191-193 Special Topics 1 to 5**
- ENGL 201 Advanced Grammar and Vocabulary 5**
A study of traditional English grammar as a means of addressing issues of usage, structural correctness of the English sentence, clarity and rhetorical effect, and a study of the principles of word formation, usage, and effective word choice. L
- ENGL 202 Advanced Grammar 3**
A study of traditional English grammar as a means of addressing issues of usage, structural correctness of the English sentence, clarity, and rhetorical effect. May be taken in conjunction with ENGL 203. L
- ENGL 203 Vocabulary 2**
A study of the principles of word formation, usage, and effective word choice. May be taken in conjunction with ENGL 202. L
- ENGL 252 Survey of British Literature I 5**
A study of major British writers from the Medieval Period to the Eighteenth Century. Required of English majors. Prerequisite: ENGL 110. Offered twice a year.
- ENGL 253 Survey of British Literature II 5**
A study of major British writers from the Eighteenth Century to the Modern Period. Required of English majors. Prerequisite: ENGL 110. Offered twice a year.
- ENGL 254 Survey of American Literature 5**
A study of American authors from the Colonial through the Modern Period. Required of English majors. Prerequisite: ENGL 110. Offered twice a year.
- ENGL 291-293 Special Topics 1 to 5**
- ENGL 296 Directed Study 2 to 5**
- ENGL 304 Expressive Writing 5**
Strategies and techniques for writing the personal essay: autobiography, reflection, and other kinds of personal narrative. Special attention to development of prose style and authentic voice. Prerequisite: ENGL 110 and junior standing. W
- ENGL 305 Writing Fiction 5**
Students will learn the theory, techniques, and practice of writing short stories by using their imaginations actively in order to present life and characters through fiction. W
- ENGL 308 Advanced Writing: Argument and Persuasion 5**
Argumentative writing for a public forum on issues of policy or other socially significant issues. Study of the rhetoric of argumentation with attention to the use of evidence, the internal logic of argument, and the appeal to an audience's sympathies. Development of a flexible prose style that can be adapted to a variety of rhetorical situations and audiences. Prerequisite: ENGL 110 and junior standing. W

- ENGL 310** **Writers Workshop in Ireland** 5
Open to any student who is serious about imaginative writing both as self-expression and as a rigorous means for discovering a place, its people, and its history. Phase I provides an introduction to Irish culture, both Celtic and contemporary, and is conducted on campus Spring Quarter. The two-week Phase II unfolds in late summer in an "arts colony" environment on the coast of southwest Ireland, where students and faculty are joined by noted Irish writers and scholars. For English/Creative Writing majors and minors, the course satisfies any "genre" requirement. By permission of instructor. W
- ENGL 316** **Writing Poetry** 5
Study and practice in the modes and techniques of poetic composition. W
- ENGL 317** **Mythology** 5
The study of the myths of ancient Greece as well as other cultures in order to understand their significance and meaning in the original cultural context and their enduring, archetypal implications. BC
- ENGL 319** **Children's Literature** 5
Historical contexts and interpretations of folk and fairy tales, as well as the study of traditional and contemporary modes of narrative for young readers. The course includes interpretive and creative writing assignments.
- ENGL 320** **The Bible as Literature** 5
A study of the Jewish and Christian Scriptures with emphasis on their status as texts that engage and shape a reader's response. Possible works to be studied include: Genesis, Exodus, 1 and 2 Samuel, Job, Isaiah, one of the Gospels, Romans, and Revelation. BC
- ENGL 323** **The Literature of Greece and Rome** 5
A study of the literature of the classical world, with emphasis on Greece and Rome, depending on the instructor. Texts may include such works as *The Odyssey*, *The Oresteia*, *Oedipus Rex*, *Antigone*, *The Trojan Women*, and *Lysistrata for the Greeks*, and *The Aeneid*, selected plays by Plautus, the essays of Cicero, and the satires of Juvenal for the Romans. BC
- ENGL 325** **Arthurian Romance** 5
Focuses on both British and continental Arthurian works written in the Middle Ages. Two to three weeks will also be devoted to later interpretations of the Arthurian story. Readings may include works such as *Sir Gawain and the Green Knight*, Thomas Malory's *Morte d'Arthur*, Chrétien de Troyes' romances, or Gottfried von Strassburg's *Tristan*. Among later works, readings may include Alfred Lord Tennyson's *Idylls of the King*, or Marion Zimmer Bradley's *The Mists of Avalon*. Special attention will be given to historical and cultural contexts. BC
- ENGL 326** **Dante's Divine Comedy** 5
A study of "The Divine Comedy: Inferno, Purgatorio, and Paradiso," with emphasis on both its peculiarly medieval synthesis of thought and on its contemporary appeal as a classic. BC

- ENGL 328 Chaucer 5**
A study of Chaucer's *Canterbury Tales* and other works, such as his short poems or the *Troilus*. The emphasis is on understanding and appreciating Chaucer's works in the context of fourteenth-century English culture, history and politics. BC
- ENGL 330 Shakespeare 5**
A study of Shakespeare's works with attention to dramaturgy, language, and themes, as well as to the political, religious, and cultural contexts of Shakespeare's time. Focusing on close reading of selected plays, the course examines such interpretive controversies as concepts of self, sexuality, family, power, and cosmic meaning. Depending on the instructor, the course may also include selected sonnets or narrative poems.
- ENGL 331 Shakespeare in Performance 5**
Examination of a selection of Shakespeare's plays through live theater and video performances, to discover the problems and opportunities of each script as well as those aspects of the plays that reveal themselves only in performance. The course thus views productions as critical interpretations rather than as simple enactments of Shakespeare's plays.
- ENGL 332 Texts in Context 5**
Examines texts in the context of a range of historical and cultural situations that enable students to uncover ways in which both writer and reader are situated in time. In preparation for the documented inquiry paper, the major writing project in the course, students will also develop basic library skills and the skill of reading the critical essay.
- ENGL 333 Studies in Intertextuality 5**
By examining the power of influence and the conventions of allusion, genre and archetype, Studies in Intertextuality explores how texts are shaped by the network of other texts. Writing assignments include a formal paper of intertextual analysis and an imaginative transformation of a literary text.
- ENGL 334 Renaissance Drama 5**
Though Shakespeare often overshadows his contemporaries today, other Renaissance playwrights also contributed significantly to the development of English theater. This course examines notable English plays from the beginning of the Elizabethan theater to 1700. Depending on the instructor, it may function as a survey or it may emphasize a subgenre (such as tragedy or comedy), time period (such as the reign of Queen Elizabeth), or theme (such as "Rewritings of Shakespeare").
- ENGL 335 17th Century Literature: The Rhetoric and Poetics of Modern Revolutions 5**
A study of the literature of a turbulent period marked by cultural shifts in English politics, economics, and education that affected the development of English literature in many ways. Donne, Herbert, Jonson, Herrick, Crashaw, Milton, and other poets expanded English poetry in form and subject; Dryden, Congreve, Davenant, and other playwrights experimented with new dramatic forms, such as heroic drama, comedy of manners, and opera; and writers such as Bacon, Walton, Dryden and Sprat helped to establish the "rules" for modern English prose.

- ENGL 336** **The Renaissance Lyric** 5
The turbulent period from the 1530s to the 1660s witnessed a flowering of English lyric poetry, as poets freely explored new poetic modes and experimented with old ones. This course studies the development of the English Renaissance lyric by examining the works of such poets as Wyatt, Sidney, Shakespeare, Donne, Wroth, Jonson, Herbert, and Vaughan.
- ENGL 337** **Novel Concepts: Genre Studies in Eighteenth Century
British Literature** 5
From the late 1600s to the early 1800s, the novel developed rapidly into one of the most popular narrative forms in England. This course provides close textual analysis of the emerging genre and critically examines some of its important themes, such as truth and fiction, realism and romance, sensibility and heroism, race, gender, and oppression. Writers may include Aphra Behn, Daniel Defoe, Jonathan Swift, Frances Burney, Samuel Johnson, Henry Fielding, Laurence Sterne, Samuel Richardson, Tobias Smollett, and/or Jane Austen.
- ENGL 338** **Restoration and 18th Century Literature** 5
A study of the major British and European poets, satirists, and novelists between 1660 and 1800. Readings will be selected from such authors as Dryden, Swift, Pope, Johnson, Montagu, Fielding, DeFoe, Burney, Voltaire and Moliere.
- ENGL 340** **British Romanticism** 5
An analysis and discussion of the major works of the Romantic period with emphasis on the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats.
- ENGL 343** **The 19th Century English Novel** 5
A survey of the novel in a most flourishing period from Austen to Hardy. The works studied may include such authors as Dickens, Thackeray, the Brontes, Eliot, and Trollope.
- ENGL 346** **Literary Realism** 5
Readings in the Realistic movement. Selections will vary but may include such authors as Twain, James, Flaubert, Tolstoy, Balzac, and Zola.
- ENGL 349** **Late 19th Century Literature** 5
A study of 19th century literature in the context of its times. The focus is primarily on British writers such as Mill, Huxley, Arnold, Newman, Tennyson, and Browning, but, by way of comparison, other American or Continental writers may be introduced.
- ENGL 353** **Modern Drama** 5
An introduction to dramatists from 1890 to approximately 1950, whose works expressed and challenged the spirit of their age. The playwrights to be studied might include Ibsen, Shaw, Wilde, Chekhov, O'Neill, Pirandello, and Williams. T
- ENGL 358** **Modernism in Art and Literature** 5
A study of the movement of Modernism as expressed in Western art and literature from 1880 to approximately 1950. T

- ENGL 361 Literature of India** 5
Primary focus is the evolution of English language writing in South Asia with an emphasis on the literature of India. Course will also include writers of Indian origin who have emigrated to the West. Readings might include such writers as Rabindranath Tagore, R.K. Narayan, Raja Rao, Anita Desai, Nayantara Sahgal, Salman Rushdie. INT
- ENGL 362 African Literature** 5
Twentieth century English language, sub-Saharan African narratives are the focus of this course, which might also include some French and Arabic narratives in translation. Discussion might include writers such as Wole Soyinka, Chinua Achebe, Ngugi wa Thiongo, Mariama Ba, Bessie Head, Tsitsi Dangarembga, Ben Okri, Dennis Brutus. INT
- ENGL 364 Post-Colonial Literature** 5
The impact of the British Empire on the literature and culture of its colonies in Asia, Africa, Australia, and the Caribbean will be studied. Readings might include the theories of Frantz Fanon, Edward Said, Gayatri Spivak, Chinweizu and Ngugi, in addition to narratives by Chinua Achebe, Salman Rushdie, Buchi Emecheta, Jean Rhys, V.S. Naipaul. INT
- ENGL 369 Latin American Literature** 5
Studies in the poetry and prose of Spanish-speaking Latin American countries as that literature expresses the history and native genius of Latin American culture, especially in the context of the interrelation between colonizers and colonized. Writers to be studied include such authors as Borges, Vargas Llosa, Garcia Marquez, Neruda, and Fuentes. INT
- ENGL 370 Japan and the West** 5
A study of the Japanese culture and the interaction of that culture with the West. The focus of the course will be upon literary and artistic expressions as embodiments of the basic assumptions of a society about the nature of reality and the place and appropriate behavior of human beings in it. The course will survey the fundamental elements of the Japanese culture and will study Japanese literature (poetry and prose), drama (of several types), painting, woodblock prints, motion pictures, garden design, and various other arts, relating them to comparable Western artistic productions. A primary goal of the course is that the students develop a multicultural vision of the world and thus escape the delimiting influence of ethnocentric thinking. INT
- ENGL 375 American Novelists** 5
A study of the American contribution to the novel up to approximately 1950, with emphasis on the cultural diversity of the writers. Depending on the instructor, novelists may include Melville, Hawthorne, Henry James, Cather, Hemingway, Faulkner, Ellison, Baldwin, Oates, and others. A
- ENGL 377 American Poets** 5
A study of the American spirit as sensed through the words of its poets. Special emphasis on Americans' problematic response to nature and to the nation's history from colonial times to the present day. A

- ENGL 379** **Narrative Experiments in the Anglo-American Novel** 5
A study of 20th century experimental novels by British and American writers such as Joyce, Wolfe, Faulkner, Stein, and others. T and A
- ENGL 383** **20th Century American Literature** 5
A survey of the principal authors and currents of thought from 1900 to the present. The course will include novels, poetry, and essays exemplifying such movements as realism, imagism, existentialism, southern agrarianism, and post modern experimentalism. T and A
- ENGL 388** **Film and Literature** 5
An introductory study of the basic principles and techniques of film art, with emphasis on the complementary contributions of the screenwriter, the director, the cinematographer, and the editor.
- ENGL 390** **Tutoring Writing: Theory and Practice** 5
Practical training for tutors. Study of theories of composition and the role of tutors within the writing process. Strategies for diagnosing writing problems, mastering effective conferencing skills to help writers reduce anxiety, generate ideas, solve organizational problems, and develop a fluent, error-free prose style. P
- ENGL 391-393** **Special Topics** 1 to 5
- ENGL 396** **Directed Study** 2 to 5
- ENGL 400** **History of the English Language** 5
A study of the historical development of English, also serving as an introduction to linguistics: phonology, morphology, syntax and lexicon in their historical and literary contexts. L
- ENGL 406** **Advanced Poetry Writing** 5
Emphasis on craft, word usage, revision, and study of literary models of poetry, with students presenting their own work for group response. Prerequisite: ENGL 316. W
- ENGL 409** **Advanced Fiction Writing** 5
Intensive practice, with emphasis on revision, and study of the craft of fiction writing. Includes a craft-focused study of literary models. Prerequisite: ENGL 305. W
- ENGL 414** **Writing Non-Fiction** 5
Introduction to non-fiction genres which use fictional techniques, such as the personal essay, biography, autobiography, travel writing, documentaries, and social commentary. Includes study of non-fiction models. W
- ENGL 416** **Milton in Context** 5
An exploration of one or more of Milton's major works within a specifically defined cultural, literary, or critical context. The course may focus entirely on Milton's poetry and/or prose or examine his writings in conjunction with the contributions of other writers (for example "Spenser and Milton" or "Milton and the Romantics").

- ENGL 418 Contemporary Literature 5**
A study of contemporary writers and their challenging experiments with prose fiction. Authors such as Hawkes, Lessing, Kundera, Gordimer, and Calvino will be studied. T
- ENGL 423 Irish Literature 5**
A study of major figures of the Irish Renaissance and their cultural background in the late 19th century; writers such as Yeats, Joyce, O'Casey, and Synge will be studied. T
- ENGL 425 Americans in Paris 5**
An interdisciplinary study-abroad course that traces the rise of Modernism in its socio-historical-scientific as well as cultural contexts, from its roots in impressionist and post-impressionist art to its flowering in the literary and artistic life of Paris in the period just before and after WWI. Phase I begins on campus spring quarter and focuses on Hemingway, Stein, Lawrence, Picasso, and other expatriates. Phase II unfolds in late summer in Paris, and may include excursions to Giverny and the south of France. Cross-numbered with EN 480 to satisfy the Core Interdisciplinary requirement. Enrollment limited. By permission of instructor. Co T
- ENGL 430 Japanese Drama 5**
A study of the development of the major Japanese theatrical forms, together with a comparative examination of Greek and Elizabethan tragedy. INT
- ENGL 435 Short Story Literature 5**
A study of the elements and historical development of the short story in its variety of types and emphases.
- ENGL 439 Medieval Women and Writing 5**
A study of writings by medieval women, including literary, religious, and political writings. Readings may include Marie de France's *Lais*, Heloise's correspondence with Abelard, *The Book of Margery Kempe*, Julian of Norwich's *Showings*, or Christine de Pizan's *Book of the City of Ladies*. These readings will be analyzed from a theoretical perspective, focusing on feminist theories. Feminist readings may include works by Hélène Cixous, Julia Kristeva, Theresa de Lauretis, or Eve Sedgwick. BC
- ENGL 440 Women and the Creative Imagination 5**
Through theoretical texts, literature, art, and films, this course explores the creative imagination of women as well as the perceptions by which women have been defined and define themselves. Recommended elective for the women's studies minor.
- ENGL 441 International Women's Writing 5**
This course is a study of narratives by women from Asia and Africa. Discussion will explore the relationship of the writing with social and political aspects of women's lives in different nations. Some of the writers to be discussed might include: Nawal El Saadawi, Bessie Head, Buchi Emecheta, Nadine Gordimer, Anita Desai, Mahadevi Varma, Bapsi Sidhwa. INT
- ENGL 443 The History of Narrative from Homer to Hypertext 5**
Students trace the history of storytelling and narrative from primary oral cultures (using Homer), through the high literate period (using novels and poetry), to the electronic present (using hypertext and computer mediated arts).

- | | | |
|---|---|---------------|
| ENGL 451 | Writing Scripts | 5 |
| Practice and study of script writing for film and television, emphasizing the genre formulas and the special challenges of collaborative media. W | | |
| ENGL 477 | Departmental Honors Directed Reading | 5 |
| Directed reading for students in the English department honors major. Prerequisite: approval of honors project coordinator. | | |
| ENGL 479 | Departmental Honors Thesis Supervision | 5 |
| Thesis supervision for students in the English department honors major. Prerequisite: approval of honors project coordinator. | | |
| ENGL 480-483 | Interdisciplinary Course | 3 to 5 |
| The exploration of contemporary issues and problems by means of several disciplines, including language and literature. Recent topics have included love and marriage, modernism in art and literature, character development, intercultural autobiography, and nature writing. Topics for each year are available through the English Department. Co | | |
| ENGL 485 | Literary Theory | 5 |
| Depending on the instructor, the course examines the texts of historical and contemporary critical theory and their influence on the writing and reading of literature. Other issues, such as the nature of art, beauty, and literature or the relationship between a society and its literature may also be discussed. Recommended especially for students preparing for advanced study. | | |
| ENGL 487 | Senior Synthesis | 3 to 5 |
| Through the study of a selected theme, the learning of a liberal education, especially through literature, is applied to questions which prepare students for leadership and professional service. Themes such as "points of transition" or "freedom and community" will be offered in different years. Core option, phase three. Open to all qualified seniors. Co | | |
| ENGL 491-493 | Special Topics | 1 to 5 |
| ENGL 495 | Internship | 1 to 5 |
| Supervised service in which students apply and develop their skills as English majors working for a business or non-profit institution or agency. Open only to English majors with the permission of the director of interns. Graded CR/F. Prerequisites: junior or senior standing and 20 credits of upper-level English. | | |
| ENGL 496 | Independent Study | 1 to 5 |
| ENGL 497 | Directed Reading | 1 to 5 |
| ENGL 498 | Directed Research | 1 to 5 |

Fine Arts

Carol Wolfe Clay, MFA, Chair

Objectives

The strength of the Fine Arts Department is a curriculum that offers foundational skills in three of the fine arts and is enhanced through a broad, liberal education in the Jesuit tradition. The sequence of each program, including a variety of electives, stimulates and enriches the development of the Fine Arts student.

The curricula of Fine Arts focus on the following areas:

Drama — Performance, Production, History

Visual Art — History and Studio: design, drawing, painting, sculpture, printmaking

Music — Theory, History, Applied, Performance

The Fine Arts program develops the student artist in practical ways, providing opportunities to:

- study with professional artists in the visual arts, theatre, and music through the guest artist program,
- study photography through an affiliation with the Photographic Center Northwest,
- explore Seattle's rich art community through theatre, opera, symphony, art gallery, and museum events,
- intern with a variety of Seattle arts organizations,
- perform, design and exhibit in Seattle University drama productions, choir concerts, and gallery shows,
- participate in colloquia on a given fine arts topic or event,
- exhibit or perform during spring quarter of the senior year,
- study art abroad.

The future for a fine arts graduate might include B.F.A. or M.F.A. programs in the arts, graduate teaching programs, or the beginning of a professional career in the arts.

Degree Offered

Bachelor of Arts

Majors Offered

Fine Arts

Visual Art

Art History

Drama

Fine Arts, Visual Art, Art History or Drama with Department Honors

Minors Offered

Studio Art

Art History

Theatre Performance

Theatre Production

Music

General Program Requirements

All majors in the fine arts department must complete at least 20 credits in the major at Seattle University. Fine Arts transfer credits are subject to review which may include portfolio review, audition, exam, and/or interview.

Non-Major Students

As elective choices, most courses are open to students in other fields. Many complement the work in other majors (e.g., art history of English, history, philosophy, or religious studies) and the department cordially welcomes all members of the school community. Observe prerequisites where noted.

Courses open to auditors include FINR 120, ART 211, 212, 315, 316, 481; DRMA 110, 211, 212; MUSC 211, 212. All other courses in the fine arts department are to be taken for credit.

Teacher Education

The teacher preparation program is a graduate-level program only. Students interested in teaching should contact the Master in Teaching program at (206) 296-5759 to ensure that they meet state requirements for an academic major as well as the specific requirements for admission to the MIT program.

Bachelor of Arts Major in Fine Arts

The fine arts major builds on the cross-disciplinary nature of the Seattle University Fine Arts Department by allowing students to choose an area of emphasis within the arts while they also integrate courses from other art forms. One student interested in musical performance might choose to bridge theatre and music, while another student might combine music and visual art courses to round out an emphasis in production theatre. Individual programs are designed in consultation with a fine arts faculty adviser.

In order to earn the bachelor of arts with a major in fine arts, students must complete a minimum of 180 quarter credits, with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3-5
Senior Synthesis (ART 490 or DRMA 490 or FINR 490 required)	.....	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent15

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations.

Choose one of the following two courses:5

- HIST 121 Studies in Modern Civilization
- HIST 231 Survey of the United States

III. Major Requirements

Sixty credits in fine arts, including 30-32 credits in an area of emphasis:

Drama Emphasis requirements:

- DRMA 211 Theatre History and Literature I5
- DRMA 212 Theatre History and Literature II5
- DRMA 250 Acting I5
- DRMA 260 Design for the Theatre I5
- DRMA 350 Acting II5
- DRMA 360 Design for the Theatre II5

Music Emphasis requirements:

- MUSC 200 Fundamentals of Music5
- MUSC 211 Music History Survey I5
- MUSC 212 Music History Survey II5
- MUSC 300 Music Theory and Composition5
- MUSC Music Lessons5
- MUSC Music Ensemble5

Visual Art Emphasis requirements:

- ART 100 Design and Color5
- ART 120 Drawing I5
- ART 316 20th Century Art5

Choose one of the following two courses:5

- ART 211 Survey of Western Art I
- ART 212 Survey of Western Art II

Choose two of the following courses:10

- ART 220 Drawing II
- ART 240 Painting I
- ART 250 Sculpture I
- ART 330 Relief Printmaking or ART 331 Monotype Printmaking

Photography Emphasis requirements:

- ART 100 Design and Color5
- ART 160 Black and White Photography I5

ART 260	Color Photography I.....	3
ART 265	Black and White Photography II.....	3
ART 316	20th Century Art.....	5
ART 317	History of Photography.....	5
ART 360	Black and White Photography III.....	3
ART 365	Light Control for Photography.....	3

Digital Design Emphasis requirements:

ART 100	Design and Color.....	5
ART 120	Drawing I.....	5
ART 270	Graphic Design I.....	5
ART 316	20th Century Art.....	5
ART 370	Graphic Design II.....	5
ART 375	Digital Illustration.....	5

In addition to the emphasis courses selected, choose the remaining credits, for a total of 60, in any combination. In consultation with the student's adviser, 10 of these credits must be from a discipline other than the area of emphasis and 10 must be taken at the 300-400 level.....Total 28-30

Fine Arts majors must also choose the required senior synthesis course in consultation with their faculty adviser.

Bachelor of Arts Major in Visual Art

In order to earn the bachelor of arts with a major in visual art, students must complete a minimum of 180 quarter credits, with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization.....	5
ENGL 120	Introduction to Literature.....	5
MATH	107 or 110 or above.....	5
Lab Science	.....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I.....		5
Social Science II (different discipline from Social Science I).....		5
Theology and Religious Studies Phase II (200-299).....		5
Ethics (upper division).....		5
Theology and Religious Studies Phase III (300-399).....		5
Interdisciplinary.....		3-5
Senior Synthesis (ART 490 required).....		3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent.....	15
---	----

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence:

115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations.

Choose one of the following two courses:5

- HIST 121 Studies in Modern Civilization
- HIST 231 Survey of the United States

III. Major Requirements

Fifty-five credits in visual art, including:

ART 100	Design and Color	5
ART 120	Drawing I	5
ART 211	Survey of Western Art I	5
ART 212	Survey of Western Art II	5
ART 220	Drawing II	5
ART 240	Painting I	5
ART 250	Sculpture I	5
ART 316	20th Century Art	5
ART	Electives at the 300-400 level	15

Visual art majors must also take ART 490, Senior Synthesis which satisfies the core senior synthesis requirement.

Please Note: Faculty will review the student portfolio upon completion of sophomore year, or equivalent, to determine eligibility to continue in the visual art major.

Bachelor of Arts Major in Art History

In order to earn the bachelor of arts with a major in art history, students must complete a minimum of 180 quarter credits, with a cumulative grade point average of 2.0 and a major grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
PHIL 220	Philosophy of the Human Person	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis (ART 490 required)	.....	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent15

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations.

Choose one of the following two courses:5

HIST 121 Studies in Modern Civilization
HIST 231 Survey of the United States

III. Major Requirements

Fifty-five credits in visual art, including:

ART 100 Design and Color5
ART 120 Drawing I5
ART 211 Survey of Western Art I, Ancient through Medieval.....5
ART 212 Survey of Western Art II, Renaissance through Modern5
ART 213 Survey of Asian Art.....5
ART 460 Art History Seminar5
ART Electives; minimum 20 credits on 300-400 level; 5 credits may
 be studio courses25

All art history majors must also take ART 490 Senior Synthesis, which satisfies the core senior synthesis requirement.

**Bachelor of Arts
Major in Drama**

In order to earn the bachelor of arts with a major in drama, students must complete a minimum of 180 quarter credits, with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110 College Writing: Inquiry and Argument5
PHIL 110 Introduction to Philosophy and Critical Thinking.....5
HIST 120 Origins of Western Civilization5
ENGL 120 Introduction to Literature5
MATH 107 or 110 or above5
Lab Science5
PHIL 220 Philosophy of the Human Person.....5
Social Science I5
Social Science II (different discipline from Social Science I)5
Theology and Religious Studies Phase II (200-299).....5
Ethics (upper division)5
Theology and Religious Studies Phase III (300-399).....5
Interdisciplinary3 to 5
Senior Synthesis (DRMA 490 required).....3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent 15

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations.

Choose one of the following two courses: 5

- HIST 121 Studies in Modern Civilization
- HIST 231 Survey of the United States

III. Major Requirements

Fifty-five credits in drama, including:

DRMA 110	Theatre Backstage	2
DRMA 211	Theatre History and Literature I	5
DRMA 212	Theatre History and Literature II	5
DRMA 250	Acting I	5
DRMA 260	Design for the Theatre I	5
DRMA 340	Movement	3
DRMA 350	Acting II	5
DRMA 360	Design for the Theatre II	5
DRMA 420	Directing	5
DRMA	Electives at the 300-400 level	15

Please Note: Requirements for graduation include participation in selected performance and production aspects of at least three Seattle University productions.

Bachelor of Arts

Major in Fine Arts, Visual Art, Art History, or Drama with Department Honors

The honors program in fine arts is an opportunity for outstanding majors to demonstrate excellence in their chosen artistic discipline by pursuing a directed project in their field. All honors majors will complete a total of 65 credits in the major including the five-credit course FINR/ART/DRMA/MUSC 479 Departmental Honors Thesis Supervision.

Eligibility

Acceptance into the honors major is based on the quality of the proposed project and faculty sponsorship of this project. In addition, it is usually expected that the honors candidate will:

- Have an overall GPA of 3.5 or higher,
- Have completed at least 45 credits at Seattle University by the end of junior year,
- Have completed at least 15 credits in the major at Seattle University by the end of junior year.

- Submit a Change of Program form to the registrar when accepted into the major.

Application

The student must identify a faculty sponsor with whom to work and complete a Fine Arts Honors Proposal form (available in the fine arts office) by October 15 of the senior year. The proposal will be considered by the entire fine arts faculty.

Completion

In order to complete the requirements for departmental honors and receive a notation to that effect on the transcript, the student must maintain an overall GPA of 3.5.

Honors students must complete 65 credits in the major. All majors must complete the five-credit FINR/ART/DRMA/MUSC 479 Departmental Honors Thesis Supervision course. Drama, visual art, and art history majors must complete an additional five-credit course, at the 300-400 level, that focuses on work related to the honors project; this course must be approved by the faculty sponsor.

The honors project must be completed and presented to the public by the end of spring quarter of the senior year and the student must receive a grade of A or A- for the Departmental Honors Thesis Supervision course.

Examples of possible honors projects include:

Visual Arts

- Art history research project and oral presentation
- Gallery exhibition

Drama

Outside the normal parameters of Seattle University productions:

- Performing a solo show
- Directing a play
- Staging a reading of a play the student has written
- Assistant Design

Music

- Performance of original composition
- Recital

Minor in Studio Art

In order to earn a minor in studio art, students must complete 30 credits in visual art, including:

ART 100	Design and Color	5
ART 120	Drawing I	5
ART 316	20th Century Art	5
ART	Electives in consultation with an art adviser.....	15

Fine arts and visual arts majors may not earn a minor in studio art.

See policy for minors on p. 55.

Minor in Art History

In order to earn a minor in art history, students must complete 30 credits in visual art, including:

ART 211	Survey of Western Art I	5
ART 212	Survey of Western Art II	5
ART 316	20th Century Art	5
ART	Independent study/methods.....	5
ART	Electives in consultation with an art adviser.....	10

Fine arts and visual arts majors may not earn a minor in art history.

See policy for minors on p. 55.

Minor in Theatre Performance

In order to earn a minor in theatre performance, students must complete 30 credits in drama, including:

DRMA 250	Acting I	5
DRMA 340	Movement.....	3
DRMA 350	Acting II	5
DRMA	Electives in consultation with a drama adviser.....	12

Choose one of the following two courses:..... 5

DRMA 211	Theatre History I
DRMA 212	Theatre History II

Fine arts and drama majors may not earn a minor in theatre performance.

See policy for minors on p. 55.

Minor in Theatre Production

In order to earn a minor in theatre production, students must complete 30 credits in drama, including:

DRMA 110	Theatre Backstage.....	2
DRMA 260	Design for the Theatre I	5
DRMA 360	Design for the Theatre II	5
DRMA	Electives in consultation with a drama adviser	13

Choose one of the following two courses:..... 5

DRMA 211	Theatre History I
DRMA 212	Theatre History II

Fine arts and drama majors may not earn a minor in theatre production.

See policy for minors on p. 55.

Minor in Music

In order to earn a minor in music, students must complete 30 credits in music, including:

MUSC 200	Fundamentals of Music	5
MUSC 211	Music History Survey I	5
MUSC 212	Music History Survey II	5

MUSC 300	Music Theory and Composition	5
	Music ensemble	5
	Music lessons	5

Fine arts majors may not earn a minor in music.

See policy for minors on p. 55.

Fine Arts Courses

FINR 120	Experiencing the Arts	5
An exploration of the arts by experiencing the creative process, understanding elements of the artist's composition, and learning criteria of aesthetic judgment. The irreplaceable value of art in human culture will be studied and celebrated by attending musical, dramatic, and/or visual art events both locally and on campus. Faculty teach with an emphasis on one of the arts with interdisciplinary connections made to the other fine arts. Offered every quarter. Fulfills fine arts core requirement.		
FINR 391-393	Special Topics	1-5
FINR 479	Departmental Honors Thesis Supervision	5
FINR 480-483	Interdisciplinary Core Course	3-5
Title and content vary.		
FINR 490	Senior Synthesis	3-5
FINR 491-493	Special Topics	1-5
FINR 496	Independent Study	1-5
FINR 497	Directed Reading	1-5
FINR 498	Directed Research	1-5

Visual Art Courses

Eligibility to remain in courses for which students are registered will be based on the criteria listed within each course description, and will be determined by the instructor after the first day of class.

All courses taken at the Photographic Center Northwest must have a Seattle University ART designation to count for credit at Seattle University.

ART 100	Design and Color	5
Introduction to elements and principles of two-dimensional design and color theory as a foundation for visual art. Execution of specific design projects, individual and group critiques, creative thinking exercises to increase visual awareness, reflective writing, and attendance at local galleries and museums. Fulfills Fine Arts core requirement.		
ART 120	Drawing I	5
Introduction to the principles of drawing through observation. Investigation of proportion, modeling, still life, and perspective with various drawing media. Introduction to aesthetic literacy, critical thinking, reflective writing, and attendance at local galleries and museums. Fulfills Fine Arts core requirement.		

ART 160 Black and White Photography I 5

An introduction to black and white photography designed to teach camera operation, exposure techniques, film development, printing, and the elements of composition. Critical and creative thinking will be demonstrated through the exercise of aesthetic judgment and reflective writing. Lectures, demonstrations, critiques and discussions, and weekly slide presentations on noted photographers. Weekly reading assignments designed around the technical information presented in class. Students must have their own adjustable 35mm camera. No prerequisites. Fulfills Fine Arts core requirement.

ART 170 PhotoShop Seminar 2

Introduction to two of the industry standard software platforms, (Adobe's PhotoShop and Quark's X Press) for the beginning digital artist. These powerful digital tools will enable the student to manipulate images and text into a stable pre-press format. Projects will be assigned to help students develop technical skills. No prerequisites.

ART 211 Survey of Western Art I: Prehistoric through Medieval 5

Broad historical overview of the architecture, sculpture, painting, and decorative arts of the cultures of the Ancient Near East and the West, ending circa 1400. Attention will be given to developing skills of visual literacy; examining art historical methodologies; and exploring connections with history, philosophy, anthropology, theology, and other art forms. Experiential aspect of the course will include visits to local galleries and museums. Fulfills Fine Arts core requirement.

ART 212 Survey of Western Art II: Renaissance through Modern 5

Broad historical overview of the architecture, sculpture, painting, and decorative arts of the cultures of Europe and the Americas, beginning circa 1400 and continuing to the present. Attention will be given to developing skills of visual literacy; examining art historical methodologies; and exploring connections with history, philosophy, anthropology, theology, and other art forms. Experiential aspect of the course will include visits to local galleries and museums. Fulfills Fine Arts core requirement.

ART 213 Survey of Asian Art 5

Examines selected topics in the history of East Asian art, with attention to developing visual literacy and cultural sensitivity. Draws on recent textual debates about the meaning and relevance of various forms of artistic expression to develop critical and analytic skills needed to understand and engage with the arts that have shaped our vision of Asia. Experiential aspect of this course will include visits to local galleries and museums. Fulfills Fine Arts core requirement.

ART 220 Drawing II 5

Application of drawing principles to the study of the human figure, landscape, and architecture. Investigation of proportion, advanced perspective and composition with various drawing media. Prerequisite: ART 120, or permission of instructor.

ART 240 Painting I 5

Introduction to the principles and processes of painting. Investigation into media manipulation, color, and composition with various subjects. Prerequisite: ART 100, ART 120, or permission of instructor.

- ART 316** **20th Century Art** **5**
Survey of visual art made during the last 100 years. Discussions grounded in the context of sweeping changes that characterize twentieth-century history, philosophy, and cultural production. Focus on painting and sculpture; film, architecture, and new media also included. No prerequisites, although ART 212 Survey of Western Art II or equivalent strongly advised.
- ART 317** **History of Photography** **5**
A survey of photography from its origins to contemporary use as a fine art. Attention to developing skills of visual literacy and exploring connections with history, philosophy, mass media and popular culture, and other art forms. Experiential aspects include visits to local galleries and museums. No prerequisites, although ART 212 Survey of Western Art or equivalent strongly advised. Fulfills Fine Arts Core Requirement.
- ART 318** **Art Traditions of Japan** **5**
A selective survey of major developments in Japanese painting, sculpture, ceramics, and prints, focusing on the Heian through Meiji periods. Examines the arts as a form of cultural expression and historical document. Attention to aesthetic traditions, narrative content, artistic techniques, and issues of connoisseurship.
- ART 319** **Arts of China** **5**
A chronological survey of the major artistic traditions of China. In addressing China's four-thousand year tradition of art production, particular attention is paid to traditions of landscape painting and Buddhist art and ceramics. Students are encouraged to relate the visual record of China to the vast textual history at their disposal.
- ART 320** **Drawing III** **5**
Application of drawing principles to the study of the human form, the landscape and architecture. Advanced research in perspective, value, and composition with various drawing media. Prerequisite: ART 220 or equivalent.
- ART 330** **Relief Printmaking** **5**
Studio problems and individual development in the relief printmaking process. Woodcut and linocut printmaking will be explored, as well as the creation of edition prints. Prerequisite: ART 100 or ART 120.
- ART 331** **Monotype Printmaking** **5**
Studio problems and individual development in monotype printmaking. Includes Chin-Collé, embossing, multiple overlays and color printing processes. Prerequisite: ART 100 or ART 120.
- ART 340** **Painting II** **5**
Continued study of principles and processes of painting while analyzing the theory and practice of painting. Emphasis on development of individual approaches to form and media. Prerequisite: ART 100, ART 120, ART 240, or permission of instructor. Offered every other year.

- ART 350** **Sculpture II** 5
 Advanced hand building techniques in clay. Emphasis on the creation of fine art through the development of concepts and content as realized through specifically assigned projects and freelance work. Prerequisite: ART 250 or permission of instructor. Offered every other year.
- ART 360** **Black and White Photography III** 3
 An advanced course in black and white photography designed to teach principles of the zone system and theory on portfolio development. Lectures, discussions, critiques, and slide presentations. Weekly shooting and reading assignments. Students must have their own adjustable 35mm camera. Prerequisites: ART 160, ART 265, or permission of instructor.
- ART 365** **Light Control for Photography** 3
 The use of artificial lighting and design techniques to create still lifes and portraits in the studio. Students work with both strobe and tungsten lighting equipment. Lectures, discussions, critiques, slide presentations, and demonstrations. Emphasis on mastering the equipment, composition of light and objects, and on image content. Students must have their own adjustable 35mm camera. Prerequisites: ART 160, ART 265, or permission of instructor.
- ART 370** **Graphic Design II** 5
 A continuation of concepts studied in Graphic Design I to include more in-depth study and specialized projects. Beginning development of a professional portfolio. Prerequisites: ART 270.
- ART 375** **Digital Illustration** 5
 Introduction to the diverse world of digital art making. Students will produce art projects with the aid of digital input devices including digital cameras and scanners, manipulate them with computer software, then experiment with several forms of digital output. Prerequisites: ART 100, ART 170 (or concurrent enrollment in ART 170), or permission of instructor.
- ART 391-393** **Special Topics** 1-5
- ART 396** **Directed Study** 2-5
- ART 440** **Painting III** 5
 Advanced study in the theory and practice of oil and acrylic painting. Emphasis on the continuation of individual approaches to content, form and media. Prerequisite: ART 340 or equivalent.
- ART 450** **Sculpture III** 5
 Advanced study in the theory and practice of ceramic sculpture. Emphasis on the continuation of individual approaches to content, form, materials and methods. Prerequisite: ART 350 or permission of instructor.

ART 460	Art History Seminar	5
<p>An advanced research seminar that builds on disciplinary skills learned in 200-300 level courses by engaging in an in-depth exploration of an issue, period, movement, or artist. Particular topic varies from year to year. Employs a seminar format to analyze current research in the discipline and to produce original student research of the highest quality.</p>		
ART 479	Departmental Honors Thesis Supervision	5
<p>Thesis and/or project supervision for students in the fine arts department honors program. Prerequisite: approval of department chairperson.</p>		
ART 480	Interdisciplinary Core Course	3-5
<p>Title and content vary.</p>		
ART 481	Native American Issues and Art	5
<p>Examines the inter-cultural process that has shaped the contemporary arts, while focusing on the Native American ingredient. Guest lectures, articles and text will analyze historical and contemporary issues related to Native Americans in the arts. Written skills will be developed in micro-theme assignments with a final project presentation based upon individual research. Outside activities will be encouraged with the local native arts community. Prerequisite: Senior standing or permission of instructor. Fulfills interdisciplinary core requirement.</p>		
ART 482-483	Interdisciplinary Core Course	3-5
<p>Title and content vary.</p>		
ART 490	Senior Synthesis	3
<p>Explores topics in the arts as it synthesizes the core and the major. Team-taught each winter quarter by one faculty member in each division area—visual art, theatre and music. Format includes readings, writings, discussions and presentations. (formerly titled Senior Thesis and Exhibit) Prerequisite: senior standing and eligibility for graduation.</p>		
ART 491-493	Special Topics	1-5
ART 495	Art Internship	1-5
<p>Supervised work experience or apprenticeship in specific visual art related area of study in the community. Open only to fine art or visual art majors with permission of faculty adviser. Graded CR/F. Prerequisite: junior or senior standing.</p>		
ART 496	Independent Study	1-5
ART 497	Directed Reading	1-5
ART 498	Directed Research	1-5
<p>Prerequisites: art majors with senior standing only.</p>		

Drama Courses

Eligibility to take these courses will be determined by the instructor after the first day of class.

- DRMA 101 Experiencing Theatre 5**
The elements of theatre and the role of theatre in contemporary society. Explores the collaborative process of the playwright, actor, designer, director, and producer. Includes creative projects, analytical writing, and attendance at local theatre performances. Fulfills Fine Arts core requirement.
- DRMA 110 Theatre Backstage 2**
Introduction to the working theatre: theatre architecture, production organization, the role and function of the stage manager. (formerly titled Stage Mechanics) Offered every year.
- DRMA 200 Voice 2**
Vocal production for the stage. Exercises in relaxation, breathing, breath control and dialects. Includes memorization of texts.
- DRMA 211 Theatre History and Literature I 5**
Theatre history within the context of cultural and social ideas. A comprehensive multi-cultural correlation of the history and growth of theatre and its literature. The beginnings of theatre through the renaissance. Experiential aspect of the course will include attendance at local theatre performances. Fulfills Fine Arts core requirement.
- DRMA 212 Theatre History and Literature II 5**
Theatre history within the context of cultural and social ideas. A comprehensive multi-cultural correlation of the history and growth of theatre and its literature. Seventeenth century through the present. Experiential aspect of the course will include attendance at local theatre performances. Fulfills Fine Arts core requirement.
- DRMA 250 Acting I 5**
Introduction to acting using the body as an element of composition: movement, body language, mask work, and sensory awareness. Develops aesthetic literacy and critical thinking using mime, improvisation, storytelling, reflective writing and attendance at local theatre performances. Fulfills Fine Arts core requirement.
- DRMA 260 Design for the Theatre I 5**
Introduction to the elements of theatre set, lighting, and costume design: visual thinking, script analysis, contemporary materials, reflective writing, and attendance at local theatre performances. Fulfills Fine Arts core requirement.
- DRMA 265 Audio Recording 3**
A hands-on course in the operation of a small audio recording and editing facility. Students learn the use of microphones, mixers, synthesizer sequencing, audio processors and digital recording and editing equipment, including the use of Pro-Tools and Performer software. Open to anyone. Also offered as Music 265.

DRMA 291-293	Special Topics	1-5
DRMA 340	Movement	3
Aspects of theatrical movement. Each quarter one specific form will be studied, for example: stage combat, period movement, dance. May be repeated in different subject areas for a maximum of 9 credits.		
DRMA 350	Acting II	5
Acting with emphasis on realism and beginning scene study. For any level of ability. Develops basic stage craft and characterization.		
DRMA 360	Design for the Theatre II	5
Historical study and contemporary projects in theatre set, lighting, and costume design from concept through creation to realization. Prerequisite: Design for Theatre I or permission of instructor. Offered every other year.		
DRMA 391-393	Special Topics	1-5
DRMA 396	Directed Study	2-5
DRMA 400	Performance/Production Practicum	1-5
DRMA 401	Performance/Production Practicum	1-5
DRMA 402	Performance/Production Practicum	1-5
Participation in university drama productions. Prerequisite: permission of instructor.		
DRMA 404	Playwriting	5
Creative writing for performance. Includes development, structure, and editing. Prerequisite: permission of instructor.		
DRMA 420	Directing	5
Theory and practice of directing for the stage. Script analysis, staging techniques, collaborating with theatre artists including actors, designers, and playwrights. Includes final presentation of a live performance. Offered every other year. Prerequisite: permission of instructor.		
DRMA 430	Puppetry	5
The art and craft of puppetry: design, construction, manipulation, character development, scripting, performance. Includes historical and cultural perspectives. Prerequisite: permission of instructor.		
DRMA 450	Advanced Acting	3
Acting with emphasis on language and scene study. Develops vocal techniques and style. Prerequisite: Acting I, II, or permission of instructor.		
DRMA 460	Advanced Design	3
Advanced projects in theatrical set, lighting and costume design. Prerequisite: Design for Theatre I, II, or permission of instructor.		
DRMA 479	Departmental Honors Thesis Supervision	5
Thesis and/or project supervision for students in the fine arts department honors program. Prerequisite: approval of department chairperson.		

DRMA 480-483	Interdisciplinary Core Course	3-5
Title and content vary.		
DRMA 490	Senior Synthesis	3
Explores topics in the arts as it synthesizes the core and the major. Team-taught each winter quarter by one faculty member in each division area—visual art, theatre, and music. Format includes readings, writings, discussions, and presentations. Prerequisite: senior standing and eligibility for graduation.		
DRMA 491-493	Special Topics	1-5
DRMA 495	Drama Internship	1-5
Supervised work experience or apprenticeship in specific drama related area of study in the community. Open only to Fine Art or Drama majors with permission of faculty adviser. Graded CR/F. Prerequisites: junior or senior standing.		
DRMA 496	Independent Study	1-5
DRMA 497	Directed Reading	1-5
DRMA 498	Directed Research	1-5
Prerequisites: Drama majors with senior standing only.		

Music Courses

Eligibility to take these courses will be determined by the instructor after the first day of class.

All courses which may be taken more than once are indicated with an asterisk (*) next to the credits. There is a private music lesson fee. (See Tuition and Fees).

MUSC 101	Experiencing Music	5
The elements of Western art music, world music and African American music. Explores the creative process. Critical thinking, reflective writing, and attendance at local concerts and art shows in the Seattle area. Fulfills Fine Arts core requirement.		
MUSC 110	Piano Lessons	*1-2
Private lessons in piano. Mandatory CR/F. Maximum 12 credits. Prerequisite: permission of instructor.		
MUSC 111	Voice Lessons	*1-2
Private lessons in voice. Mandatory CR/F. Maximum 12 credits. Prerequisite: MUSC 140 or permission of instructor.		
MUSC 119	Wind Instrument Lessons	*1-2
Flute, clarinet, saxophone, oboe, bassoon. Mandatory CR/F. Maximum 12 credits. Prerequisite: permission of instructor.		

- | | | |
|--|---|-------------|
| MUSC 265 | Audio Recording | 3 |
| A hands-on course in the operation of a small audio recording and editing facility. Students learn the use of microphones, mixers, synthesizer sequencing, audio processors and digital recording and editing equipment, including the use of Pro-Tools and Performer software. Open to anyone. Also offered as Drama 265. | | |
| MUSC 291-293 | Special Topics | 1-5 |
| MUSC 300 | Music Theory and Composition | 5 |
| An expansion of the techniques learned in MUSC 200. Prerequisite: MUSC 200 or permission of instructor. Offered every other year. (formerly titled Music Theory II.) | | |
| MUSC 310 | Piano Lessons | *1-2 |
| Mandatory CR/F. Maximum 12 credits. Prerequisite: MUSC 110 or permission of instructor. | | |
| MUSC 311 | Voice Lessons | *1-2 |
| Mandatory CR/F. Maximum 12 credits. Prerequisite: MUSC 111 or permission of instructor. | | |
| MUSC 319 | Wind Instrument Lessons | *1-2 |
| Mandatory CR/F. Maximum 12 credits. Prerequisite: MUSC 119 or permission of instructor. | | |
| MUSC 323 | Guitar Lessons | *1-2 |
| Mandatory CR/F. Maximum 12 credits. Prerequisite: MUSC 123 or permission of instructor. | | |
| MUSC 330 | University Chorale II | *1 |
| An expansion of the techniques learned in MUSC 130 along with increased responsibility. Maximum 9 credits. Prerequisite: MUSC 130 or permission of instructor. | | |
| MUSC 331 | Chamber Singers II | *1 |
| An expansion of the techniques learned in MUSC 131 along with increased responsibility. Maximum 9 credits. Prerequisite: MUSC 131, audition and permission of instructor. | | |
| MUSC 335 | Instrumental Ensemble II | *1 |
| An expansion of the techniques learned in MUSC 135 along with increased responsibility. Maximum 9 credits. Prerequisite: MUSC 135 or permission of instructor. | | |
| MUSC 391-393 | Special Topics | 1-5 |
| MUSC 396 | Directed Study | 2-5 |
| MUSC 479 | Departmental Honors Thesis Supervision | 5 |
| Thesis and/or project supervision for students in the fine arts department honors program. Prerequisite: approval of department chairperson. | | |
| MUSC 480-483 | Interdisciplinary Core Course | 3-5 |
| Title and content vary. | | |

MUSC 491-493 **Special Topics** 1-5

MUSC 495 **Music Internship** 1-5

Supervised work experience or apprenticeship in specific music related area of study in the community. Open only to fine arts majors with permission of faculty adviser. Graded CR/F. Prerequisite: junior or senior standing.

MUSC 496 **Independent Study** 1-5

MUSC 497 **Directed Reading** 1-5

MUSC 498 **Directed Research** 1-5

Prerequisites: Music minors with senior standing only.

History

Jacquelyn Miller, PhD, Chair

Objectives

Defying classification as either humanity or social science, history functions as both. It focuses on the values, as well as the ideas, personalities, and institutions that existed in the past and shaped the present. As concerned with perceptions of reality as with historic reality itself, it attempts to exploit all forms of information concerning the past—myth, folklore, legend, and works of art, as well as conventional manuscript and published sources. And, while the department attempts to assist all students in acquiring that knowledge of the past that is essential to the educated person in the modern world, it is especially concerned with developing the methods and techniques unique to historical inquiry. By consistently raising questions regarding "how we know" as well as "what we know," the department aims at the development of fundamental intellectual skills that will be of lifelong utility.

Degree Offered

Bachelor of Arts

Major Offered

History

History with Department Honors

Minor Offered

History

International Studies

A history concentration is also offered as an option in the international studies major. See International Studies section for details.

Teacher Education

The teacher preparation program is a graduate-level program only. Students interested in teaching should contact the Master in Teaching program at (206) 296-5759 to ensure that they meet state requirements for an academic program as well as the specific requirements for MIT admission.

Bachelor of Arts

Major in History

In order to earn the bachelor of arts degree with a major in history, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110 College Writing: Inquiry and Argument5

PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent 15

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill history major requirements.

III. Major Requirements

Sixty credits in history, including:

HIST 120 Origins of Western Civilization 5

Choose one of the following two courses: 5

HIST 121 Studies in Modern Civilization

HIST 231 Survey of the United States

HIST 200 Introduction to World History 5

HIST 201 Workshop in World History 5

HIST Electives (300 - 400-level) 30

HIST Research Seminar (400-level) 10

Please Note: HIST 200 and 201 are to be completed by the end of the junior year.

Bachelor of Arts

Major in History with Department Honors

The history departmental honors major offers an opportunity for motivated and capable students to engage in more extensive interaction with faculty and to complete challenging individual research projects that will further their personal and professional goals.

Application to the major: To be accepted to the program, students must have a cumulative and major/program grade point average of 3.5 and must have completed HIST 120, either HIST 121 or 231, HIST 200, HIST 201, and 10 elective credits in history. (As an alternative to HIST 120 and HIST 121 or 231, students may complete the University Honors Program history sequence: HONR 121, 122, 123, 221, and 223). Interested students should apply to the department chairperson in Spring quarter for the following year's department honors courses. Upon acceptance, a Change of Program form is submitted to the registrar.

Completion of the major: During senior year, departmental honors students will take the departmental honors sequence (HIST 377 in Fall quarter, a 400-level history research seminar in Winter quarter, and HIST 479 in Spring quarter). Students in the departmental honors program complete 5 credits of course work above the norm for history majors (for a total of sixty-five credits in history) and write a substantial thesis under the direction of a faculty member. The thesis will be graded by departmental faculty and presented in an oral defense. In order to complete the requirements for departmental honors and receive a notation to that effect on their transcripts, students must also maintain a cumulative and major/program grade point average of 3.5. In addition, the grade received for HIST 479 Departmental Honors Thesis Supervision, must be an A or A-.

Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
--	----

Please note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill history major requirements.

Major Requirements

Forty-five credits in history, including:

HIST 120	Origins of Western Civilization	5
Choose one of the following two courses:		5
HIST 121	Studies in Modern Civilization	
HIST 231	Survey of the United States	
HIST 200	Introduction to World History	5
HIST 201	Workshop in World History.....	5
HIST	Research Seminar (400-level)	10
HIST	Electives (300-400 level).....	25

Department Honors Requirements

Ten credits in history departmental honors, including:

HIST 377	Departmental Honors Directed Reading	5
HIST 479	Departmental Honors Thesis Supervision	5

Minor in History

In order to earn a minor in history, students must complete 35 credits in history, including:

HIST 120	Origins of Western Civilization	5
Choose one of the following two courses:		5
HIST 121	Studies in Modern Civilization	
HIST 231	Survey of the United States	
HIST 201	Workshop in World History.....	5
HIST	Electives (300 - 400-level)	20

See policy for minors on p. 55.

Policy for University Honors Program Students

University Honors Program students who have completed all five of the honors history courses may earn a history major by taking an additional 35 credits in history, 10 credits of which must be 300-level non-European history courses.

University Honors Program students who have successfully completed all five University Honors history courses may earn a minor in history by completing 15 or more history credits at the 300-400 level.

History Courses

HIST 120	Origins of Western Civilization	5
Traditional societies of the Western world, their values, institutions and historical development from ancient times to the modern era.		
HIST 121	Studies in Modern Civilization	5
The process of modernization in the West and the world.		

- HIST 200** **Introduction to World History** 5
Foundational course in the major which will examine the main themes and eras in world history while introducing students to the state of the discipline of history.
- HIST 201** **Workshop in World History** 5
Focuses specifically on problems of data collection, comparative analysis, and interpretation that are part of the discipline generally. Will be practiced here within the context of world history and thus the course will serve as a complement to HIST 200.
- HIST 231** **Survey of the United States** 5
A topical survey focusing on the United States as a model of the modern society and an analysis of the conflicts generated by competing traditional and modern value systems in American society
- HIST 301** **The Roman Republic** 5
This course will examine Rome from its beginnings to the death of Caesar and the collapse of the Republic.
- HIST 302** **The Roman Empire** 5
The history of the Roman empire from its establishment by Augustus until its final collapse in A.D. 476.
- HIST 303** **Foundations of European Civilization** 5
The emergence of the Carolingian Empire and Anglo-Saxon England. Western European relations with the Byzantine and Arab-Mohammedan states.
- HIST 304** **Greece to the End of the Peloponnesian War** 5
Political and cultural history of Greece to the death of Socrates. First in a two quarter series on ancient Greece.
- HIST 305** **Alexander and the Hellenistic World** 5
Fourth century Greece, the failure of the polis, rise of Macedon, Alexander's Persian campaign and the successor kingdoms to the death of Cleopatra. Also a brief exploration of Judea under the Greek kings.
- HIST 306** **Europe of the High Middle Ages** 5
An analysis of the cultural, political, and social institutions of medieval Europe.
- HIST 307** **Europe in the Renaissance Era** 5
A study and interpretation of the many facets of change which brought the Middle Ages to an end and began the distinctive modern developments in the West, 1350-1550.
- HIST 309** **Europe in the Reformation Era** 5
Study of the political responses by the new monarchies and the religious responses of the Christian churches to the new socio-economic conditions and cultural transformations of Western modernity, 1500-1660.
- HIST 310** **Europe in the Age of Expansion** 5
The period covered will move from the Renaissance to the French and Haitian revolutions of the 1790s and the course will examine how the expanded world of the Atlantic impacted the older cultures and civilization of Europe.

-
- HIST 311** **Europe of the 18th Century** 5
Cultural and political ferment of Western civilization in the century of the Enlightenment and the French Revolution.
- HIST 313** **Europe in the Age of Industrialization and Imperialism** 5
Study of the impact of European industrialization and nation-building at home and abroad.
- HIST 315** **Europe 1914-1945** 5
Examination of the causes of WWI, the impact on European society, the Russian revolution, rise of Fascism. WWII and the Holocaust.
- HIST 328** **United States Women's History** 5
The course will examine the role of women in family, society, and culture. The particular emphasis may change from time to time or from instructor to instructor, but the focus will remain the social history of women. Applies to women's studies minor.
- HIST 329** **Gender and Sexuality in U. S. History** 5
A survey of gender and sexual identities in U. S. history. Applies to Women's Studies minor.
- HIST 331** **Peoples of Early America** 5
An exploration of early American societies from prehistoric times to the verge of the American Revolution.
- HIST 333** **The Age of the American Revolution** 5
Seven Years War to the 1820s.
- HIST 335** **Mid-Nineteenth Century United States** 5
The U.S. in the age of Jackson: antebellum reform movements; territorial expansion; slavery and abolition; the Civil War and Reconstruction. Social, political, and economic issues provide major foci, though diplomatic and military topics are also considered.
- HIST 337** **The United States from the Gilded Age to the Jazz Age** 5
The course will cover the late nineteenth and early twentieth centuries and create a continuum of chronological coverage.
- HIST 339** **Recent United States** 5
The culture of the 1920s, the Great Depression, the Second World War, contemporary American society.
- HIST 340** **American Indian History** 5
A survey of American Indian history from prehistoric times to the present.
- HIST 341** **The Pacific Northwest** 5
Past development and present problems of the states comprising the Pacific Northwest, with emphasis on Washington state.
- HIST 342** **United States Immigration History** 5
The course will focus on the experience of the Irish & German immigrants of the mid-19th century and of Eastern and Southern Europeans, Asians, and Mexicans of the late 19th and early 20th centuries. The attitudes of both immigrants and natives are to be examined as well as issues of assimilation.

-
- HIST 344** **Poverty in U. S. History** 5
Study of attitudes and policies concerning poverty and related social problems in the United States, mainly focusing on the late-nineteenth century through recent times.
- HIST 349** **Contemporary U.S. Since 1945** 5
An examination of the major changes in the period after the Second World War, with special emphasis on the development of American pluralism.
- HIST 351** **Environmental History** 5
A historical survey of human interaction with the environment. Topics include images of nature, case studies in human modification of the environment, social conflicts over land and resource use, and the emergence of the environmental movement in the 20th century.
- HIST 353** **Film and History** 5
An examination of classic Hollywood and international films. Theme will vary.
- HIST 370** **Colonial Latin America** 5
A survey of colonial Latin America beginning with Amerindian and Iberian societies prior to 1492 and up to the movements for independence in the nineteenth century.
- HIST 371** **Modern Latin America** 5
A survey of the history of Latin America from independence in the early nineteenth century up to the present day.
- HIST 372** **History of Mexico** 5
A survey of the history of Mexico with special emphasis on the Mexican Revolution.
- HIST 373** **History of Cuba** 5
An overview of the history of Cuba with particular focus on issues of race, class, gender, national identity, and revolution.
- HIST 377** **Departmental Honors Directed Reading** 5
Content will vary depending on the instructor.
- HIST 381** **Chinese Civilization** 5
The development of Chinese culture, thought, and institutions down to the late 19th century.
- HIST 383** **China-20th Century** 5
The Western impact and the Chinese revolutions from the Opium War to the People's Republic.
- HIST 385** **Traditional Japan** 5
The development of Japanese culture, thought, and institutions to 1867.
- HIST 386** **History of Southeast Asia** 5
Survey of Southeast Asian history. Prerequisite: none
- HIST 387** **Modern Japan** 5
The transformation of Japan from feudalism to imperial power and industrial giant, 1867 to present.

- HIST 388 East Meets West: A History of Travelers To and From the Asian World 5**
 Through the lens of travelers' accounts, an examination of ways the West and Asian worlds have experienced and imagined each other and how interaction has shaped relations between these two worlds over the last five hundred years.
- HIST 389 Modern Asia Revolutions 5**
 Problems and forces in selected Asian nations in the 20th century, especially of circumstances, leaders, tactics, and doctrines of revolutionary groups in China.
- HIST 391-393 Special Topics 1 to 5**
- HIST 396 Directed Study 2 to 5**
- HIST 412 The French Revolution and Napoleon 5**
 Studies the institutions and events that led to the fall of old France with research paper based on primary documents required.
- HIST 416 Cultural History of European Cities 5**
 Seminar with focus on topics in the history of nineteenth or twentieth century European cities. Students work on a research paper using primary documents.
- HIST 420 Hitler and the Holocaust 5**
 Seminar examines the rise of Hitler, the Nazi Revolution, World War II, and the Holocaust. Students work on a research paper using primary documents.
- HIST 434 Early American History 5**
 Seminar on topics in colonial and early national periods with research paper based on primary documents required.
- HIST 435 Jackson, Civil War, and Reconstruction 5**
 Research seminar on social, political, and economic aspects of the U.S. during the antebellum eras, the Civil War, and reconstruction.
- HIST 479 Departmental Honors Thesis Supervision 5**
 Course is open only to students who are accepted into the departmental honors major and is an extension of a research seminar offered the previous quarter.
- HIST 480 Interdisciplinary Core Course 3 to 5**
 The exploration of contemporary issues and problems by means of several disciplines, including history. Topics will vary depending on the instructor.
- HIST 481 Community and Conflict in Europe since 1945 5**
 The first part of this course examines international relations in Europe since the end of World War II, particularly the Cold War and the European Community. The second half investigates how political and social movements have shaped European identity. Of special interest are questions of immigration and racism, the student movements of the '60s and the terrorism of the '70s and '80s. Satisfies the interdisciplinary core requirement.
- HIST 482-483 Interdisciplinary Core Course 3 to 5**
 Title and content vary.

HIST 490	Senior Synthesis	5
HIST 491-493	Special Topics	1 to 5
HIST 495	Internship	5
Supervised work experience in an off-campus public history setting; consultation with history department's intern coordinator required.		
HIST 496	Independent Study	1 to 5
HIST 497	Directed Reading	1 to 5
HIST 498	Directed Research	1 to 5
Department permission required.		

Honors Program

David W. Madsen, PhD, Director

Objectives

The University Honors Program is a two-year program designed to develop students who can think, read, write, and speak integratively across various university disciplines. The courses are historically arranged, beginning with the Ancient Near East and proceeding through the civilizations of the Hindus, Hebrews, Greeks, Romans, and Medieval Europeans to modern and contemporary times. The various disciplines—literature, thought, history, fine arts, and science—are correlated to provide the student with the greatest possible depth in each period under examination. The program is conducted according to the dialogue method in seminars. In addition, each quarter the student must write at least one paper in each course and be prepared to defend this written work in a tutorial session of five or six students and the instructor. Examinations are normally oral and are given at the end of each quarter.

Applications/Scholarships

Applicants are accepted into the University Honors Program on the basis of their academic record and on providing evidence that they are willing to make the extra effort necessary to meet the intellectual challenges provided through the University Honors Program. In addition to the Seattle University application, the candidates must apply directly to the University Honors Program. Honors scholarships are granted on the condition that students participate in the Honors Program for a minimum of eleven credit hours per quarter and maintain at least a 3.0 grade point average.

Program Requirements

After acceptance into the program those students who complete each of the course sequences numbered HONR 101 through HONR 251 have satisfied the university core curriculum requirements except for those in mathematics, interdisciplinary course, and senior synthesis. A minimum of 70 credits is required for completion of the Honors Program. Students who must limit themselves to the minimum credits must be attentive as to which University Honors Program courses fulfill the university core requirements. Completion of the University Honors Program will be noted on the student's exit transcript. All HONR courses are closed to non-matriculated students.

Degree Major

Students enrolled in the University Honors Program identify their major as "Honors" even if they are beginning foundational work in their degree major, such as premed or business. Upon completion of the program or in their junior year, students will declare their degree major and transfer to the academic department of their choice. Students who decide to major in philosophy, English or history and have completed the University Honors Program sequence in these disciplines will have already accumulated five or six quarters of foundational credits toward their major. Such students are ready to move into upper division course work in the philosophy, English or history majors.

Honors Program Courses

Students registering for these courses must have been admitted to the Honors Program or have written permission from the program director.

HONR 101	Humanities Seminar - Thought	5
HONR 102	Humanities Seminar - Thought	4
HONR 103	Humanities Seminar - Thought	5
	Critical reading and discussion of the works that have most deeply influenced the development of the Western world, including the Old Testament, Pre-Socratics, Plato, Aristotle, New Testament, St. Augustine, St. Thomas, Duns Scotus, William of Ockham.	
HONR 111	Humanities Seminar - Literature	4
HONR 112	Humanities Seminar - Literature	4
HONR 113	Humanities Seminar - Literature	4
	Critical examination of those literary works that have most deeply influenced the development of the Western world, including the Bhagavad Gita, Homer and the Greek playwrights, Virgil, Beowulf, Song of Roland, Dante, and Chaucer.	
HONR 121	Humanities Seminar - History	4
HONR 122	Humanities Seminar - History	4
HONR 123	Humanities Seminar - History	4
	Historiography and historical survey of the Near East, Hebrew, Greek, Roman, Medieval, and Renaissance eras.	
HONR 131	Humanities Seminar - Modes of Inquiry and Knowing	3
	Focus is on the theory and practice of how we know. Depending on the instructor, students might study modes of inquiry and their historical evolution in disciplines such as theology, the social, biological, and physical sciences, philosophy, fine arts, literature or law.	
HONR 142	Humanities Seminar - Art	2
	Synoptic view of art history; period and national styles; principles and implication of design.	
HONR 201	Humanities Seminar - Thought	4
HONR 202	Humanities Seminar - Thought	4
HONR 203	Humanities Seminar - Thought	5
	Critical reading and discussion, including Descartes, Hobbes, Locke, Spinoza, Leibniz, Rousseau, Hume, Wollestonecraft, Kant, Hegel, J.S. Mill, Nietzsche, Marx, Sartre, Heidegger, Merleau-Ponty, Ricoeur.	

HONR 211	Humanities Seminar - Literature	4
HONR 212	Humanities Seminar - Literature	4
HONR 213	Humanities Seminar - Literature	4
	Shakespeare, Donne, Moliere, Milton, Dryden, Pope, Goethe, the Romantics, Victorians, Russian novelists, and modern literature through the Existentialists to the post-moderns.	
HONR 221	Humanities Seminar - History	4
HONR 222	Humanities Seminar - History	4
	The study of historical eras, issues, and documents from the Reformation to modern times.	
HONR 231	Humanities Seminar - Science	3
	A historical and philosophical examination of assumptions and experiments in the physical or biological sciences.	
HONR 232	Humanities Seminar - Science	4
	A four-hour lecture and three-hour laboratory course in the biological sciences which fulfills the core requirement in science.	
HONR 243	Humanities Seminar - Music	2
	Survey of European musical tradition with focus on major composers and generic forms.	
HONR 251	Humanities Seminar - Social Science	4
	An introduction to political science, economics or sociology through an examination of influential thinkers in the field.	
HONR 291-293	Special Topics	1 to 5
HONR 296	Directed Study	1 to 5
	Private work by arrangement. Prerequisite: approval of program director.	
HONR 396	Directed Study	1 to 5
	Private work by arrangement. Prerequisite: approval of program director.	
HONR 480-483	Interdisciplinary Core Courses	3 to 5
	Title and content change each term.	
HONR 490	Humanities Senior Seminar	3 to 5
	Reading and discussion of major synthetic literature in the humanities on selected topics. Prerequisite: approval of instructor.	
HONR 496	Independent Study	1 to 5
	Private work by arrangement. Prerequisite: approval of program director.	

Interdisciplinary Studies-Social Science

Bradley Scharf, PhD, Coordinator

Objectives

Contemporary society is marked by many changes and controversies about how major institutions can best respond to emergent problems. Public engagement begins with moral awareness, but the path to effective action runs through systematic analysis of aggregate human behavior. Interdisciplinary social science courses take students beyond common sense to the point where value choices meet studies of general causation. Students become involved in the definition of important issues, as well as in the actual practice of using empirical data to sort out alternative modes of action.

Interdisciplinary Social Science

ISSS 120	Poverty in America	5
The causes and consequences of poverty in America today are explored with the resources of four disciplines: economics, psychology, sociology, and political science. Alternative theories and reforms are evaluated. Includes service learning. Correlates with PHIL 220 in core phase II. Satisfies social science I in core curriculum but does not fulfill interdisciplinary core requirement.		
ISSS 191-193	Special Topics	2 to 5
ISSS 196	Directed Study	1 to 5
ISSS 291-293	Special Topics	2 to 5

International Studies

Paul B. Milan, Ph.D., Coordinator

Objectives

The International Studies Program is an interdisciplinary major which permits a multifaceted focus on Asia, Europe, or Latin America. The aim of the program is to provide Seattle University students with the opportunity to study their disciplinary concentration while examining the modern social, political, economic, and cultural influences of other countries and how these influences affect that discipline. The perspectives acquired through this program will provide students with an awareness and greater understanding of how one reacts not only to one's own cultural experiences, but also to the cultural values of another country. As a result of students' studies and foreign experiences, they will develop those qualities that will allow them to interact in an international setting.

Degree Offered

Bachelor of Arts

Majors Offered

International Studies/Economics
International Studies/Modern Language
International Studies/History
International Studies/Politics

Minor Offered

International Studies

Study Abroad

The International Studies Program offers university-approved study abroad opportunities through exchange, consortia, and independent programs. Each program will demonstrate high academic standards within an educational philosophy that insists upon theoretical and practical interaction within each cultural setting. The international studies major requires a learning program in a country other than the United States. An acceptable study abroad experience encompasses a minimum of 25 quarter credits or 15 semester credits. See university-sponsored programs listed under the modern languages department. Additional overseas courses are occasionally offered by various schools of the university.

Bachelor of Arts

Major in International Studies/Economics

In order to earn the bachelor of arts degree with a major in international studies-economics, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/department grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization.....	5
ENGL 120	Introduction to Literature.....	5
MATH	107 or 110 or above.....	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	(not economics or political science).....	5
Social Science II	(ECON 271 required).....	5
Theology and Religious Studies Phase II	(200-299).....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III	(300-399).....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	.....	15
HIST 121	Studies in Modern Civilization.....	5

Please Note: 1. All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. International students educated to age 16 in a language other than English may request a waiver of the language requirement, substituting additional approved electives in international areas. 2. Students educated to the age of 16 in schools outside the United States may use HIST 231 as a substitute for HIST 121.

III. Major Requirements

Sixty-five credits in international studies, including:

ECON 330	International Economic Events.....	5
ECON 374	Intermediate Microeconomics.....	5
Business/Economics International Electives	.....	15
	(Choose from ECON 376, 379, 386, 472, 473, FINC 446†, MGMT 320†, or MKTG 456†)	

Modern Language above 135	15
HIST Non-U.S., 300-400 level, contemporary international.....	10
PLSC 260 Global Politics.....	5
PLSC Upper Division Elective (International or Comparative).....	5
Approved Elective*.....	5

IV. Major Department Prerequisite

ECON 272 Microeconomics	5
MATH 130 or 134 (prerequisite to upper-division business or economics)	5

Please Note: *1. Approved major elective cannot be in the discipline of the chosen concentration. 2. Approval for major electives must be obtained from the adviser for international studies in the department of concentration. 3. See departmental listings for course descriptions. 4. Major requires participation in an approved study abroad program for two quarters or one semester. †5. The prerequisite requirements for FINC 446, MGMT 320, and MKTG 456 are junior standing and all specific prerequisite courses listed in the Bulletin of Information.

Bachelor of Arts

Major in International Studies/History

In order to earn the bachelor of arts degree with a major in international studies/history, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/department grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110 College Writing: Inquiry and Argument	5
PHIL 110 Introduction to Philosophy and Critical Thinking.....	5
HIST 120 Origins of Western Civilization	5
ENGL 120 Introduction to Literature	5
MATH 107 or 110 or above	5
Lab Science	5
Fine Arts (one approved 5 cr. course; see course descriptions).....	5
PHIL 220 Philosophy of the Human Person.....	5
Social Science I (not economics or political science).....	5
Social Science II (ECON 271 required).....	5
Theology and Religious Studies Phase II (200-299).....	5
Ethics (upper division)	5
Theology and Religious Studies Phase III (300-399).....	5
Interdisciplinary	3 to 5
Senior Synthesis	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
HIST 121 Studies in Modern Civilization.....	5

Please Note: 1. All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course

sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Language Competency Examination. See the Modern Languages Department for details on the examinations. International students educated to age 16 in a language other than English may request a waiver of the language requirement, substituting additional approved electives in international areas. 2. Students educated to the age of 16 in schools outside the United States may use HIST 231 as a substitute for HIST 121.

III. Major Requirements

Sixty-five credits in international studies, including:

Modern Language above 135	15
HIST Non-U.S., 300-400 level, contemporary international.....	20
PLSC 230 Comparing Nations	5
PLSC 260 Global Politics.....	5
PLSC Upper Division Elective (International or Comparative)	10
Approved Elective*	5

Choose one of the following six courses:

ECON 330	International Economic Events
ECON 376	Economic Development
ECON 379	Comparative Economic Systems
ECON 386	International Business Enterprises
ECON 472	International Trade
ECON 473	International Macroeconomics and Finance

IV. Major Department Prerequisite

ECON 272	Microeconomics	5
----------	----------------------	---

Please Note: *1. Approved major elective cannot be in the discipline of the chosen concentration. 2. Approval for major electives must be obtained from the adviser for international studies in the department of the student's concentration. 3. See departmental listings for course descriptions. 4. Major requires participation in an approved study abroad program for two quarters or one semester.

Bachelor of Arts

Major in International Studies/Modern Language

In order to earn the bachelor of arts degree with a major in international studies/Modern Language, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/department grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5

Fine Arts (one approved 5 cr. course; see course descriptions)	5
PHIL 220 Philosophy of the Human Person	5
Social Science I (not economics or political science)	5
Social Science II (ECON 271 required)	5
Theology and Religious Studies Phase II (200-299)	5
Ethics (upper division)	5
Theology and Religious Studies Phase III (300-399)	5
Interdisciplinary	3 to 5
Senior Synthesis	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
HIST 121 Studies in Modern Civilization	5

Please Note: 1. All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Language Competency Examination. See the Modern Languages Department for details on the examinations. International students educated to age 16 in a language other than English may request a waiver of the language requirement, substituting additional approved electives in international areas. 2. Students educated to the age of 16 in schools outside the United States may use HIST 231 as a substitute for HIST 121.

III. Major Requirements

Sixty-five credits in international studies, including:

Modern Language above 135	25
HIST Non U.S., 300-400 level, international contemporary	10
PLSC 230 Comparing Nations	5
PLSC 260 Global Politics	5
PLSC Upper Division Elective (International or Comparative)	10
Approved Elective*	5

Choose one of the following six courses: 5

ECON 330	International Economic Events
ECON 376	Economic Development
ECON 379	Comparative Economic Systems
ECON 386	International Business Enterprise
ECON 472	International Trade
ECON 473	International Macroeconomics and Finance

IV. Major Department Prerequisite

ECON 272	Microeconomics	5
----------	----------------	---

Please Note: *1. Approved major elective cannot be in the discipline of the chosen concentration. 2. Approval for major electives must be obtained from the adviser for international studies in the department of the student's concentration. 3. See depart-

mental listings for course descriptions. 4. Major requires participation in an approved study abroad program for two quarters or one semester. 5. A student who chooses the modern language concentration is not eligible to receive a second major in the same language.

Bachelor of Arts

Major in International Studies/Politics

In order to earn the bachelor of arts degree with a major in international studies/politics, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/department grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	(not economics or political science)	5
Social Science II	(ECON 271 required)	5
Theology and Religious Studies Phase II	(200-299)	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III	(300-399).....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	.....	15
HIST 121	Studies in Modern Civilization.....	5

Please Note: 1. All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Language Competency Examination. See the Modern Languages Department for details on the examinations. International students educated to age 16 in a language other than English may request a waiver of the language requirement, substituting additional approved electives in international areas. 2. Students educated to the age of 16 in schools outside the United States may use HIST 231 as a substitute for HIST 121.

III. Major Department Prerequisite

Sixty-five credits in international studies, including:

Modern Language above 135	15
HIST Non U.S., 300-400 level international contemporary	10
PLSC 230 Comparing Nations	5
PLSC 260 Global Politics	5
PLSC Upper Division Electives (International or Comparative)	20
Approved Elective*	5
Choose one of the following six courses:	5
ECON 330 International Economic Events	
ECON 376 Economic Development	
ECON 379 Comparative Economic Systems	
ECON 386 International Business Enterprises	
ECON 472 International Trade	
ECON 473 International Macroeconomics and Finance	

IV. Other Program Requirements

ECON 272 Microeconomics	5
-------------------------------	---

Please Note: *1. Approved major elective cannot be in the discipline of the chosen concentration. 2. Approval for major electives must be obtained from the adviser for international studies in the department of the student's concentration. 3. See departmental listings for course descriptions. 4. Major requires participation in an approved study abroad program for two quarters or one semester.

Minor in International Studies

In order to earn a minor in international studies, students must earn 30 credits in courses with an international focus, including:

ECON 330, 376, 379, 386, 472 or 473	5
HIST Non U.S., 300-400 level international contemporary	10
PLSC International and foreign systems, 300-400 level	10
Approved International Elective	5

Please Note: ECON 271 and 272 are prerequisites to upper division economics courses. See policy for minors on p. 55.

Law Scholars Program

James E. Bond, SJD, Seattle University School of Law, Director
Charles Lawrence, PhD, College of Arts and Sciences, Director

Objectives

This selective, by-invitation-only, program is designed for highly capable entering freshmen who have an interest in attending law school at the conclusion of their undergraduate studies. The program is open to all students in the College of Arts and Sciences and is in addition to a major in the college. The Law Scholars Program provides an opportunity for participating students to apply and be notified of acceptance into Seattle University School of Law prior to the beginning of their junior year. Upon graduation from Seattle University, students successfully completing this program are guaranteed a place in the Seattle University School of Law.

Students in the Law Scholars Program take a series of courses specifically designed to provide a strong foundation for graduate legal studies. The range of courses is broad and includes selections in political theory, the foundations of the law, history, civics and government, economics, logic, and ethics. In keeping with the mission of Seattle University, law scholars will be called upon to explore the values underlying the law and to critically examine the American legal system and issues of social justice. The course of study is rigorous and designed to challenge the best and the brightest of the University's pre-law students.

Participants in the Law Scholars Program have unique access to the School of Law, its faculty, and law-related activities. A law school faculty member is designated as mentor to each law scholar, and is available to provide advice and counsel with regard to law school and career opportunities. Student participants will receive invitations to a reception for law scholars, lectures, workshops, and other appropriate law-related activities. In addition, law scholars may volunteer through the Law School's Access to Justice Institute, and may use the law library for research and other law-related studies.

Law Scholars Course of Study

In order to successfully complete the first two years of the Law Scholars Program, the student must:

1. complete the required law scholars courses (see below); and
2. have an official GPA of at least 3.60 at the end of the freshman year (45 quarter credits) and at the end of the sophomore year (90 quarter credits).

In order to successfully complete the final two years of the Law Scholars Program, the student must in his or her junior and senior years:

1. complete the required law scholars courses (see below);
2. maintain a cumulative GPA of 3.60 or higher;
3. complete the bachelor's degree program in the College of Arts and Sciences;
4. take the LSAT examination; and
5. maintain a level of conduct consistent with the norms and standards of the legal profession.

Required Law Scholars Courses

All participants in the Law Scholars Program will have been admitted to the College of Arts and Sciences and will take the following courses. Some of these courses may fit within the core and major requirements; others are in addition to the core and major requirements.

Sophomore Year:

ECON 271	Principles of Economics: Macro*
or	
ECON 272	Principle of Economics: Micro*
PLSC 200	Introduction to American Politics**
HUMT 392	Law in American Society
PHIL 260	Logic

Junior/Senior Years:

PLSC 250	Introduction to Political Theory
or	
SOCL 402	Sociological Theory
CRJS 300	Society and Justice
PLSC 321	Constitutional Law: Structure and Process
or	
PLSC 356	American Political Thought

*Economics (Macro or Micro) would be used to meet the Social Science I core requirement.

**Introduction to American Politics would be used to meet the Social Science II requirement.

Note: All A&S graduates are required to demonstrate competency in a modern language consistent with the completion of three quarters (one year) of college work.

Law scholars who are accepted into the School of Law through this early application process and who complete all of the program requirements are guaranteed a place in School of Law for the year following their graduation. Individuals admitted to law school through this program will also be eligible for consideration for scholarship funds specifically designated for law scholars. Please see law scholars brochure for complete information or contact office of the Dean, College of Arts and Sciences.

Liberal Studies Program

Philip L. Barclift, PhD, Director

Objectives

The study of the humanities, social sciences, and sciences has long been recognized as the finest preparation for the challenges presented in a world requiring critical reflection, creativity, open-mindedness, and the courage of personal conviction. The Liberal Studies Program is designed for students with initiative and curiosity who want to use their skills and knowledge to make a contribution to society through the wide array of opportunities open to persons who are thoughtful, articulate, and liberally educated. Professions in the fields of government, law, education, business, communications, and a wide range of cultural endeavors consistently require persons with both breadth of vision and breadth of knowledge.

The focus of each student's program is determined by the person's ultimate aspirations. With the guidance of the program director, the student examines the options available in the various disciplines that can be combined into a rich and coherent degree program. The program's interdisciplinary character contributes to the development of both perspective and judgment essential to success in all human endeavors.

The Liberal Studies program is recommended for students who plan to teach at the elementary level. Specific courses are recommended by the School of Education and students planning to become teachers should inform the School of Education as soon as possible.

Degree Offered

Bachelor of Arts

Major Offered

Liberal Studies

Bachelor of Arts Major in Liberal Studies

In order to earn the bachelor of arts degree with a major in liberal studies, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110, or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II	(different discipline from Social Science I).....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5

Theology and Religious Studies Phase III (300-399).....5
 Interdisciplinary3 to 5
 Senior Synthesis satisfied by LBST 490

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent15

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Liberal Studies major requirements.

Choose one of the following two courses:5

- HIST 121 Studies in Modern Civilization
- HIST 231 Survey of the United States

III. Major Requirements

Sixty credits in liberal studies, including:

Humanities (300 - 400-level).....20
 English, fine arts, language, history, philosophy, and religious studies, including five credits in composition/writing
 Social Sciences (300 - 400-level)15
 Anthropology, communications, criminal justice, economics, ... political science, psychology, sociology, and a limited number of addiction studies courses
 Natural Science Electives10
 Math, Statistics, or Computer Science Elective.....5
 CMJR 225, 230, 355, 361, 385 or equivalent5

Choose one of the following two courses:

- LBST 490 Senior Synthesis / Project or approved course5

Please Note: 1. 40 credits must be taken at 300 - 400-level; 25 of these must be taken at Seattle University. 2. Courses used to satisfy major or college requirements may not simultaneously fulfill core requirements.

Liberal Studies Courses

LBST 191-193	Special Topics	2 to 5
LBST 391 -393	Special Topics	2 to 5
LBST 396	Directed Study	2 to 5
LBST 480-483	Interdisciplinary Core Course	3 to 5
Title and content vary.		
LBST 490	Senior Synthesis/Project	5
In the senior year students either take an approved seminar course offered by one of the other majors in the College of Arts and Sciences, or work on a research project that builds on previous studies. Students' faculty advisers must grant final approval of projects, based on written outlines. The thematic content of projects are determined by students' already approved academic program.		
LBST 496	Independent Study	2 to 5

Medieval Studies Minor

David W. Madsen, PhD, Adviser

Objectives

The program of courses comprising the medieval studies minor will enable humanities students to gain an interdisciplinary insight into the medieval mind and heart. Though open to any undergraduate, this minor is designed to complement major studies in philosophy, history, English, and modern language, and humanities studies in the Honors Program. All courses will have three objectives: (1) to enter into the ethos of this period through a synthesis of tests, methods, and viewpoints from a variety of disciplines, (2) to develop an adequate scholarly apparatus, and (3) to prepare and qualify students for graduate studies in this area.

Minor in Medieval Studies

In order to earn a minor in medieval studies, students must complete 30 credits of course work in medieval studies with a minor/program grade point average of 2.5. The first of the following two lists designates courses approved for students enrolled in the Honors Program. The second designates courses approved for students not enrolled in the Honors Program.

Approved courses for students enrolled in the Honors Program:

Honors

HONR 103	Humanities Sem: Thought (Medieval Philosophy).....	5
HONR 113	Humanities Sem: Literature (Dante and Chaucer)	4
HONR 122	Humanities Sem: History (Early Medieval)	4
HONR 123	Humanities Sem: History (High Medieval).....	4

English (Literature)

ENGL 325	Arthurian Romance	5
ENGL 326	Dante's <i>Divine Comedy</i>	5
ENGL 328	Chaucer	5
ENGL 439	Medieval Women & Writing	5
ENGL 491-493	*Special Topics in Medieval Literature.....	1 to 5

Fine Arts

ART 391-393	*Special Topics in Medieval Art	1 to 5
DRMA 391-393	*Special Topics in Medieval Drama	1 to 5

History

HIST 491-493	*Special Topics in Medieval History.....	1 to 5
--------------	--	--------

Language (Latin)

LATN 102	Latin Language II (Prereq: Latin I).....	5
LATN 103	Latin Language III	5
FRLG 291-293	*Special Topics in Latin Language.....	1 to 5
FRLG 391-393	*Special Topics in Latin Language.....	1 to 5

Medieval Studies

MVST 491-493	*Special Topics: Medieval Studies	1 to 5
MVST 496	*Independent Study: Medieval Studies	1 to 5

Philosophy

PHIL 491-493 *Special Topics: Medieval Philosophy.....1 to 5

Religious Studies

TRST 420 Medieval and Reformation Theology.....5

TRST 491-493 *Special Topics: Medieval Theology.....5

Approved courses for students not enrolled in the Honors Program

See departmental listings for course descriptions.

English (Literature)

ENGL 325 Arthurian Romance.....5

ENGL 326 Dante's *Divine Comedy*.....5

ENGL 328 Chaucer.....5

ENGL 391-393 *Special Topics in Medieval Literature.....1 to 5

ENGL 439 Medieval Women & Writing.....5

ENGL 491-493 *Special Topics in Medieval Literature.....1 to 5

Fine Arts

ART 391-393 *Special Topics: Medieval Art.....1 to 5

DRMA 391-93 *Special Topics: Medieval Drama.....1 to 5

History

HIST 303 Foundations Eur. Civ.: Early Medieval History.....5

HIST 306 Europe of the High Middle Ages.....5

HIST 491-493 *Special Topics in Medieval History.....1 to 5

Language (Latin)

LATN 102 Latin Language II (Prereq: Latin I).....5

LATN 103 Latin Language III.....5

FRLG 291-293 *Special Topics in Latin Language.....1 to 5

FRLG 391-393 *Special Topics in Latin Language.....1 to 5

Medieval Studies

MVST 491-493 Special Topics: Medieval Studies.....1 to 5

MVST 496-498 *Independent Study: Medieval Studies.....1 to 5

Philosophy

PHIL 442 Medieval Synthesis (Augustine/Aquinas).....5

PHIL 491-493 *Special Topics: Medieval Philosophy.....1 to 5

Religious Studies

TRST 420 Medieval and Reformation Theology.....5

TRST 491-493 *Special Topics: Medieval Theology.....5

*Special topics courses will be announced at least one quarter before being offered. Consult quarterly schedule of classes for listings approved for minor. Independent study courses may be arranged with individual faculty members in conjunction with the minor coordinator.

Please Note: 1. Courses taken for the minor may also be applied to a major in the department offering these courses (e.g., PHIL 442 may be applied to both the medieval studies minor and a major in philosophy). 2. Reading competence in the Latin language is strongly advised. LATN 101 may not be applied to the minor. LATN 102, LATN 103,

and all more advanced Latin courses may be applied to the minor. No more than 10 credits of Latin language may be applied to the minor. 3. No more than 10 credits from any discipline may be applied to the minor. 4. Up to 15 transfer credits may be applied to the minor when approved by the medieval studies coordinator. 5. Courses having an MVST prefix, that is, special topics courses (MVST 491-MVST 493) and independent study courses (MVST 496-MVST 498), may be applied only to the medieval studies minor. 6. Honors Program students may apply no more than 15 credits of Honors medieval course work to the Medieval Studies minor. 7. Some Honors Program courses are similar to upper-division courses offered by the humanities departments. Honors Program students may not apply these courses to the minor: PHIL 442 (similar to HONR 103), Medieval Literature (similar to HONR 113), HIST 303 (similar to HONR 122), or HIST 306 (similar to HONR 123). 8. Students who decide to pursue a minor in medieval studies should contact the coordinator of the minor. In consultation with the coordinator, students will design a program that best fits their interests and complements their majors. The coordinator posts the list of all approved classes each quarter, and assures that all requirements are fulfilled and that the minor is noted on the transcript. 9. See policy for minors on p. 55.

Courses Specific to the Medieval Studies Minor

MVST 480	Interdisciplinary Core Course	3 to 5
Title and content vary each term.		
MVST 491-493	Special Topics	1 to 5
MVST 496	Independent Study	1 to 5
MVST 497	Directed Reading	1 to 5
MVST 498	Directed Research	1 to 5
Permission of minor adviser required.		

Military Science

Lieutenant Colonel Philippe J. Upperman

Objectives

To prepare academically and physically qualified college women and men for the rigor and challenge of serving as officers in the United States Army—active, national guard, or reserve. To that end, the program stresses service to country and community through the development of leadership traits and values necessary for success as an Army commissioned officer.

The Program

The program has been designed to complement the historical mission of Seattle University in teaching and learning, education for values, preparation for service, and growth of persons. Through the program's elective courses, students are exposed to a rigorous curriculum where they learn vital management and leadership skills not available in other college courses. It is multifaceted with distinctive sub-elements to meet individual needs and requirements. For example, ROTC is traditionally a four-year program, but individuals with prior service, members of reserve or National Guard units, participants of JROTC in high school, and summer basic camp attendees may complete the program in only two years. Normally, all students participate in one class day per week (two to three hours), one workshop (leadership lab) per quarter, and one overnight field exercise per quarter. Physical fitness of all cadets is closely monitored.

The program allows for scholarship assistance for selected students, a monthly stipend for all scholarship and third and fourth year students, and attendance at confidence-building courses during the summer: Air Assault School, Airborne School, and lieutenant summer internships. For specifics about the program, please contact the professor of military science for additional information. High school seniors interested in applying for a four-year scholarship must submit applications by November 15 of their senior year to www.rotc.monroe.army.mil. College freshmen and sophomores may be eligible to apply for three-year and two-year scholarships through Military Science Department, Connolly Center.

Financial Aid

Cadets receive financial aid in three forms: two-, three-, and four-year scholarships that are awarded by the Department of the Army annually. Scholarships pay up to \$17,000 per academic year for tuition and mandatory fees, and are enhanced by room and board grants provided by Seattle University.

Commissioning Requirements

To be commissioned in the United States Army, students must complete the military science curriculum, including successful completion of the five-week advanced camp at Fort Lewis, WA, the summer prior to the senior year.

The Curriculum

The curriculum is designed to prepare students to become future leaders of the U.S. Army by instilling army values and developing leader attributes, skills, and actions. Behavioral development occurs through course work in the areas of professional military education (PME), military knowledge (MK), and military skills (MLSC).

PME requirements, met through the student's course of academic studies or by evaluation of student skills, develop student's ability to communicate appropriately in writing, understand the human aspects of command, and to become familiar with personal computer terminology, hardware, and application software. Courses meeting these requirements are taught by other departments in the university but they are required for completion of the ROTC program.

Military knowledge courses provide a foundation in such areas as leadership theory, ethics, roles, and responsibilities of the officer and military operations. Military skills are developed during the conduct of leadership workshops and quarterly field training exercises. In addition, the evolution of warfare and military theory with a particular emphasis on the place of military institutions in society will be included.

Leadership development occurs both in and out of the classroom by placing students in a variety of leadership positions. Oral presentations and writing requirements are incorporated in all classes as another means of developing oral and written communication skills.

Basic Course

The term *Basic Course* refers to first and second year courses, MLSC 101, 102, 103, 201, 202, and 203, which are designed for beginning students who want to qualify for entry into the Advanced Course and for those students who may want to try Military Science without any obligations. A number of popular or challenging extracurricular activities are associated with these courses. A student can also qualify for entry into the Advanced Course by completing Leadership Training Camp.

Freshman year

MLSC 101, 102, and 103.....	6
PME: English 110 or equivalent.....	5

Sophomore year

MLSC 201, 202, 203	6
MLSC 217 Army Conditioning	1
PME: Course in psychology, sociology, anthropology, or ethics	5

Advanced Course

Junior year

MLSC 301, 302, and 303.....	9
-----------------------------	---

Senior year

MLSC 401, 402, and 403.....	9
-----------------------------	---

Please Note: Special topics or independent study courses may be substituted for some courses listed above with the approval of the professor of military science.

Military Science Basic Courses

- MLSC 101** **Foundations of Officership I** 2
Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establish framework for understanding officership, leadership, Army values and life skills such as physical fitness and time management.
- MLSC 102** **Foundations of Officership II** 2
Continuing studies of the issues and competencies that are central to a commissioned officer's responsibilities. Builds on understanding of officership, leadership, Army values and life skills including physical fitness and time management.
- MLSC 103** **Basic Leadership** 2
Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling.
- MLSC 201** **Leadership in Organizations** 2
Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students discuss observed traits and observations in a small group setting.
- MLSC 202** **Leadership Studies** 2
Continuing study of successful leadership characteristics through the observation of self and others through experiential learning exercises. These exercises are adapted from executive and management training workshops. Students discuss observed traits and observations in small group settings.
- MLSC 203** **Leadership and Teamwork** 2
Study examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing decisions, creativity in the problem solving process, and obtaining team buy-in through immediate feedback. Students leave with an understanding of how to build teams, how to influence, how to communicate, how and when to make decisions and how to plan and organize.
- MLSC 217** **Army Conditioning** 1
A physical fitness program designed to develop students to the Army standard of physical fitness. Required prior to attendance at camps, air assault, and airborne schools.
- MLSC 291-293** **Special Topics** 1 to 5
- MLSC 296** **Directed Study** 1 to 5

Military Science Advanced Courses

- MLSC 301 Leadership and Problem Solving I 3**
 Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback of their leadership abilities. Open to ROTC students only.
- MLSC 302 Leadership and Problem Solving II 3**
 Continuing study in conducting self-assessments of leadership style, developing a personal fitness regime, and learning to plan and conduct individual and small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct written and verbal feedback of their leadership abilities. Open to ROTC students only.
- MLSC 303 Leadership and Ethics 3**
 Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis is on improving oral and written communication abilities and preparing students for attendance at the National Advanced Leadership Camp. Open to ROTC students only.
- MLSC 314 Advanced Camp 4**
 A five-week camp conducted at Fort Lewis, WA. Only open to (and required of) students who have completed MLSC 301, 302, 303. The student receives pay. Travel, lodging and most meal costs are defrayed by the US Army. The advanced camp environment is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. Although this course is graded on Pass/Fail basis only, the leadership and skills evaluated at the camp weigh heavily in the subsequent selection process that determines the type of commission and job opportunities given to the students upon graduation from ROTC and the university.
- MLSC 391-393 Special Topics 1 to 5**
- MLSC 396 Directed Study 1 to 5**
- MLSC 401 Leadership and Management I 3**
 Students receive instruction about officership in the Army profession by identifying personal career choices and accession into the Army as a lieutenant. The student is introduced to Army Operations by learning and exercising Army Training Management to include planning, briefing, and exercising large-scale training activities as the commanders and staff of the Corps of Cadets. Students are introduced to the Army command and staff organization and individual responsibilities therein. Leadership counseling - to include personal, crisis, organization efficiency reports, and the junior leader development program are taught and exercised. Open to ROTC students only.

- MLSC 402** **Leadership and Management II** **3**
Students focus on personal leadership processes, organizational development and physical well-being. Other areas of emphasis are learning assertiveness techniques in communicating, organizing and conducting meetings, and stress management. Leadership theory, as well as organizational culture, values, and change are presented. Cadets continue their experiential leadership training by leading and managing the Corps of Cadets. Open to ROTC students only.
- MLSC 403** **Officership** **3**
Transitioning to Lieutenant, leadership synthesis and preparation to attend the individual Officer Basic Course. This final course of the Military Science IV year reviews required leadership knowledge, Army culture, and military training skills necessary to enter the Army as a commissioned officer. Cadets continue their experiential leadership training by leading and managing the Corps of Cadets. Open to ROTC students only.
- MLSC 491** **Special Topics** **1 to 5**
- MLSC 496** **Independent Study** **1 to 5**

Aerospace Studies (Air Force ROTC)

Col. Robert A. Coe,
Department Chair, Faculty, University of Washington

Objectives

Air Force Reserve Officer Training Corps (AFROTC) is offered to Seattle University students through an agreement with the University of Washington. The Air Force ROTC program is designed to motivate, educate, and commission highly qualified students for active duty as officers in the U.S. Air Force. The curriculum develops the professional knowledge, in both theory and application, that an Air Force officer needs to be an effective manager and leader in the aerospace environment.

General Program Requirements

The freshman- and sophomore-level classes (general military course) are open to students attending any approved two- or four-year college or university. Students of all majors may be eligible to apply for a scholarship. For further information contact the unit admissions officer at (206) 543-2360 or write Recruiting Officer, AFROTC Det 910, University of Washington, Box 353830, Seattle, WA 98195-3830.

Commissioning Requirements

Students who successfully complete the AFROTC program and receive an academic degree from Seattle University are offered commissions as second lieutenants in the U.S. Air Force.

General Military Course (GMC)

The basic level courses consist of one classroom hour and two leadership laboratory hour per week during the freshman and sophomore years. Uniforms and textbooks are provided. Students may enter the freshman class at the start of fall, winter, or spring quarters. Sophomore students may enter at the start of fall or winter quarters. A four- or five-week field training course, taken during the summer between the sophomore and junior years, is required for entry into the professional officer course. Students receive pay and travel costs for field training. Except for sophomore cadets on AFROTC scholarships, students incur no active duty service commitment from enrollment in the GMC, and students may drop the courses at any time.

Professional Officer Course (POC)

Cadets selected for enrollment in POC receive tax-free monthly subsistence pay of a minimum of \$350. They are furnished text books and uniforms. Junior- and senior-level classes consist of three hours of academic classes and two hours of leadership laboratory per week. Students are obligated to serve at least four years of active duty as Air Force officers after college graduation.

Financial Assistance

The Air Force offers two- and three-year scholarships to qualified college students. Scholarships are available in the areas of engineering, science and technology, nursing, medicine, law, nontechnical, and others. Most AFROTC scholarships pay tuition up to \$15,000 per year, fees, and \$510 a year for textbooks. In addition, scholarship winners receive at least a \$300 subsistence allowance per month. Students awarded scholarships from the Air Force ROTC Scholarship Board are eligible for a supplemental room grant. Ninety percent of all junior and senior cadets receive some form of financial assistance from AFROTC. To take advantage of these scholarships, students should apply directly to AFROTC Det 910, University of Washington, Box 353830, Seattle, WA 98195-3830 or call (206) 543-2360, or e-mail to afrotc@u.washington.edu.

Two-Year Program

To provide for those students who did not elect to enroll in the general military courses, a two-year option is available. The two-year program is open to students who have two years remaining until graduation. Students in this program are required to attend a six-week field training course at an Air Force base during the summer preceding program entry. Students are paid during the five-week period. Upon return to campus, students pursue the professional officer course. Uniform, text books, and at least a \$350 monthly subsistence are provided. Partial incentive scholarships are available for students with a minimum 2.00 term GPA and 2.00 cumulative GPA in any major. Students interested in this program must apply to AFROTC.

General Military Courses

Offered at the University of Washington

AS 101	Aerospace Studies 100	1
AS 102	Aerospace Studies 100	1
AS 103	Aerospace Studies 100	1

A survey course introducing topics relating to the Air Force and defense, including Air Force career opportunities, flight dynamics, and a survey of the other branches of the military services. Officership qualities and written communication skills will be emphasized. The Weekly Leadership Lab (LLAB), consisting of Air Force customs and courtesies, health and physical fitness, and drill and ceremonies, is mandatory for cadets enrolled in AS 100 courses. Credit does not apply to the bachelor's degree.

AS 211	Aerospace Studies 200	1
AS 212	Aerospace Studies 200	1
AS 213	Aerospace Studies 200	1

Factors contributing to the development of air power from its beginnings to the present and the evolution of air power concepts and doctrine. History of air power employment in military and nonmilitary operations in support of national objectives. Assessment of communicative skills. Additional one-hour leadership laboratory is mandatory for cadets enrolled in AS 200 courses.

Professional Officer Courses

Offered at the University of Washington

AS 331 **Aerospace Studies 300** **3**

AS 332 **Aerospace Studies 300** **3**

AS 333 **Aerospace Studies 300** **3**

Emphasis on leadership and management fundamentals, professional knowledge, leadership ethics, and communicative skills required of an Air Force junior officer. Case studies are used to examine leadership and management situations. Mandatory leadership laboratory provides advanced leadership experiences in officer-type activities, giving students the opportunity to apply learned principles.

AS 431 **Aerospace Studies 400** **3**

AS 432 **Aerospace Studies 400** **3**

AS 433 **Aerospace Studies 400** **3**

Needs for national security, evolution of American defense strategy and policy, methods for managing conflict, alliances, and regional security to preserve American interests. Arms control and terrorism. The military as a profession; officership; the military justice system; current military issues; refinement of communicative skills. Preparation for active duty. Leadership opportunities are provided via a leadership laboratory mandatory for cadets enrolled in AS 400 courses.

Naval Science (Navy ROTC)

Capt. Kim S. Buike, Professor of Naval Science (PNS),
Department Chair, University of Washington

Objectives

Naval ROTC is offered to Seattle University nursing students through an agreement with the University of Washington. The objective of Naval ROTC is to educate and train young men and women to become officers in the United States Navy or Marine Corps. The single largest source of officers for the Navy, NROTC provides prospective candidates the opportunity for either liberal or technical educational backgrounds.

General Program Requirements

Naval science classes are taught at the University of Washington in Clark Hall. Classes are open to all Seattle University students via UW Extensions. It is not necessary to be a member of the NROTC Unit to take naval science classes.

Commissioning Requirements

Students who successfully complete Naval ROTC and receive a nursing degree upon graduation will be commissioned as officers in the United States Navy Nurse Corps, after which they serve on active duty for a minimum of four years.

Scholarship Programs

Four- and two-year scholarships are offered for nursing program students only. Naval ROTC scholarships pay for 100 percent of tuition, fees, uniforms, a stipend for textbooks, plus \$250-350 per month tax-free subsistence payment depending on class year. To take advantage of these scholarships, students should apply directly to NROTC Unit, University of Washington, Box 353840, Seattle, WA 98195-3840, or call (206)543-0170.

Two-Year Program

The program is open to college students who will complete their sophomore year or third year in a five-year curriculum. The two-year scholarship covers the final two years of college. When accepted, students attend a six-week course of instruction at the Naval Science Institute (NSI) at Newport, Rhode Island, during the summer prior to their junior year to bring them up-to-date on the NROTC curriculum missed during their freshman and sophomore years. Students interested in two-year scholarships should contact the NROTC Unit in January of their sophomore year.

College Program

Each year, men and women are accepted for four- and two-year scholarship college programs. For the four-year program, the Professor of Naval Science accepts applications from qualified students throughout the freshman year. Applications for the two-year program are accepted from current sophomores in community colleges or four-year colleges and must be received prior to the beginning of March.

Those students selected for the two-year program attend a six-week course of instruction at the Naval Science Institute during the summer prior to their junior year. Successful completion of the NSI instruction qualifies students for enrollment in the advanced course in the NROTC program. Students in the NROTC college program pay their own college expenses but receive \$300-350 per month tax-free subsistence payment depending on class year during their junior and senior years, including the intervening summer. The Navy furnishes all uniforms and textbooks used in naval science courses and a stipend for other course textbooks.

For more information: <http://depts.washington.edu/uwnrotc>

Naval Science Courses

Offered at the University of Washington, Seattle

N SCI 111 The Naval Service 3
 General introduction to the Navy, its organization, missions, roles, tasks, and operating methods. The relationship to the other services within the Department of Defense is emphasized.

N SCI 112 Sea Power Practicum I 2

N SCI 113 Sea Power Practicum II 2
 A comprehensive study of the role of sea power in the history of the United States, the current status of the various elements of the nation's sea power as they influence the development and implementation of national security policy.

N SCI 211 Naval Weapon Systems 3
 Study of fundamental principles of sensor, tracking, weapon delivery of subsystems and current naval weapons. Includes techniques of linear analysis of ballistics and weapons and dynamics of basic components of weapon control systems.

N SCI 212 Naval Ship Systems I 3
 Study of fundamental principles of energy transfer and thermodynamics. Introduction to nuclear propulsion, gas turbines and auxiliary power systems.

N SCI 213 Naval Ship Systems II 3
 Study of the ship characteristics, ship design, hydrodynamic forces, stability, damage control and shipboard electrical systems. Includes introduction to engineering documentation, electrical safety, preventative maintenance and personnel qualifications.

N SCI 311 Navigation 3
 The science and practice of maritime coastal navigation, including visual fixing, dead reckoning, and piloting methods. Computation of tides and currents and nautical rules of the road.

N SCI 312 Navigation II 3
 Basic theory and practice of celestial and electronic navigation. Relative motion theory and contact coordination practice in a multiple ship environment.

- N SCI 313** **Naval Operations** **3**
Introduction to naval operations, the employment of naval forces, naval tactics, formulation of operations plans and orders, employment of detection equipment, and meteorology.
- N SCI 411** **Psychology of Leadership** **3**
Introduction of the theory and techniques of naval leadership based on those principles of behavioral science that are pertinent to understanding individual and group behavior of adults. Introduces students to the management process and the relationship of management functions to leadership. Acceptance of a traditional deep sense of moral responsibility on the part of the aspiring leader is stressed.
- N SCI 412** **Naval Organization and Management I** **3**
- N SCI 413** **Naval Organization and Management II** **3**
Study of organization, systems, and techniques employed in the Navy for management of its human, financial, and material resources. Some of the work relates to the administration of discipline in the Navy under the Uniform Code of Military Justice. Emphasizes leadership and management role of the junior officer in the fleet.

Marine Corps Option Courses

Offered at the University of Washington, Seattle

- N SCI 321** **Evolution of Warfare I** **3**
- N SCI 322** **Evolution of Warfare II** **3**
Introduction to the art of war, the evolution of warfare from the earliest recorded battles to the present day.
- N SCI 323** **USMC Leadership I** **3**
Concepts, objectives, characteristic qualities and practical techniques of leadership as exercised by the Marine Corps officer. Emphasizes leadership and management role of the junior officer in the Fleet Marine Forces. Intensive physical activities and outdoor projects to test an individual's physical and mental endurance.
- N SCI 421** **Amphibious Warfare I** **3**
- N SCI 422** **Amphibious Warfare II** **3**
Provide basic knowledge of evolution of amphibious warfare from premodern era to present. Strategic and tactical considerations in planning specific operations and amphibious landings.
- N SCI 423** **USMC Leadership II** **3**
Concepts, objectives, characteristic qualities and practical techniques of leadership as exercised by the Marine Corps officer. Emphasizes leadership and management role of the junior officer in the Fleet Marine Forces. Intensive physical activities and outdoor projects to test an individual's physical and mental endurance.

Modern Languages and Literatures

Victor Reinking, PhD, Chair

Objectives

The language programs in Chinese, French, German, Japanese, Spanish, and Latin recognize academic, cultural, and practical purposes:

Academic

Language study aims at broadening the scope of the student's intellectual development by affording both a facility in other languages and knowledge of other cultures. This end is achieved through the major programs in modern languages or double majors that couple a major or minor in a modern language with a major in another field.

Cultural

Learning about another culture and civilization — its history, geography, literature, and art — through the medium of its language leads to a better understanding of one's self and the world in which we live. To achieve this goal, all languages are taught in their cultural context. Courses in Chinese, French, German, Spanish, and Japanese are taught in the vernacular.

Practical

For the university graduate with a specialization in a particular field and with proficiency in more than one language, openings exist in the following fields: teaching, social work, transportation, military, foreign service, international law, engineering, librarianship, foreign trade, and international business. In addition, many graduate programs in the United States require proficiency in a language other than English.

Degree Offered

Bachelor of Arts

Majors Offered

French
German Area Studies
Spanish

Minors Offered

Chinese
French
German
Japanese
Spanish

International Studies

A modern language concentration is also offered as an option in the international studies major. Please see International Studies section.

Intensive Programs

Intensive programs offered in French and Spanish during the summer allow the student to complete the first-year basic language course (15 credits) in one quarter.

Credit by Examination and Waiver

The Modern Languages Department reserves the right to waive specific courses for students who demonstrate, by examination, achievement at the college level. Courses may be waived, allowing substitution of related electives, or credit may be obtained by meeting the university's requirements for credit by examination.

Study Abroad

The department offers a number of study abroad programs. In order to be eligible for the French-in-France program in Nantes, France, students must have completed first-year French or equivalent. This can be done during the academic year or in the intensive summer language program. Students then spend winter and spring abroad studying language, culture, and civilization at the University of Nantes under the direction of Seattle University faculty.

The Latin American Studies program, offered winter and spring quarters at the Universidad Ibero-Americana in Puebla, Mexico, requires at least one year of college-level Spanish prior to participation.

German-in-Germany is offered spring quarter only in Frankfurt/Oder, Germany. Students should have completed the first two quarters of university level German language or equivalent to be able to participate.

The Chinese language program currently offers a fall quarter study abroad program from early September to mid-December at Suzhou University in the city of Suzhou which is about an hour by train from Shanghai. The program requires one-year study of Chinese at Seattle University or the equivalent.

The university has established reciprocal exchange programs with international universities. Before attending Karl-Franzens Universitaet in Graz, Austria, a student must have at least two years of college-level German, because integration into the Austrian university means that all course work will be in German. An exchange program with the comparative culture faculty at Sophia University in Tokyo, Japan, where course work is in English, allows direct enrollment with one year of previous Japanese language. An agreement with Taejon University in Taejon, Korea, allows students to study in the Korean language any of the regular university courses for which the student is qualified. By special arrangement studies in English are also available. Students from any major may apply for these programs, which allow continued enrollment and financial aid benefits at Seattle University.

A reciprocal exchange between the university's Science and Engineering Project Center has also been established with Ecole Supérieure de Technologie Electronique. See engineering advisers for information. Majors in business and economics may apply for the exchange program in The Netherlands with Universiteit Maastricht.

Seattle University is also affiliated with the Council for International Educational Exchange, a consortium of colleges and universities which sponsor a variety of academic programs around the world. Federal loans and federal grants can be continued through the Seattle University Financial Aid Office, but no university grants or scholarships are available for CIEE programs.

Teacher Education

Teacher preparation is a graduate-level program only. Students planning to become elementary or secondary modern language teachers should major in one of the following: French, Spanish, or German Area Studies. Those interested in teaching should contact the Master in Teaching program at (206) 296-5759 or visit the Web site seattleu.edu/SOE/MIT.

Bachelor of Arts Major in French

In order to earn the bachelor of arts degree with a major in French, students must complete a minimum of 180 quarter credits, with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Choose one of the following two courses:

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Fifty-five credits in French, including:

FREN 115	French Language I	5
FREN 125	French Language II	5
FREN 135	French Language III	5
FREN 215	French Language IV	5
FREN 225	French Language V	5

FREN 235	French Language VI	5
FREN 315	French Culture and Civilization	5
FREN 325	Introduction to French Literature	5
FREN	Electives (400 level)	15

Please Note: 1. This major requires a learning program in a French-speaking country for the equivalent of 15 quarter credits minimum. 2. Students who waive elementary language courses may meet the 55-credit requirement by substituting approved courses in other disciplines that relate to their language studies or by taking courses in another language.

Bachelor of Arts

Major in German Area Studies

In order to earn the bachelor of arts degree with a major in German area studies, students must complete a minimum of 180 quarter credits, with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions)	5
PHIL 220	Philosophy of the Human Person	5
Social Science I	.....	5
Social Science II	(different discipline from Social Science I)	5
Theology and Religious Studies Phase II	(200-299)	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III	(300-399)	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Choose one of the following two courses:

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Fifty-five credits in German language and German area studies, including:

GERM 115	German Language I	5
GERM 125	German Language II	5
GERM 135	German Language III	5
GERM 215	German Language IV	5
GERM 225	German Language V	5
GERM 235	German Language VI	5
GERM 315	German Culture and Civilization	5

Choose four of the following seven courses:20

HIST 313	Europe in the Age of Industrialization and Imperialism
HIST 315	Europe 1914 to 1945
PHIL 372	20th Century Philosophy
PHIL 362	Existentialism
PHIL 449	Major Figures in the Traditions
PLSC 331	German Politics and Society
PLSC 432	Welfare States

Please Note: 1. This major requires a learning program in a German-speaking country for the equivalent of 15 quarter credits minimum. 2. Special topics courses will be offered in sociology, theology and religious studies with a German emphasis, and German literature and culture. 3. In courses used in the major designated other than German (GERM), students must write at least one major paper or three smaller papers in German based upon German language sources. 4. Students who waive elementary language courses may meet the 55-credit requirement by substituting approved courses in other disciplines that relate to German studies or by taking courses in another language.

Bachelor of Arts Major in Spanish

In order to earn the bachelor of arts degree with a major in Spanish, students must complete a minimum of 180 quarter credits, with a cumulative grade point average of 2.0 and a major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Choose one of the following two courses:5

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Fifty-five credits in Spanish, including:

SPAN 115	Spanish Language I	5
SPAN 125	Spanish Language II	5
SPAN 135	Spanish Language III	5
SPAN 215	Spanish Language IV	5
SPAN 225	Spanish Language V	5
SPAN 235	Spanish Language VI	5
SPAN 315	Latin-American and Spanish Culture and Society	5
SPAN 325	Introduction to Latin American and Spanish Literature	5
SPAN	Electives (400 level)	15

Please Note: 1. This major requires a learning program in a Spanish-speaking country for the equivalent of 15 quarter credits minimum. 2. Students who waive elementary language courses may meet the 55-credit requirement by substituting approved courses in other disciplines that relate to their foreign language studies or by taking courses in another language.

Minor in Modern Languages

To earn a minor in modern languages (either Chinese, French, German, Japanese, or Spanish), students must complete 35 credits in one modern language, including:

115	Language I	5
125	Language II	5
135	Language III	5
215	Language IV	5
225	Language V	5
235	Language VI	5
315	Chinese, French, German, Japanese, or Spanish Culture and Society	5

See policy for minors on p. 55.

Language Courses

In order to receive full credit for courses in a language they must be taken in the numerical sequence (115 through 235) as listed below. A previous course cannot be repeated to improve a grade once a higher course in the sequence is in progress or has been completed.

Chinese Courses

CHIN 115	Chinese Language I	5
CHIN 125	Chinese Language II	5
CHIN 135	Chinese Language III	5
CHIN 215	Chinese Language IV	5
CHIN 225	Chinese Language V	5

CHIN 235 **Chinese Language VI** **5**
 An integrated approach to understanding, speaking, reading, and writing in Mandarin Chinese and culture. These courses constitute a systematic study of Mandarin in the Romanized Pinyin and Chinese character systems.

CHIN 291-293 **Special Topics** **1 to 5**

CHIN 315 **Chinese Culture and Civilization** **5**
 An introduction to Chinese culture and civilization with emphasis on the impact of the cultural traditions on the Chinese contemporary lifestyles and cross-cultural comparisons.

French Courses

FREN 115 **French Language I** **5**

FREN 125 **French Language II** **5**

FREN 135 **French Language III** **5**

FREN 200-205 **Variable Topics** **1 to 5**

FREN 215 **French Language IV** **5**

FREN 225 **French Language V** **5**

FREN 235 **French Language VI** **5**

An intuitive approach to understanding, speaking, reading, and writing French. These courses constitute a systematic, programmed study of the French language and culture. All of the French language courses are taught in French.

FREN 291-293 **Special Topics** **1 to 5**

FREN 300-305 **Variable Topics** **1 to 5**

FREN 315 **French Culture and Civilization** **5**

An introduction to French culture and civilization with emphasis on the basic traditions and structures of French society.

FREN 325 **Introduction to French Literature** **5**

A general study of literary French, done in the context of a survey of the major texts, authors, and movements in French literature with emphasis placed on the theories and techniques of literary analysis.

FREN 391-393 **Special Topics** **1 to 5**

FREN 415 **French Literature and Culture, 19th Century** **5**

A study of the literary movements in 19th century French literature, based on a historical approach to representative authors and works.

FREN 425 **French Literature and Culture, 17th Century** **5**

A study of the development of 17th century French classicism as it is reflected in the major works of the period.

FREN 435	French Literature and Culture, 18th Century	5
A survey of the major works of the French enlightenment as it manifests itself in the scientific, philosophic, political, and ethical thinking of the 18th century.		
FREN 445	French Literature and Culture, 20th Century	5
A survey of 20th century French literature and culture that reflects the social and intellectual trends in modern France.		
FREN 450	Methodology of Teaching French	5
An overview of the various methods and approaches currently being used to teach French.		
FREN 452	Language Development/Modern French	5
An in-depth study of the various levels of modern French, with emphasis on the transformation brought about by current social, political, and cultural changes.		
FREN 463	Contemporary France	5
A study of contemporary French culture involving a survey of texts in French that reflect the issues and changes currently being discussed and debated in modern France.		
FREN 480-483	Interdisciplinary Core Course	3 to 5
Title and content vary.		
FREN 491-493	Special Topics	1 to 5

German Courses

GERM 115	German Language I	5
GERM 125	German Language II	5
GERM 135	German Language III	5
GERM 200-205	Variable Topics	1 to 5
GERM 215	German Language IV	5
GERM 225	German Language V	5
GERM 235	German Language VI	5
An intuitive approach to understanding, speaking, reading, and writing in German. These courses constitute a systematic, programmed study of the German language and culture. All German language courses are taught in German.		
GERM 291-293	Special Topics	1 to 5
GERM 300-305	Variable Topics	1 to 5
GERM 315	German Culture and Civilization	5
An introduction to the culture and civilization of German-speaking countries with emphasis placed on the importance of geographical, political, and historical factors in their development.		

GERM 391-393	Special Topics	1 to 5
GERM 480	Interdisciplinary Core Course	3 to 5
Title and content vary.		
GERM 491-493	Special Topics	1 to 5

Japanese Courses

JPAN 115	Japanese Language I	5
JPAN 125	Japanese Language II	5
JPAN 135	Japanese Language III	5
JPAN 215	Japanese Language IV	5
JPAN 225	Japanese Language V	5
JPAN 235	Japanese Language VI	5
An intuitive approach to understanding, speaking, reading, and writing in Japanese. These courses include practice in reading and writing, kanji, hiragana, and katakana.		
JPAN 291-293	Special Topics	1 to 5
JPAN 315	Japanese Culture and Civilization	5
An introduction to Japanese culture and civilization with emphasis on the basic traditions and structures of Japanese society.		

Latin Courses

LATN 101	Latin Language I	5
LATN 102	Latin Language II	5
LATN 103	Latin Language III	5
Intensive study of grammar with elementary reading and composition. Latin 103 includes selections from classical authors.		

Spanish Courses

SPAN 115	Spanish Language I	5
SPAN 125	Spanish Language II	5
SPAN 135	Spanish Language III	5
SPAN 200-205	Variable Topics	1 to 5
SPAN 215	Spanish Language IV	5
SPAN 225	Spanish Language V	5

- | | | |
|--|--|---------------|
| SPAN 235 | Spanish Language VI | 5 |
| An intuitive approach to understanding, speaking, reading, and writing Spanish. These courses constitute a systematic, programmed study of the Spanish language and culture. All of the Spanish language courses are taught in Spanish. | | |
| SPAN 291-293 | Special Topics | 1 to 5 |
| SPAN 300-305 | Variable Topics | 1 to 5 |
| SPAN 315 | Latin American and Spanish Culture and Society | 5 |
| A study of the origins of Spain and Latin America as well as the fusion of both cultures and societies. With a socio-historical approach, strong emphasis is placed on cross-cultural differences and contemporary customs and lifestyles. | | |
| SPAN 325 | Introduction to Latin American and Spanish Literature | 5 |
| An introduction to literary and critical analysis, with readings from Latin American and Spanish authors. This course also provides the student with a theoretical, historical, and cultural framework for more advanced study. | | |
| SPAN 391-393 | Special Topics | 1 to 5 |
| SPAN 410 | Cervantes | 5 |
| A study of the life and works of Miguel de Cervantes with special attention to <i>Don Quijote de la Mancha</i> . | | |
| SPAN 416 | Latin American and Spanish Literature and Culture, 19th Century | 5 |
| A study of 19th Century literary movements in Latin America and Spain. An historical approach to major works in Spanish. | | |
| SPAN 420 | Literature and Revolution | 5 |
| The impact of social, political, and cultural revolutions upon the literary works of Latin American writers such as Alejo Carpentier, Arturo Uslar Pietri, Carlos Fuentes, Julio Cortazar, Mariano Azuela, and Omar Cabezas. | | |
| SPAN 426 | Latin American Literature and Culture, 20th Century | 5 |
| A study of 20th Century Latin American literary movements; from the creative work of the "Novela del campo"—Gallegos, Rivera, Guiraldes—through the innovative expression of the "Vanguardia"—Asturias, Borges, Carpentier, Neruda, Rulfo, Vallejo, and the explosion of "Realismo Magico"—Marquez, Cortazar, Fuentes, Vargas Llosa, to present works. | | |
| SPAN 450 | Methodology of Teaching Spanish | 5 |
| An overview of the various methods and approaches being used to teach Spanish. | | |

SPAN 463 **Contemporary Spanish Literature and Culture** **5**
 Spanish literature and culture of the 20th century; from the "generacion del 98"—Azorin, Baroja, Unamuno—through the "new Golden Age of Spanish Letters"—Alberti, Aleixandre, Cernuda, Guillen, Lorca—to present works.

SPAN 480-483 **Interdisciplinary Core Course** **3 to 5**
 Title and content vary.

SPAN 491-493 **Special Topics** **1 to 5**

**Special Topic and Independent Study
 Language Courses**

FRLG 191-193 **Special Topics** **1 to 5**

FRLG 291-293 **Special Topics** **1 to 5**

FRLG 391-393 **Special Topics** **1 to 5**

FRLG 396 **Directed Study** **1 to 5**

FRLG 480-483 **Interdisciplinary Core Course** **3 to 5**
 Title and content vary.

FRLG 491-493 **Special Topics** **1 to 5**

FRLG 496 **Independent Study** **1 to 5**

FRLG 497 **Directed Reading** **1 to 5**

FRLG 498 **Directed Research** **1 to 5**

Nonprofit Leadership Minor

Michael Bisesi, EdD, Director

Noreen Elbert, Coordinator

Phone: (206) 296-5440

Objectives

The nonprofit sector plays an essential role in providing important public services and in working to achieve social justice. The sector continues to grow, and the role of nonprofit agencies continues to expand in civil society. There is a rise in volunteerism, but the supply of effective, trained leadership in nonprofit agencies has not kept pace with demand. The future strength of the sector is dependent on recruiting high quality individuals who will make nonprofit work a conscious career choice. See policy for minors on page 48.

Minor in Nonprofit Leadership

In order to earn a minor in nonprofit leadership, students must complete 35 credits, with a grade point average of 2.5, from the following:

Required Course:

NPLR 315 Introduction to the Nonprofit Sector5

Choose a minimum of three courses from the following:15-30

- NPLR 435 Nonprofit Planning and Evaluation
- NPLR 436 Nonprofit Financial Management
- NPLR 437 Managing Nonprofit Volunteers
- NPLR 438 Working with Nonprofit Staff
- NPLR 443 Nonprofit Fundraising
- NPLR 444 Grantwriting
- NPLR 448 Nonprofit Business Enterprise
- NPLR 449 Community Planning and Leadership
- NPLR 450 Nonprofit-Business-Government Partnerships
- NPLR 491-493 Special Topics (1-5)
- NPLR 494 Practicum (1-5)
- NPLR 495 Internship (1-5)
- NPLR 496 Independent Study (1-5)
- NPLR 497 Directed Reading (1-5)
- NPLR 498 Directed Research (1-5)

Choose no more than three of the following optional courses:0 to 15

College of Arts and Sciences

- CMJR 490 Senior Synthesis: Advocacy and Social Change
- CRJS 300 Society and Justice
- ISSS 120 Poverty in America
- ISSC 481 To Feed the World
- PHIL 312 Social Ethics
- PHIL 359 Professional Ethics
- PLSC 410 Urban Politics and Public Policy
- SOCW 303 History of Social Welfare Policy

SOCW 304	Contemporary Social Policy Services
SOCW 410	Social Work with Groups, Organizations, and Communities
SOCL 303	Sociology of Community
TRST 330	God, Money, and Politics
TRST 341	Contemporary Ethical Issues

Albers School of Business and Economics

MGMT 477	Managing Diversity
MKTG 355	Services Marketing

Nonprofit Leadership Courses

NPLR 315 Introduction to the Nonprofit sector 5

An overview of the nonprofit sector, with particular emphasis on charitable (501c3) nonprofit organizations. Explores the scope and context of the sector, historical developments, management and leadership challenges, community-building roles, reform issues, and ethics.

NPLR 435 Nonprofit Planning and Evaluation 5

Principles of strategic, long-range, and tactical planning; linking evaluation to planning and determining program effectiveness.

NPLR 436 Nonprofit Financial Management 5

Planning, controlling, and reporting financial matters; budgeting; internal controls and audit issues; stewardship.

NPLR 437 Managing Nonprofit Volunteers 5

Recruiting, organizing, motivating, and retaining volunteers to provide governance, committee, and other support.

NPLR 438 Working with Nonprofit Staff 5

Nonprofit aspects of personnel recruitment, management, motivation, and evaluation, including policies, procedures, laws, regulations, and best practices.

NPLR 443 Nonprofit Fundraising 5

Managing resource development and fundraising efforts in the nonprofit setting; techniques and strategies for cultivating and soliciting potential sources of financial support.

NPLR 444 Grant Writing 5

Planning and preparing proposals for philanthropic support of nonprofit programs and activities.

NPLR 448 Nonprofit Business Enterprise 5

An examination of nonprofit entrepreneurship and social purpose business activity to enhance communities while operating with financial bottom-line.

NPLR 449 Community Planning and Leadership 5

Planning and implementation issues for community development, including citizen participation and the role of nonprofit organizations.

NPLR 450	Nonprofit-Business-Government Partnerships	5
An examination of collaborative efforts to address public issues. Prerequisite: NPLR 315		
NPLR 480-483	Interdisciplinary Core Course	3-5
Title and content vary.		
NPLR 491-493	Special Topics	1-5
NPLR 494	Practicum	1-5
NPLR 495	Internship	1-5
NPLR 496	Independent Study	1-5
NPLR 497	Directed Reading	1-5
NPLR 498	Directed Research	1-5

Philosophy

Paul Kidder, PhD, Chair

Objectives

The study of philosophy begins with questions that are as personal as they are universal: What truths can I know? How should I live? Who, or what, am I? Where is my place in the grand scheme of things? To respond fruitfully to such questions requires training in critical habits of mind, learning from the rich traditions and the great minds that have meditated on such questions, and engaging in lively discussion with a community of inquirers. Seattle University undergraduate philosophy courses communicate the value of philosophy and impart knowledge of its most influential figures. Even more, the courses help students bring their own intellectual concerns into dialogue with great minds of the past and present, and hone skills of reasoning and argumentation that make that questioning illuminating, reliable, and useful.

Elective courses support a major in philosophy that emphasizes skills of textual analysis, knowledge of the history of philosophy, and familiarity with contemporary figures and major trends.

Degree Offered

Bachelor of Arts

Major Offered

Philosophy

Philosophy with Department Honors

Minor Offered

Philosophy

Bachelor of Arts

Major in Philosophy

In order to earn the bachelor of arts degree with a major in philosophy, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5

Interdisciplinary	3 to 5
Senior Synthesis	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
--	----

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations.

Choose one of the following two courses:

HIST 121	Studies in Modern Civilization	5
HIST 231	Survey of the United States	

III. Major Requirements

Fifty-five credits in philosophy, including:

A. Foundations

PHIL 110*	Introduction to Philosophy and Critical Thinking.....	5
PHIL 220*	Philosophy of the Human Person.....	5
PHIL 260	Logic.....	5

B. Ethics

PHIL 312, 345, 351, 352, 353, 354, 358, or 359.....	5
---	---

C. History and Traditions

PHIL 370	Modern Philosophy.....	5
PHIL 441	Greek Philosophy: Plato/Aristotle.....	5
PHIL 442	Medieval Philosophy: Augustine/Aquinas.....	5
PHIL 449	Major Figures in the Traditions.....	5

D. Topics and Controversies

PHIL	Approved Electives (300-400 level).....	15
------	---	----

***Please Note:** Students who matriculate with 90 or more credits in transfer and no philosophy will substitute PHIL 210 for PHIL 110 and PHIL 220. Approved electives will then number 20 credits rather than 15.

Bachelor of Arts

Major in Philosophy with Department Honors

The philosophy departmental honors major offers an opportunity for motivated and capable students to engage in more extensive interaction with faculty and to complete challenging individual research projects that will further their personal and professional goals.

Application to the major: To be accepted to the program, students must have a cumulative and major/program grade point average of 3.5. Students must be recommended to the program by a philosophy faculty member who will take responsibility for directing that student's honors thesis, and they must be granted permission to participate in the program by the department chairperson. Interested students should apply in Spring quarter of the junior year or Fall quarter of the senior year. Upon acceptance, a Change of Program form is submitted to the registrar.

Completion of the major: During senior year, departmental honors students will take a minimum of 10 credits of designated department honors courses (PHIL 477 Philosophy Honors Directed Reading, PHIL 478 Philosophy Honors Directed Study, and PHIL 479 Philosophy Honors Thesis Supervision). Students in the departmental honors program complete 10 credits of course work above the norm for philosophy majors (for a total of sixty-five credits in philosophy) and write a 25-40 page thesis under the direction of a faculty member. The thesis will be presented publicly at a defense before members of the faculty. In order to complete the requirements for departmental honors and receive a notation to that effect on their transcripts, students must also maintain a cumulative and major/program grade point average of 3.5. In addition, the grade received for PHIL 479 Philosophy Honors Thesis Supervision, must be an A or A-.

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
HIST 120	Origin of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
Social Science I	.....	5
Social Science II	(different discipline from Social Science I).....	5
Theology and Religious Studies Phase II	(200-299).....	5
Theology and Religious Studies III	(300-399)	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent15

Please note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations.

Choose one of the following two courses:5

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Fifty-five credits in philosophy, including:

A. Foundations

PHIL 110*	Introduction to Philosophy and Critical Thinking.....	5
PHIL 220*	Philosophy of the Human Person.....	5
PHIL 260	Logic.....	5

B. Ethics

PHIL 312, 345, 351, 352, 353, 354, 358, or 359.....	5
---	---

C. History and Traditions

PHIL 370	Modern Philosophy.....	5
PHIL 441	Greek Philosophy: Plato/Aristotle.....	5
PHIL 442	Medieval Philosophy: Augustine/Aquinas.....	5
PHIL 449	Major Figures in the Traditions.....	5

D. Topics and Controversies

PHIL	Approved Electives (300-400 level).....	15
------	---	----

*Please note: Students who matriculate with 90 or more credits in transfer and no philosophy will substitute PHIL 210 for PHIL 110 and PHIL 220. Approved electives will then number 20 credits rather than 15.

IV. Department Honors Requirements

Ten credits in departmental honors, including:

PHIL 477	Philosophy Honors Directed Reading.....	3
PHIL 478	Philosophy Honors Directed Study.....	2
PHIL 479	Philosophy Honors Thesis Supervision.....	5

Minor in Philosophy

In order to earn a minor in philosophy, students must complete 30 credits in philosophy, including:

PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
PHIL 220	Philosophy of the Human Person.....	5
PHIL 345	Ethics (or other approved upper-division ethics).....	5
PHIL	Electives.....	15

Please Note: 1. The department can assist students to design a special track in the philosophy minor that complements the student's major field. 2. Students who have completed the Honors Program need an additional 10 elective philosophy credits to complete the minor. 3. See policy for minors on p. 55.

Policy for University Honors Program Students

Students in the University Honors Program who have successfully completed the HONR courses listed below are exempted from PHIL 220 and ethics, but need an additional 40 credits to complete the philosophy major with department honors: PHIL 260 or 261, 441, 449, 477, 478, 479, and 15 credits of approved electives. They are credited with the following equivalents:

HONR 101 = PHIL 110
HONR 102/3 = PHIL 442

HONR 201 = PHIL 370
 HONR 202 = PHIL 371
 HONR 203 = PHIL 372

Philosophy Courses

- PHIL 110 Introduction to Philosophy and Critical Thinking 5**
 A combined historical and problematic approach to the nature of philosophical inquiry. Reflection upon fundamental philosophical problems provides the context for mastering basic tools of critical interpretation, logical reasoning, argumentative writing, and responsible cognitive communication. Prerequisite: ENGL 110.
- PHIL 210 Philosophy of the Human Person (Bridge) 5**
 This course is a modification of PHIL 220 for transfer students for whom PHIL 110 has been waived and who have had no previous philosophy course. It introduces students to the nature of philosophical inquiry and includes the issues contained in PHIL 220.
- PHIL 220 Philosophy of the Human Person 5**
 Critical examination of the nature and powers of the human person. Special emphasis on the human knowing process and the problems of human freedom and personal responsibility. Prerequisite: PHIL 110.
- PHIL 260 Logic 5**
 Systematic treatment of traditional logic. The themes of communication and language, division and definition, propositions, syllogisms, and the nature of science will be examined.
- PHIL 300 Nature and Cosmos 5**
 Philosophical appraisal of contemporary cosmological theory. Possible topics include the Big Bang and before; cosmic expansion and the ultimate fate of the universe; space, time, and general relativity; singularities and black holes; the search for a unified field theory; the relation of cosmology to theology. Prerequisite: PHIL 210 or 220.
- PHIL 305 Philosophy of Social Sciences 5**
 Study of the philosophical implications and presuppositions of the methodology and conceptual framework of the social and behavioral sciences; sociology, economics, and/or psychology. Prerequisite: PHIL 210 or 220.
- PHIL 306 Philosophy and Psychology 5**
 A study of the interrelationships between philosophical methods and contents, and the method and contents of psychology, with special focus on the psychoanalytic and phenomenological-existential developments of psychological theory. Prerequisite: PHIL 210 or 220.
- PHIL 308 Philosophy and Literature 5**
 An examination of philosophical themes in literature and of the philosophical dimensions of literary interpretation and criticism. Prerequisite: PHIL 210 or 220.

- PHIL 309 Environmental Philosophy 5**
An examination of the two key debates: anthropocentrism (human-central view of the world) vs. non-anthropocentrism, and individualism vs. ecological holism. Several specific environmental problems are treated, including animal rights issues. Prerequisite: PHIL 210 or 220.
- PHIL 312 Social Ethics 5**
Moral problems raised by the relation between individuals and their societies: the common good, the justification of authority, rights and responsibilities of individuals and societies. Prerequisite: PHIL 210 or 220.
- PHIL 315 Buddhist Philosophy 5**
Study of the path of right living as expressed in the mystical and religious philosophy of Buddha. Prerequisite: PHIL 210 or 220.
- PHIL 324 Philosophy of Religion 5**
Examines attempts to rationally prove (or disprove) the existence of God. The divine attributes and the problem of evil are also treated. Thinkers from several traditions are studied.
- PHIL 325 Philosophy of Art 5**
Philosophical reflection on the nature of art and its reality; beauty as a transcendental property of being and its relationship to art and the artist. Prerequisite: PHIL 210 or 220.
- PHIL 326 Philosophy of Law 5**
An investigation into the nature of law, the relation between law and morality, the limits of law, and the nature of justice and rights. Prerequisite: PHIL 210 or 220.
- PHIL 335 Philosophy of History 5**
Consideration of the aim and scope of history, the meaning of the historical event, the nature of historical explanation, and the criterion for historical truth from the points of view of leading representatives of both the speculative and analytical schools. Prerequisite: PHIL 210 or 220.
- PHIL 336 Philosophical Impact of Scientific Revolutions 5**
Critical examination of one or more major scientific revolutions e.g., the Copernican, Galilean-Newtonian, Darwinian, or Einsteinian revolutions - and of philosophical responses to such emergent scientific views. Prerequisite: PHIL 210 or 220.
- PHIL 337 Social and Political Philosophy 5**
General overview of major thinkers or focus on particular theme(s) in the history of Western social-political theory, from the ancients to the present-day. Prerequisite: PHIL 210 or 220.
- PHIL 345 Ethics 5**
General theory of moral behavior, ethics as a science, the purpose of human life and the means of attaining this goal. Applications of general ethical theory in specific instances. Prerequisite: PHIL 210 or 220.

- PHIL 351 Business Ethics 5**
Application of general ethical theory to those problems directly related to the business world. Prerequisites: PHIL 210 or 220.
- PHIL 352 Health Care Ethics 5**
Application of general ethical theory to basic problems encountered in the health care professions; professional secrecy, rights of patients, distribution of healthcare resources. Prerequisite: PHIL 210 or 220.
- PHIL 353 Ethical Issues in Science and Technology 5**
An application of ethical theories to morally problematic situations confronted in the sciences and in science-based professions. Possible topics include rights and responsibilities; social experimentation; safety and acceptable risk; privacy, confidentiality, and whistle blowing; international and environmental obligations; discrimination and harassment. Prerequisite: PHIL 210 or 220.
- PHIL 354 Ethics and Criminal Justice 5**
Critical analysis of the ethical issues facing criminal justice practitioners, such as the use of deadly force, conformity to the rules of one's office, the decision to prosecute, participation in plea bargaining, representation of the guilty, and the imposition of punishment. Prerequisite: PHIL 210 or 220.
- PHIL 358 Communication Ethics 5**
Ethical responsibilities of the communicator, in both interpersonal and media settings. Critical examination of ethical codes in establishing relationships and conducting communication in a democratic society. Topics covered include: lying, withholding information, conflicts of interest, objectivity, service to audiences. Prerequisites: PHIL 210 or 220.
- PHIL 359 Professional Ethics 5**
This course will provide the foundations for dealing with the ethical issues professionals in various fields encounter. In addition to the conceptual foundation of professional ethics, attention is given to such issues as truth-telling, informed decision-making, confidentiality, and justice. Prerequisite: PHIL 210 or 220.
- PHIL 360 Analytic Philosophy 5**
Readings from source material of 20th century analytic philosophers. Investigation of contemporary schools of logical positivism and linguistic analysis from Russell to Wittgenstein. Prerequisite: PHIL 210 or 220.
- PHIL 361 Phenomenology 5**
Focus on the "pure" phenomenology of Edmund Husserl, the ontological phenomenology of Heidegger, and Merleau-Ponty's phenomenology of the lived-body. Prerequisite: PHIL 210 or 220.
- PHIL 362 Existentialism 5**
The themes of anxiety, despair, guilt, and freedom in the writings of Kierkegaard, Nietzsche, Sartre, Camus, Jaspers, and others. Prerequisite: PHIL 210 or 220.

- PHIL 363 Hermeneutics 5**
An examination of the role of interpretation in human understanding, focusing on the work of such thinkers as Gadamer, Heidegger, Schleiermacher, Dilthey, Habermas, and Ricoeur. Prerequisite: PHIL 210 or 220.
- PHIL 364 American Philosophy 5**
Offers, at the discretion of the instructor, either a general overview of the history of the American philosophical tradition from Puritanism to the present or a focused study of a particular movement (e.g., pragmatism) or theme (e.g., community) in that tradition. Prerequisite: PHIL 210 or 220.
- PHIL 366 Process Philosophy 5**
Critical reflection on the philosophies of such thinkers as Bergson, Pierce, Whitehead, and Hartshorne. Prerequisite: PHIL 210 or 220.
- PHIL 367 Gender and Social Reality 5**
A study of the influence of feminist thinking on metaphysics, epistemology, ethics, and the methodology of philosophy. Prerequisite: PHIL 210 or 220.
- PHIL 370 Modern Philosophy 5**
A seminar study of major figures of the 17th and 18th centuries, such as Descartes, Hobbes, Locke, Berkeley, Hume and Kant. Prerequisite: PHIL 210 or 220.
- PHIL 371 19th Century Philosophy 5**
Readings from source material of the 19th century philosophers. Investigation of central topics, problems, and teachings of selected authors from Hegel to Nietzsche. Prerequisite: PHIL 210 or 220.
- PHIL 372 20th Century Philosophy 5**
Readings from source materials of 20th century philosophers in the Anglo-American and/or continental traditions, such as Bergson, Whitehead, Russell, Wittgenstein, James Dewey, Husserl, Heidegger, and Sartre.
- PHIL 391-393 Special Topics 1 to 5**
- PHIL 403 God and Philosophy 5**
An examination of the existence, nature, and importance of God. Topics to be included: arguments for God's existence, the problem of human suffering, the issue of atheism and nature of faith. Prerequisite: PHIL 210 or 220.
- PHIL 436 The Philosophy and History of Science 5**
Philosophical reflection on the nature of science. Possible topics include theory and observation/experiment; confirmation and refutation; objectivity and truth; realism; science and common sense; science and religion. Prerequisite: PHIL 210 or 220
- PHIL 439 Ethical Theory I: History of Ethics 5**
A survey and comparison of classical texts on ethical theory, (e.g., Aristotle, Aquinas, Mill, and Kant). Prerequisite: PHIL 210 or 220.

PHIL 441	Greek Philosophy: Plato/Aristotle	5
A seminar study of the ancient Greek philosophical experience, with particular focus on the works of Plato and Aristotle. Prerequisite: PHIL 210 or 220.		
PHIL 442	Medieval Philosophy: Augustine/Aquinas	5
A seminar study of the Christian philosophies of St. Augustine and St. Thomas Aquinas. Prerequisite: PHIL 210 or 220.		
PHIL 443	German Idealism	5
Seminar study of major 18th and 19th century figures as Kant, Fichte, Schelling, and Hegel. Prerequisite: PHIL 210 or 220.		
PHIL 449	Major Figures in the Traditions	5
Intensive, seminar examination of the work of a major philosopher. Prerequisite: PHIL 210 or 220.		
PHIL 461	Symbolic Logic	5
Introduction to symbolic or mathematical logic from both an intuitive and formal standpoint. Elementary calculus of classes and relations and introduction to axiomatic set theory and Boolean algebra.		
PHIL 465	Issues in Contemporary Philosophy	5
A selected examination of some of the current debates within philosophy, e.g., modernity vs. post-modernity, relation between theory and practice, the place of reason in contemporary life. Previously PHIL 341. Prerequisite: PHIL 210 or 220.		
PHIL 477	Philosophy Honors Directed Reading	3
Directed reading for students in the philosophy department honors major. Prerequisite: approval of department chairperson.		
PHIL 478	Philosophy Honors Directed Study	2
Directed study for students in the philosophy department honors major. Prerequisite: approval of department chairperson.		
PHIL 479	Philosophy Honors Thesis Supervision	5
Thesis supervision for students in the philosophy department honors major. Prerequisite: approval of department chairperson.		
PHIL 480-483	Interdisciplinary Core Course	3 to 5
Title and content may change each term. Prerequisite: PHIL 210 or 220.		
PHIL 490	Senior Synthesis	3 to 5
PHIL 491-493	Special Topics	1 to 5
PHIL 496	Independent Study	1 to 5
PHIL 497	Directed Reading	1 to 5
PHIL 498	Directed Research	1 to 5
PHIL 499	Senior Thesis	1 to 5
Original philosophical investigation under the direction of a faculty member appointed by the chairperson of the department. Prerequisite: senior status.		

Political Science

C. Bradley Scharf, PhD, Chair

Objectives

Politics is essential to the human condition. It is expressed in patterns of influence among individuals, in the actions of states in world affairs, and in collective efforts to achieve our most noble goals. The political science curriculum links moral issues to empirical analysis of political life and explores the realities of political behavior at local, state, national, and international levels. A political science major helps students prepare for careers in government, social and political organizations, international relations, business, and education, and for graduate study or law school.

Degrees Offered

Bachelor of Arts

Majors Offered

Political Science

Political Science with Department Honors

Minors Offered

American Law and Politics

Global Politics

General Program Requirements

Students in political science satisfy the university core curriculum requirements as given in this bulletin, and must complete the general program requirements of the College of Arts and Sciences. Macroeconomics is required as partial fulfillment of the social science core. Political science majors are strongly encouraged to take additional courses in history, economics, and languages. Advisers may recommend electives in public affairs, business, sociology, philosophy, and writing. Students who plan to attend law school should consult the prelaw section of this bulletin and see a prelaw adviser.

Teacher Education

The teacher preparation program is a graduate-level program only. Students interested in teaching should contact the Master in Teaching program at (206) 296-5759 to ensure that they meet state requirements for an academic program as well as the specific requirements for MIT admission.

Bachelor of Arts Major in Political Science

In order to earn the bachelor of arts degree with a major in political science, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	(not economics or political science).....	5
Social Science II	(ECON 271 required)	5
Theology and Religious Studies Phase II	(200-299).....	5
Ethics	(upper division).....	5
Theology and Religious Studies Phase III	(300-399).....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	filled by designated PLSC course	

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
--	----

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Political Science major requirements.

Choose one of the following two courses:

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Sixty credits in political science, including:

PLSC 200	Introduction to American Politics.....	5
PLSC 230	Comparing Nations	5
PLSC 250	Introduction to Political Theory.....	5
PLSC 260	Global Politics.....	5
American Politics	(PLSC 300, 301, 304, 305, 307, 309, 410, 482, 483)	5
Comparative Politics	(PLSC 331, 332, 337, 338, 339, 432.).....	5

International Politics (PLSC 362, 367, 461, 464, 481)	5
Political Theory and Law (PLSC 321, 322, 352, 355, 356, 459)	5
PLSC Electives	20

Please Note: 1. Transfer students are required to take at least one course at Seattle University from each of the four fields: American politics, comparative politics, international politics, and political theory and law. 2. Several PLSC courses have been identified as satisfying the senior synthesis and the core interdisciplinary requirements. Those courses may be used to fill major requirements or major electives while also fulfilling university core requirements. The credit for each course completed is included in totals only once.

Bachelor of Arts

Major in Political Science with Department Honors

The political science departmental honors major offers an opportunity for motivated and capable students to engage in more extensive interaction with faculty and to complete challenging individual research projects that will further their personal and professional goals.

Application to the major: To be accepted to the program, students must have a cumulative and major/program grade point average of 3.5. Interested students should apply in Spring quarter of the junior year or Fall quarter of the senior year. Upon acceptance, a Change of Program form is submitted to the registrar.

Completion of the major: During senior year, honors students will complete, over multiple quarters, a ten-credit departmental honors thesis (PLSC 479). Students in the departmental honors program complete 5 credits of course work above the norm for political science majors (for a total of sixty-five credits in political science) and write a substantial thesis under the direction of a faculty member. The thesis will be graded by departmental faculty. In order to complete the requirements for departmental honors and receive a notation to that effect on their transcripts, students must also maintain a cumulative and major/program grade point average of 3.5. In addition, the grade received for PLSC 479 Departmental Honors Thesis Supervision must be an A or A-.

Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
HIST 120	Origin of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions)	5
PHIL 220	Philosophy of the Human Person	5
Social Science I	(not economics or political science)	5
Social Science II	(ECON 271 required)	5
Theology and Religious Studies	Phase II (200-299)	5
Ethics	(upper division)	5
Theology and Religious Studies	III (300-399)	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	fulfilled by Honors thesis	

See detailed core curriculum information in this bulletin

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent15

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Political Science major requirements

Choose one of the following two courses:5

- HIST 121 Studies in Modern Civilization
- HIST 231 Survey of the United States

III. Major Requirements

Fifty-five credits in political science, including:

- PLSC 200 Introduction to American Politics5
- PLSC 230 Comparing Nations5
- PLSC 250 Introduction to Political Theory5
- PLSC 260 Global Politics5
- American Politics (PLSC 300, 301, 304, 305, 307, 309, 410, 482, 483)5
- Comparative Politics (PLSC 331, 332, 337, 338, 339, 432, 484)5
- International Politics (PLSC 362, 367, 461, 464, 481)5
- Political Theory and Law (PLSC 321, 322, 352, 355, 356, 459)5
- PLSC Electives15

IV. Department Honors Requirements

Ten credits in departmental honors, including:

- PLSC 479 Departmental Honors Thesis Supervision (credits may vary per quarter)1-10

Please note: Transfer students are required to take at least one course at Seattle University from each of the fields: american politics, comparative politics, international politics, and political theory and law. 2. Several PLSC courses have been identified as satisfying the senior synthesis and the core interdisciplinary requirements. Those courses may be used to fill major requirements or major electives while also fulfilling university core requirements. The credit for each course completed is included in totals only once.

Minor in American Law and Politics

In order to earn a minor in American law and politics students must complete 30 credits in political science, including:

- PLSC 200 Introduction to American Politics5
- PLSC 250 Introduction to Political Theory5

Choose one of the following two courses:5

PLSC 321 American Constitutional Law

PLSC 322 Civil Liberties in American Constitutional Law

Choose three of the following courses:.....15

PLSC 300, 301, 304, 305, 309, 352, 355, 356, 410, 459, 482, 483

Minor in Global Politics

In order to earn a minor in Global Politics students must complete 30 credits in political science, including:

PLSC 230 Comparing Nations5

PLSC 260 Global Politics.....5

Choose four of the following courses:.....20

PLSC 331, 332, 337, 338, 339, 362, 367, 432, 461, 464, 481

See policy for minors on p. 55.

Political Science Courses

Courses that fulfill field requirements for the political science major are designated by the following code:

A American Politics

C Comparative Politics

I International Politics

TL Political Theory and Law

PLSC 120 The Trouble with Government 5

Roots of popular frustration and alienation from government. Useful myths and practical realities of democratic politics. Reform movements and action strategies for ethical citizenship and responsive government. Designed for non-majors. (formerly titled Citizenship)

PLSC 200 Introduction to American Politics 5

Constitutional and historical foundations of the federal government. Processes and structures of American politics from conservative, radical, and reformist perspectives. Power, class, and culture as elements affecting citizen participation and as shapers of economic and social policy. (formerly PLSC 205)

PLSC 230 Comparing Nations 5

Political diversity in contemporary nations of Europe, Asia, and Latin America. Structures of power and the social effects of public policies. Applies theories of political economy and political sociology. (formerly PLSC 231)

PLSC 250 Introduction to Political Theory 5

Tenets and historical development of modern political ideologies, with a focus on liberalism, conservatism, and democratic socialism. Theoretical and philosophical questions, such as political obligation and justice. (formerly PLSC 253)

- PLSC 260 Global Politics 5**
Analysis of the international system, including balance of power theory, theories of international cooperation, and of global peace and justice. Major themes include war, nationalism, the global economy, the European Community, interventionism, and the new world order.
- PLSC 300 Environmental Politics 5**
Current issues in environmental stewardship facing the human race. The political process as a means of environmental protection at the local, national, and global levels of government. A
- PLSC 301 The Evolving Presidency 5**
An exploration of the factors that explain presidential success or failure. Personality and presidential performance. The crisis presidency. (formerly titled The President and Congress) A
- PLSC 304 Interests, Parties, and Elections 5**
Popular participation, group influence, party organization, and electoral choice in the American political system. A
- PLSC 305 The Policy Process 5**
How public policies are enacted and implemented in the U.S. The constitutional, political, ideological, and socio-economic constraints on policy makers. The relationship between economic structure and the substance of public policy. A
- PLSC 307 Politics and the Media 5**
Role of media in contemporary U.S. politics. Interactions and First Amendment tensions among political and media players in governance, elections, investigative reporting, and political advertising. Ethical issues in media and the political process. A
- PLSC 309 Local and State Politics 5**
Examination of structures and functions of political institutions at local, state, county, and special district levels, especially legislative, executive, and judicial systems. A
- PLSC 321 American Constitutional Law 5**
Philosophy and development of the United States Constitution as reflected in Supreme Court decisions. Emphasis on equal protection, separation of powers, federalism, regulation of commerce, and the role of the court. TL
- PLSC 322 Civil Liberties in American Constitutional Law 5**
The legal, political, and philosophic dimensions of pivotal constitutional cases, with special focus on the "incorporation" or "nationalization" of the Bill of Rights, due process, right of privacy, and freedom speech and expression. PLSC 321 is NOT a prerequisite. TL
- PLSC 331 German Politics and Society 5**
Post-war division and re-unification. Impacts on current political culture, social segments, regional diversity, interest groups, and government structures. Germany as the fulcrum of European integration. C

- PLSC 332** **Politics of Japan** **5**
 Political power structures as agents of Japan's social and economic transformation. The decline of consensus, and the rise of pressures for political and economic reform. United States links to our second largest trading partner. C
- PLSC 334** **Chinese Politics** **5**
 Pragmatism and ideology in transforming China's economy and government. Cultural, social, and demographic influences. Class, ethnicity, religion, and gender as foci of political conflict. China's future as a global power. C
- PLSC 337** **Third World Politics** **5**
 Changing politics of Asia, Africa, Latin America, and the Middle East. Political order and state expansion; political participation and the growth of democracy; economic growth; politics of income distribution and social equity. (formerly PLSC 484: Revolution, the State, and Democracy) Core interdisciplinary option. C
- PLSC 338** **The Political Economy of African Development** **5**
 Political order, state-building, and economic development in Sub-Saharan Black Africa. Theories of comparative social, economic, and political change. Historical and contemporary causes of famine, civil war, debt, United States and other great power influence, and revolution in South Africa. C
- PLSC 339** **The Comparative Politics of Gender** **5**
 How politics is gendered. Patriarchy, when and how women are included in politics, in what ways its makes a difference. Public policy issues of employment, sexuality, and violence against women. C
- PLSC 352** **Modern Political Thought** **5**
 Foundations of modern Western political thought, from the Renaissance to the French Revolution. TL
- PLSC 355** **Contemporary Political Thought** **5**
 The question of a crisis in modern Western political thought, explored in relation to Freud and modern identity, existentialism, Marx and critical theory, the critique of global capitalism, Arendt and civic, postmodernism, and feminism. TL
- PLSC 356** **American Political Thought** **5**
 Survey of American political thought, with special focus on the critical debates which marked turning points in our nation's history. TL
- PLSC 362** **World Order: Peace and Justice** **5**
 How states cooperate to form treaties, institutions, and informal agreements. The United Nations and its specialized agencies, GATT, IMF, the World Bank, UNEP, and the Law of the Sea. Theories of institutionalization, integration, regimes, and interdependence. I
- PLSC 391-393** **Special Topics** **1 to 5**
- PLSC 410** **Urban Politics and Public Policy** **5**
 Problems of large American cities, including taxation, transportation, housing, public safety, and schools. Special attention to community and diversity. A

- PLSC 432 Social Policy: US and Europe 5**
 Social policy programs and outcomes assessed by justice and efficiency criteria. Interplay of social and economic policy. Focus on taxation, income maintenance, health care, education, social services. Impact of government structure, interest groups, demography. US, Canada, Western Europe, Scandinavia. Senior Synthesis. C.
- PLSC 459 Topics in Political Philosophy 5**
 In-depth analysis of an issue, theorist, or debate of contemporary relevance, including theories of justice, the future of liberalism, and the interpretation of political language. TL
- PLSC 461 U.S. Foreign Policy 5**
 The United States role in the international system. The sources of American foreign policy commitments in history, culture, social and economic conditions, and the process of government. Focus on United States relations with the republics of the former Soviet Union, the Third World, and Europe. (formerly titled Comparative Foreign Policy) I
- PLSC 464 European Union 5**
 The EU's myriad institutions regulate business activity in fifteen nations, affect prosperity for 300 million people, and help shape the global economy. Member governments are transformed by their own creation, interest groups bridge national boundaries, economic and social rights are redefined, and a unique system of politics emerges. I
- PLSC 479 Departmental Honors Thesis Supervision 1-10**
- PLSC 480 The Human Prospect 5**
 An examination of the social and political implications of the dangers of nuclear war and ecological suicide. Emphasis on discovering political strategies for preventing a world cataclysm. Core interdisciplinary option.
- PLSC 481 U.S. and International Political Economy 5**
 International trade and monetary systems, wealth distribution and debt. Emerging perspectives on economic doctrines including the role of government and multinational corporations, and environmental and human rights protest movements. Core interdisciplinary option. I
- PLSC 482 Black Power in American Society 5**
 Social and political aspects of African American history; the "Jim Crow" system; golden years of the civil rights movement; the race-neutral period of the 1990s. Core interdisciplinary option. A
- PLSC 483 Native American Encounters 5**
 Native American culture and politics. An examination of four centuries of political interactions between Native Americans and European Americans using the techniques of film criticism, literary analysis, ecological science, anthropology, history, economics, and political science. Core interdisciplinary option. A

PLSC 489	Policy Assessment	5
Analysis and critique of recent state and local social and economic policy. Principles of effective argument and data presentation. Senior Synthesis. A.		
PLSC 495	Internship	1 to 15
On-the-job experience with appropriate governmental or non-profit agency. Students may register for no more than 15 total intern credits (consult with intern coordinator). Mandatory CR/F.		
PLSC 491-493	Special Topics	1 to 5
PLSC 496	Independent Study	1 to 5
PLSC 497	Directed Reading	1 to 5
PLSC 498	Directed Research	1 to 5

Pre-Graduate Advising

Gerald Cobb, SJ, PhD, Adviser

Arthur Fisher, PhD, Adviser

Program

Seattle University offers assistance to prospective graduate students in six areas: 1. selecting graduate programs; 2. preparing for the Graduate Record Examination (GRE); 3. crafting application essays; 4. preparing writing samples; 5. requesting letters of recommendation; and 6. obtaining financial aid. The program sponsors a public presentation every quarter and provides individual assistance. For a schedule of events and individual assistance, please contact an adviser named above.

This program also helps qualified students compete for several national and international graduate scholarships, such as the Rhodes, Marshall, Luce, Rotary, and Mellon (contact person: Jerry Cobb, SJ, PhD). National Science Foundation scholarships (contact person: David Thorsell), Fulbright (contact person: Theresa Earenfight, PhD), and the Truman Scholarship (David Leigh, SJ, PhD) For information about these scholarships and eligibility requirements, contact the persons named.

Prelaw

David W. Arnesen, JD, Adviser

Shawn Lipton, Adviser

Program

The best preparation and a requirement for entrance to many law schools is the completion of a four-year bachelor's degree.

In advising prelaw students, Seattle University follows the recommendations of the Association of American Law Schools. These stress comprehension and expression in words, critical understanding of institutions and values with which the law deals, and creative power in thinking. These capacities may be developed through study in any of a number of departmental majors.

Entering students interested in law must declare a major in the field in which they are most interested and for which they are best suited. Those unable to make such a determination upon entrance will be enrolled in the liberal studies program. The program of study of each prelaw student must be approved by the departmental adviser, and the prelaw adviser should be consulted quarterly. During their junior year, students must acquaint themselves with the entrance requirements of the law school they plan to attend and make arrangements to take the Law School Aptitude Test (LSAT). The application form and the instruction booklet for this test may be obtained from the prelaw adviser. For comprehensive information on the Seattle University prelaw program and detailed information on applying to law school, students should visit the prelaw Web site located at: <http://www.law.seattleu.edu/prelaw/>.

Premajor Studies Program

Kim Johnson, MA, Director

Objectives

Seattle University recognizes that many students come to the University wishing to explore academic programs and careers before committing themselves to a major. The premajor studies program is intended to provide freshmen and sophomores with this opportunity while assuring they are well prepared for whatever direction they choose. Each student is assigned an adviser who not only assists in arranging the student's program, but will aid in the process of making an academic major and career decision. The program is housed in the Center for Student Success.

The center offers premajors specialized programs and services to guide them through the major exploration process. These programs include:

- annual Academic Majors Fair (explore every major in one location)
- Choosing a Major workshops
- personalized advising from a professional staff
- major cards (information cards on every academic program at Seattle University)
- mentor program (connect with upperclassmen in majors that interest you)
- student and faculty lunches (connect with faculty members in majors that interest you)

General Program Requirements

The Premajor Studies Program is for freshmen and sophomores only. Students must enroll in the core courses of phase I and phase II appropriate to their academic level. Students may apply for admittance into a major or professional school at any time in their freshman or sophomore year, but must do so prior to the attainment of junior status.

Psychology

Kevin Krycka, PsyD, Chair

Objectives

The specific and unique role of the Psychology Department is to provide a knowledge of psychology as a human science and as a natural science, both founded on a solid philosophical reflection on values of the human person. The curriculum is designed for students who plan to work as professional psychologists and thus need a sound preparation for graduate study; for students who plan a career in any field dealing primarily with people, such as nursing, teaching, social work, guidance, and human resources; or for those who desire a well-rounded education and thus need a basic knowledge and understanding of human experience and behavior.

Degrees Offered

Bachelor of Arts

Bachelor of Science

Master of Arts in Psychology (See the *Graduate Bulletin of Information*)

Major Offered

Psychology

Psychology with Department Honors

Minor Offered

Psychology

General Program Requirements

Entry into the psychology major requires a 2.75 grade point average for incoming freshmen and a 2.75 grade point average for transfer students.

Psychology majors may choose any minor. Premedical students may take a bachelor of science in psychology. Psychology majors may not register for P/F in the courses listed under departmental requirements. They must obtain a minimum grade of C in the required courses, PSYC 120, 301, 303, 304, 305, 306, and 489 in the bachelor of arts program. In the bachelor of science program, those courses plus 330 or 316, 403 or 405, and 404 or 440 must be graded C or higher. Psychology majors must complete at least 30 credits in the major at Seattle University.

A psychology major cannot count more than 10 credits in independent study toward the 50 credits required for the major.

Teacher Education

The teacher preparation program is a graduate-level program only. Students planning to become elementary teachers or secondary psychology or social studies teachers must complete a bachelor's degree prior to beginning the teacher preparation program. They should contact the Master in Teaching program (206) 296-5759, or visit the Web site seattleu.edu/SOE/MIT to ensure that they meet state requirements for an academic program as well as requirements for MIT admission.

Bachelor of Arts Major in Psychology

In order to earn the bachelor of arts degree with a major in psychology, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I (not psychology)	.....	5
Social Science II (not psychology, and different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis satisfied by PSYC 489		

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
--	----

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Psychology major requirements.

Choose one of the following two courses:

HIST 121	Studies in Modern Civilization	5
HIST 231	Survey of the United States	

III. Major Requirements

Fifty credits in psychology, including:

PSYC 120	Introductory Psychology*	5
PSYC 301	History and Schools of Psychology*	5
PSYC 303	Statistics and Research Methods*	4
PSYC 304	Lab for Statistics and Research Methods*	1
PSYC 305	Statistics and Research Methods: Applied*	4

PSYC 306	Lab for Statistics and Research Methods: Applied*	1
PSYC 489	Senior Seminar*	5
PSYC	Electives.....	25

Please Note: 1. *Must be graded C (2.0), or better. 2. No more than 10 credits of independent study are permitted.

Bachelor of Arts

Major in Psychology with Department Honors

The psychology departmental honors major offers an opportunity for motivated and capable students to engage in more extensive interaction with faculty and to complete challenging individual research projects that will further their personal and professional goals.

Application to the major: To be accepted to the program, students must have a cumulative and major/program grade point average of 3.5 and must have completed PSYC 120 and at least three other psychology courses. Interested students should apply to the department chair in Spring quarter of the junior year or Fall quarter of the senior year. Upon acceptance, a Change of Program form is submitted to the registrar.

Completion of the major: During senior year, departmental honors students will take the departmental honors sequence (PSYC 478, approved departmental honors elective, and PSYC 479). Students in the departmental honors program complete 15 credits of course work above the norm for psychology majors (for a total of sixty credits in psychology and five elective credits approved by the honors adviser) and complete a major project or thesis under the direction of a faculty member. The format of the project/thesis may include, but is not limited to: a published paper, acceptance and presentation of their work at an approved conference, exemplary or unique research and/or service. The project/thesis will be presented at a departmental pro-seminar. In order to complete the requirements for departmental honors and receive a notation to that effect on their transcripts, students must also maintain a cumulative and major/program grade point average of 3.5. In addition, the grade received for PSYC 479 Departmental Honors Thesis Supervision, must be an A or A-.

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I (not psychology)	.....	5
Social Science II (not psychology, and different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent15

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Psychology major requirements.

Choose one of the following two courses:5

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Fifty-five credits in Psychology, including:

PSYC 120	Introductory Psychology*	5
PSYC 301	History and Schools of Psychology*	5
PSYC 303	Statistics and Research Methods*	4
PSYC 304	Lab for Statistics and Research Methods*	1
PSYC 305	Statistics and Research Methods: Applied*	4
PSYC 306	Lab for Statistics and Research Methods: Applied*	1
PSYC 489	Senior Seminar*	5
PSYC	Electives.....	25

Please note: *1. Must be graded C(2.0) or better. 2. No more than 10 credits of independent study are permitted.

IV. Department Honors Requirements

Fifteen credits of departmental honors, including:

PSYC 478	Departmental Honors Directed Study	5
Elective	in another discipline approved by honors adviser	5
PSYC 479	Departmental Honors Thesis Supervision	5

Bachelor of Science Major in Psychology

In order to earn the bachelor of science degree with a major in psychology, students must complete a minimum of 180 credits with a cumulative and major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5

Lab Science	5
Fine Arts (one approved 5 cr. course; see course descriptions)	5
PHIL 220 Philosophy of the Human Person	5
Social Science I (not psychology)	5
Social Science II (not psychology and different discipline from Social Science I)	5
Theology and Religious Studies Phase II (200-299)	5
Ethics (upper division)	5
Theology and Religious Studies Phase III (300-399)	5
Interdisciplinary	3 to 5
Senior Synthesis filled by PSYC 489	

See detailed core curriculum information in this bulletin

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
--	----

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations.

Choose one of the following two courses:

HIST 121	Studies in Modern Civilization	5
HIST 231	Survey of the United States	

III. Major Requirements

Fifty credits in psychology, including:

PSYC 120	Introductory Psychology*	5
PSYC 301	History and Schools of Psychology*	5
PSYC 303	Statistics and Research Methods*	4
PSYC 304	Lab for Statistics and Research Methods*	1
PSYC 305	Statistics and Research Methods: Applied*	4
PSYC 306	Lab for Statistics and Research Methods: Applied*	1
PSYC 489	Senior Seminar*	5
PSYC	Electives.....	10

Choose one of the following two courses:

PSYC 330	Physiological Psychology*	5
PSYC 316	Health Psychology*	

Choose one of the following two courses:

PSYC 403	Advanced Statistics*	5
PSYC 405	Advanced Experimental Design*	

Choose one of the following two courses:

PSYC 404	Psychology of Learning*	5
PSYC 440	Cognitive Psychology*	

IV. Other Major Department Requirements

Mathematics and physical science electives (includes any mathematics or laboratory science course)40

Please Note: 1. * Must be graded C (2.0), or better. 2. No more than 10 credits of independent study are permitted.

Bachelor of Science

Major in Psychology with Department Honors

The psychology departmental honors major offers an opportunity for motivated and capable students to engage in more extensive interaction with faculty and to complete challenging individual research projects that will further their personal and professional goals.

Application to the major: To be accepted to the program, students must have a cumulative and major/program grade point average of 3.5, must have completed PSYC 120, and have at least three other psychology courses. Interested students should apply to the department chair in Spring quarter of the junior year or Fall quarter of the senior year. Upon acceptance, a Change of Program form is submitted to the registrar.

Completion of the major: During senior year, departmental honors students will take the departmental honors sequence (PSYC 478, an approved departmental honors elective, and PSYC 479). Students in the departmental honors program complete 15 credits of course work above the norm for bachelor of science psychology majors (for a total of 100 major credits and five elective credits approved by the honors adviser) and complete a major project or thesis under the direction of a faculty member. The format of the project/thesis may include, but is not limited to: a published paper, acceptance and presentation of their work at an approved conference, exemplary or unique research and/or service. The project/thesis will be presented at a departmental pro-seminar. In order to complete the requirements for departmental honors and receive a notation to that effect on their transcripts, students must also maintain a cumulative and major/program grade point average of 3.5. In addition, the grade received for PSYC 479 Departmental Honors Thesis Supervision, must be an A or A-

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I (not psychology)	.....	5
Social Science II (not psychology, and different discipline from Social Science I).....		5
Theology and Religious Studies Phase II (200-299).....		5
Ethics (upper division)		5
Theology and Religious Studies III (300-399)		5
Interdisciplinary		3 to 5
Senior Synthesis filled by PSYC 489		3

See detailed core curriculum information in this bulletin

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent15

Please note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Psychology major requirements.

Choose one of the following two courses:5

HIST 121 Studies in Modern Civilization
HIST 231 Survey of the United States

III. Major Requirements

Fifty-five credits in Psychology, including:

PSYC 120 Introductory Psychology*5
PSYC 301 History and Schools of Psychology*5
PSYC 303 Statistics and Research Methods*4
PSYC 304 Lab for Statistics and Research Methods*1
PSYC 305 Statistics and Research Methods: Applied*4
PSYC 306 Lab for Statistics and Research Methods: Applied*1
PSYC 489 Senior Seminar*5
PSYC Electives.....10

Choose one of the following two courses:5

PSYC 330 Physiological Psychology*
PSYC 316 Health Psychology*

Choose one of the following two courses:5

PSYC 403 Advanced Statistics*
PSYC 405 Advanced Experimental Design*

Choose one of the following two courses:5

PSYC 404 Psychology of Learning*
PSYC 440 Cognitive Psychology*

Please note: *1. Must be graded C(2.0) or better. 2. No more than 10 credits of independent study are permitted.

IV. Department Honors Requirements

Fifteen credits of departmental honors, including:

PSYC 478 Departmental Honors Directed Study5
Elective in another discipline approved by honors adviser5
PSYC 479 Departmental Honors Thesis Supervision5

Minor in Psychology

In order to earn a minor in psychology, students must earn 30 credits of psychology, including:

PSYC 120	Introductory Psychology.....	5
PSYC	Electives.....	25

Please Note: Only five credits of independent study are permitted.

See policy for minors on p. 55.

Psychology Courses

- PSYC 120** **Introductory Psychology** **5**
 General introduction to the modes of inquiry of scientific psychology, including its nature, scope, and method; organic, environmental, and personal factors that influence human experience and behavior. Correlates with PHIL 220.
- PSYC 201** **Statistics I** **5**
 Basic descriptive and inferential statistics; central tendency, variability, correlation and regression, probability, z and t tests, one-way analysis of variance. Prerequisite: At least high school algebra. Not for psychology majors.
- PSYC 210** **Personality Adjustment** **5**
 The normal personality; self-knowledge and self-actualization; personality adjustment problems; various inadequate reactions, escape and defense mechanisms; positive mental health.
- PSYC 291-293** **Special Topics** **1 to 5**
- PSYC 301** **History and Schools of Psychology** **5**
 Survey of the history of psychology, including the classic periods of structuralism, functionalism, behaviorism, psychoanalytic schools, humanistic/existential and phenomenological. Majors only. Prerequisite: PSYC 120. (fall, winter)
- PSYC 303** **Statistics and Research Methods*** **4**
 An introduction to methods of statistical analysis and the use of the natural sciences in the study of human experience and the study of human and animal behavior with an emphasis on the experimental method. Majors only. Corequisite: PSYC 304 (fall, winter)
- PSYC 304** **Lab for Statistics and Research Methods*** **1**
 Introduction to the application of computers and computer software in descriptive and inferential statistics. Topics will include the creation of data files, the use of statistical software for data and analysis, and the use of graphics software in reporting the results of statistical analysis. Majors only. Corequisite: PSYC 303 (fall, winter)
- PSYC 305** **Statistics and Research Methods: Applied*** **4**
 A continuation of the first course with a greater emphasis on inferential statistics and the application of the experimental method to areas of psychology such as psychophysics, perception, learning, and memory. Continued study and application of statistical software to the laboratory project. Majors only. Prerequisite: PSYC 303 and 304. Corequisite: PSYC 306 (winter, spring)

PSYC 306 Lab for Statistics and Research Methods: Applied* 1

The application of the correlational method and the experimental method in conducting psychological research. Topics will include within-subjects designs, between-subjects designs, and factorial designs. Students will design research projects, collect and analyze data, and prepare a written report following the format of the publication manual of the American Psychological Association. Majors only. Prerequisite: PSYC 303, PSYC 304. Corequisite: PSYC 305 (winter, spring).

* The four courses, PSYC 303, 304, 305, and 306 are components of a single 10-credit course. All must be completed to satisfy any requirement.

PSYC 308 Qualitative Research 5

An introduction to qualitative research methods from a phenomenological approach. A critical review of the reductionistic philosophical assumptions of mainstream experimental approach that uses mostly quantitative methods and simultaneously a look at the philosophical foundations of qualitative approach that explores experienced meanings. Students conduct projects in groups, collecting, analyzing, and presenting descriptions. Prerequisite: PSYC 120, junior standing.

PSYC 309 Phenomenological Psychology 5

Phenomenological psychology, an alternative to the mainstream approach that imitates the reductionistic philosophy and methods of natural sciences, is founded on a philosophy that places experience at the center of the human struggle with freedom and responsibility. Focus on the ambiguous and paradoxical meanings experienced in perception, learning, development, emotions, motives, social interactions, pathology, and psychotherapy. It uses the rich language of qualitative descriptions as its methodology to reveal directly experienced meanings. Prerequisite: PSYC 120, junior standing.

PSYC 315 Abnormal Psychology 5

Study of standard topics in abnormal psychology, such as diagnosis, treatment, and factors leading to psychological disturbance, as well as consideration of how one comes to a psychological understanding of disturbed, as well as "ordinary," human existence. One of the purposes of psychological interpretation of disturbed persons which is essential for genuine treatment is to uncover and reveal their basic humanness. Prerequisite: PSYC 120.

PSYC 316 Health Psychology 5

An examination of the contributions of the methods of psychology and the application of psychological intervention and treatment of illness. The review of current research with respect to the identification of psychological correlates of health and illness. Prerequisite: PSYC 120

PSYC 322 Growth and Development 5

Life span development from infancy through childhood, adolescence, young adulthood, middle age, old age, and death and dying. Cognitive, personality, social, and emotional development. Optional field work placement in settings related to different age periods. Prerequisite: PSYC 120 or equivalent.

PSYC 330 Physiological Psychology 5

Biological basis of behavior, cerebrospinal, autonomic and sensory systems; endocrine glands, relation of the brain to behavior. Prerequisite: PSYC 120.

- PSYC 340 Psychology of Gender 5**
How gender shapes the lives of men and women, including human development, personality, cognition, achievement, and social behavior. Emphasis will be on the mechanisms through which gender has its effect, including possible effects of biology, learning, modeling, social roles, etc. Prerequisite: PSYC 120.
- PSYC 350 Theories of Personality 5**
Study of the assumptions, basic principles, and implications for psychotherapy and everyday life of selected personality theorists representing the psychoanalytic, social psychological, social learning, humanistic, and existential approaches to psychology. Prerequisite: 15 credits in psychology, and PSYC 120 or equivalent.
- PSYC 391-393 Special Topics 1 to 5**
- PSYC 403 Advanced Statistics 5**
Review of probability, correlational methods, and inferential statistics followed by factorial designs including repeated measures designs, analysis of covariance designs, multiple regression, factor analysis, multidimensional scaling, and other multivariate statistics. Prerequisites: PSYC 303, PSYC 304, PSYC 305, and PSYC 306.
- PSYC 404 Psychology of Learning 5**
Principles of classical conditioning; instrumental conditioning, reinforcement, punishment, and avoidance learning; generalization and discrimination, biological aspects of conditioning and learning; review of major learning theories; and application of learning principles in the management of animal and human behavior. Prerequisite: PSYC 120.
- PSYC 405 Advanced Experimental Design 5**
Students will develop independent skills in designing and conducting studies in psychology and in analyzing and interpreting data. Further development of abilities to read, write, and evaluate experimental articles. Training in advanced statistical software for the social sciences. Prerequisites: PSYC 303, PSYC 304, PSYC 305, and PSYC 306.
- PSYC 427 Introduction to Counseling 5**
Basic theory, principles and dynamics of the counselor-client relationship and the counseling process. Prerequisite: PSYC 120.
- PSYC 440 Cognitive Psychology 5**
Considers alternative models of how our mind works to receive, store, and process information. The relative strengths of those models in the light of existing data are evaluated. Topics include processes of attention, memory, reasoning and decision making, including the implications of those processes for issues in education, language, social interaction, risk assessment, etc. Prerequisite: PSYC 120.
- PSYC 460 The Psychology of Relationships 5**
Examines a variety of life's relationships, through literature, film, psychological theory, discussion and student participation. The aim is to study relationships in the context of 'real people' – not through the textbook approach without the human aspect of human behavior. Prerequisite: PSYC 120, and at least two psychology electives.

- PSYC 461** **Theory and Experience of Group Dynamics** **5**
 Basic theory and principles of group dynamics. Experience of dynamics in a group focusing on the interpersonal as a foundation for understanding theory. Course content can be used to better compare and understand the workings of groups in a variety of professional settings. Open to majors and non-majors.
- PSYC 478** **Departmental Honors Directed Study** **5**
- PSYC 479** **Departmental Honors Thesis Supervision** **5**
- PSYC 480** **Introduction to Alcohol and Drug Addiction** **3**
 Psychological, educational, physiological, social, industrial, psychiatric, therapeutic, and rehabilitation aspects of the problem of alcoholism. Satisfies interdisciplinary core requirement. Prerequisite: junior or senior standing in psychology, sociology, premedicine or nursing, or permission. (fall, winter, spring) Also offered as ADST 480.
- PSYC 481** **Ecological Psychology** **5**
 Learn about the planet we call earth and how we relate to it. Study ways we as individuals and systems shape what we see and how we live in the world. Look at how our attitudes—social and spiritual—and character influence and create the world in which we live. Satisfies a social science major requirement for the ecological studies major or a core interdisciplinary course.
- PSYC 482** **Psychology of Forgiveness** **5**
 Explores various aspects of forgiveness as well as related phenomena such as injury, shame, guilt, blame, and revenge. Questions addressed include: what is the nature of this experience, how does one move towards it, what enables a person to forgive, and what are obstacles to forgiveness. Satisfies core interdisciplinary requirement.
- PSYC 483** **Multi-cultural Psychology:** **3 or 5**
Vietnam and Vietnamese-Americans
 Reviews general theories, methods and findings in multi-cultural psychology, then applies them to the case study of Vietnam, the Vietnam War, and Vietnamese Americans. Contributions from other disciplines such as history, sociology, religious studies, geography and philosophy are considered. Options allow 3 credit lecture only course or 5 credits including field work. Either satisfies core interdisciplinary requirement. Prerequisite: PSYC 120 or permission of instructor.
- PSYC 489** **Senior Seminar** **5**
 Reading and discussion of current issues with respect to psychology as a mental health profession, and as a discipline with a particular content and diverse methodologies. Majors only. Prerequisite for non-majors: permission. Satisfies core senior synthesis. (formerly PSYC 499)
- PSYC 491-493** **Special Topics in Psychology** **1 to 5**
- PSYC 496** **Independent Study** **1 to 5**
- PSYC 497** **Directed Reading** **1 to 5**
- PSYC 498** **Directed Research** **1 to 5**
 By arrangement. Prerequisite: permission.

Public Affairs

Russell M. Lidman, PhD, Program Director
Noreen Elbert, MPA, Coordinator
Phone: (206) 296-5440

Objectives

The major in public affairs equips students to participate in policy making and in service delivery in public and nonprofit organizations. The bachelor of public affairs degree (BPA) is offered under the auspices of the Institute of Public Service. Consistent with the mission of Seattle University, studies leading to the BPA aim 'to prepare students who can help build through service a just and peaceful community.'

Coursework in the BPA emphasizes the perspectives, skills and abilities that will enable graduates to undertake important and challenging responsibilities in the public arena. The course work includes management theory and public policy analysis. A variety of policy pathways are available to students, allowing them to shape their studies according to their interests and concerns. Students earning this degree will be prepared to contribute to all sectors of society and levels of government. This degree is also excellent preparation for graduate or professional school.

There is a BPA/MPA joint degree option. A Seattle University BPA student may apply for a program that culminates in the master of public administration (MPA) degree. The graduate degree can be completed in four quarters. For joint degree students only there is a reduced, 36-credit requirement for the MPA. See the *Graduate Bulletin of Information* for a description of the MPA program.

Degree Offered

Bachelor of Public Affairs

Major Offered

Major in Public Affairs

General Program Requirements

Students with a 3.00 cumulative grade point average can apply to the Institute of Public Service for permission to enter the public affairs degree program and can designate public affairs as their major. Students are required to have completed 75 credits to be formally admitted to the major. For admission, students will submit a writing sample and a goal statement reflecting upon their reasons for choosing public affairs as their major, and will make an appointment for an interview with the program director. Accepted students currently in another major will be provided a signed change of major form.

Transfer students who will have junior status on entry into the University, and a 3.00 GPA, may apply directly to the program through the Office of Admissions. Public affairs majors must maintain a minimum 3.00 throughout their studies with a minimum grade of B- in each course. In their senior year, BPA students are welcome to apply through the Office of Admissions for the graduate master of public administration degree program.

Bachelor of Arts

Major in Public Affairs

In order to earn the bachelor of public affairs degree, students must complete a minimum of 180 credits with a cumulative grade point average of 3.00 and a major/program grade point average of 3.00.

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origin of Western Civilization.....	5
ENGL 120	Introduction to Literature.....	5
MATH 107 or 110 or above	.....	5
Lab Science	.....	5
Fine Arts 120 or approved fine arts alternate	.....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I (not economics or political science)	.....	5
Social Science II ECON 271 required	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)(major course may satisfy)	.....	5
Theology and Religious Studies Phase II (300-399)	.....	5
Interdisciplinary	.....	3-5
Senior Synthesis (filled by designated course)	.....	5

II. College of Arts & Sciences Requirements

Modern Language 115, 125, 135 or equivalent	15
---	-------	----

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no courses in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill public affairs major requirements.

Choose one of the following two courses.....5

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

The 54-58 credits consist of foundation, programmatic and professional courses.

Area I – Preparatory Course Work

Computer skills equal to CSSE 103

Area II – Foundational and Prerequisites

PLSC 200	Intro to American Politics.....	5
ECON 271	Principles of Economics – Macro (fulfills Core Social Science II)	
ECON 272	Principles of Economics – Micro.....	5
PLSC 309	Local and State Politics.....	5
PUBA 401	Orientation to Public and Nonprofit Service.....	5

Area III – Programmatic: Policy Pathway

Students are required to complete at least three courses in one of six concentrations. Courses may be substituted for those listed with consent of the student's major adviser.

Social Policy15

SOCW 303	History of Social Welfare Policy
SOCW 304	Contemporary Social Policy/Services
PLSC 432	Social Policy: US and Europe

Urban Affairs15

SOC 317	Race and Ethnicity
PLSC 410	Urban Politics/Public Policy
PHIL 480	The Livable City
PUBA 350	Exploring the American City: Urban Design and Community Development
PUBA 353	Housing Design and the Sustainable Community
PUBA 355	Community Design Workshop

Environmental Policy13-15

PLSC 300	Environmental Politics (5)
PHIL 309	Environmental Philosophy (5)
HIST 351	Environmental History (5)
ECON 468	Natural Resource and Environmental Economics (5)
CEEGR 476	Environmental Law and Impact Studies (3)

Health Policy13-15

SOC 336	Soc/Anthropology of Health and Medicine (5)
PHIL 351	Health Care Ethics (5)
NURS 372	Issues in Women's Health (3 or 5)

Criminal Justice Policy15

CRJS 110	Introduction to Criminal Justice (5)
CRJS 209	Criminological Theory (5)
CRJS 300	Society and Justice (5)
PHIL 354	Ethics and Criminal Justice (5)

Gender Policy11-15

CMJR 480	Gays, the Media and Politics (3 or 5)
PHIL 367	Gender and Social Reality (5)
PLSC 339	The Comparative Politics of Gender (5)
NURS 372	Issues in Women's Health (3 or 5)
SOCL 318	Gender and Sexuality (5)

Area IV – Programmatic – Linked Policy Analysis/Senior Synthesis

PUBA 495	Internship .....3
PUBA 490	Policy Reform .....3

Area V – Professional (courses co-listed in the Graduate Bulletin at the 500 level)

PUBA 411	Organizational Analysis .....3
PUBA 412	Policy Formation and Implementation .....3
PUBA 430	Management Analysis and Control .....3
PUBA 440	Policy and Program Research .....5
PUBA 471	Government Finance .....3

Professional Field Internship

A second internship is required of joint BPA/MPA students. This second internship is not a requirement for the BPA. This internship will typically be undertaken in the summer following completion of the BPA requirements. As part of the internship and overlapping with it, students will enroll in a three-credit integrative policy/administration seminar.

PUBM 595	Internship	6
PUBM 594	Integrative Seminar.....	3

Public Affairs Courses

PUBA 350 Exploring the American City: Urban Design and Community Development 5

Course introduces the development of American cities and urban planning. Topics include the roles and relationships between society and the built environment. Topics include land use, growth management strategies, transportation, housing, urban decline and revitalization.

PUBA 353 Housing Design and the Sustainable Community 5

Survey course that examines housing, style, and the creation of the "American dream" through an historic profile of design, style, and urban development. Class explores the role of public policy and the relationship of housing to the popular media, advertising, physical design, and societal interests.

PUBA 355 Community Design Workshop 5

Service learning course that integrates planning methods and practice of community building through a quarter-long project. Students analyze and develop strategies and recommendations in an urban development or design plan.

PUBA 401 Foundations of Public Administration 5

Provides an overview of the practice of public administration, including key current and future issues, basic concepts, and intellectual history. Addresses a variety of topics such as the changing scope and role of governments in American society, cross-national comparisons of political cultures, leadership roles of administrators in government, administrative responsiveness and accountability, and ethical analysis. Student should take this course during their first two quarters. Required

PUBA 411 Organizational Analysis 3

Reviews classical and emerging perspectives from organizational theory; focuses on improving student's effectiveness in public and nonprofit organizations. Develops capacities to understand and address issues concerning organizational values, assumptions about human nature, and organizational structure, culture, politics, psychology, and learning. Required

PUBA 412 Policy Formation and Implementation 3

Analyzes processes by which various issues become public policies and public programs. Addresses the interplay of executive, legislative and judicial branches. Special consideration is paid to the impact and influence of special interest groups, public bureaucracies, ethical issues, and intergovernmental administration on the stages of policy formation and implementation. Required

- PUBA 430 Management Analysis and Control 3**
Examines primary concepts and purposes of management control in public and non-profit organizations; defines terminology and addresses principles of financial accounting. Concepts include responsibility and program structure, audit responsibility, analysis of financial statements, cost accounting, and pricing. Emphasis is upon student analysis of management systems within contemporary organizations. Required
- PUBA 440 Policy and Program Research 5**
This course provides an overview of the research methodologies used for public decision-making. Concepts include 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. Provides students with an opportunity to build skills in designing, conducting, and analyzing research. Required
- PUBA 471 Government Finance 3**
Analyzes the revenues, expenditures, and debt of federal, state, and local governments. Uses economic theories and models to understand the role of the public sector as means of social reform, economic efficiency, and distributional equity. Required. Prerequisite: ECON 271 and 272 or equivalent.
- PUBA 480 Asian American Experience: Culture, History, and Community 5**
Core Interdisciplinary. Survey course on the Asian and Pacific American experience that looks at history, transplanting of cultural values in a new land, and expressing community values in social organizations and physical form.
- PUBA 481-483 Interdisciplinary Core Course 3 to 5**
Title and content vary.
- PUBA 490 Policy Reform 3**
Students will create reform proposals based on data collection, ethical reasoning, and field interviews with public officials, policy advocates and affected populations. This class focuses on the intersection of diverse policy issues and the constraints on public or an organization's revenues. Requires advanced skills in writing and public speaking. Required capstone course.
- PUBA 491-493 Special Topics 3 to 5**
- PUBA 495 Internship 3**
Practice experience with an appropriate governmental, non-profit, or public sector organization is critical to understanding public service. Internships should be approval with the department's internship coordinator.

Social Work

Department of Society, Justice and Culture
Madeline Lovell, Ph.D., Director

Objectives

The bachelor of social work program prepares students for positions as generalist social work practitioners in human services agencies, who are strongly committed to the goals, values, and ethical standards of the social work profession; able to provide quality services that promote the optimal well-being of individuals, families, groups, organizations, and communities; and committed to redress social inequities. The program, accredited by the Council on Social Work Education, also seeks to provide a sound academic foundation for students who choose to pursue graduate study in social work.

Building on the foundations of the University's liberal arts core, its history of Catholic social teaching, and the Jesuit educational mission, the program seeks to prepare its students with the knowledge and skills to analyze social inequity and oppression in its manifest forms. Building on the collaborative nature of the department and college in which it is situated, the program fosters an interdisciplinary approach to the understanding of social and economic injustices and how they have developed over time, how social forces influence human lives and in turn how individual and community initiatives can work toward the common good and the well-being of all, especially the poor and vulnerable.

The major also strives to prepare students for practice in a diverse and increasingly global environment by promoting openness to, learning from, and respect for people of all faiths, cultures, and traditions.

Degree Offered

Bachelor of Social Work

Major Offered

Social Work

Minor Offered

Social Work

Academic Progression in Social Work

1. Extensive advising about social work as a career, the BSW program, and admissions procedures is available to all interested students from the program director. Please contact the director or the program administrative assistant for more information.
2. Students may declare a major in social work at any point from admission to Seattle University through fall of the junior year. Declaring the major as early as possible is encouraged so that students formally come to the program for all their advising.

3. However, students will be required to apply for formal admission to the program as degree candidates in the Fall of their junior year. This application to social work candidacy includes an application form, a formal essay, a criminal record background check, and three letters of reference. Continuance in the program is contingent on acceptance as a degree candidate.
4. Students will not be eligible to receive the BSW degree without acceptance as a degree candidate.

Bachelor of Social Work Major in Social Work

In order to earn the bachelor of social work degree, students must also complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major grade point average of 2.5, including the following:

I. Core curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	(Biology 101 required).....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	(ANTH/SOCL allowed)	5
Social Science II	(different discipline from social science I).....	5
Theology and Religious Studies	Phase II (200-299).....	5
Ethics	(upper division)	5
Theology and Religious Studies	Phase III (300-399).....	5
Interdisciplinary	(ADST 480 required)	3
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern language 115, 125, 135, or equivalent	15
--	----

Please note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass-fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations.

Choose one of the following two courses.....5

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Fifty-five credits in social work, including:

SOCW 300	Human Behavior in the Social Environment	3
SOCW 301	Human Development and Social Work	3
SOCW 302	Social Work Research	5
SOCW 303	History of Social Welfare Policy	5
SOCW 304	Contemporary Social Policy and Services	5
SOCW 310	Social Work with Individuals and Families	5
SOCW 317	Race and Ethnicity	5
SOCW 410	Social Work with Groups, Organizations and Communities	5
SOCW 470-2	Field Practicum I, II, III	9
Electives	SOCW, or other departments as approved by program director	10

Please note: 1. Admission to program candidacy is based on faculty review of application including a personal statement, essay, review of transcripts, references, and Washington State Patrol criminal background check. See the program's student manual and application materials for more information. 2. See Department for list of approved electives.

Minor in Social Work

In order to earn a minor in social work students must complete 31 credits, including:

SOCL 120	Introduction to Sociology	5
SOCW 250	Introduction to Social Work	5
SOCW 300	Human Behavior in the Social Environment	3
SOCW 301	Human Development and Social Work	3
SOCW 304	Contemporary Social Policy and Services	5

Choose two from the following five courses:

SOCW 303	History of Social Welfare Policy
SOCW 400	Social Work with Children and Youth
SOCW 401	Working with Troubled Families
SOCW 402	Mental Illness

Please Note: Transfer students must take at least 15 upper-division SOCW credits at Seattle University for the minor. See policy for minors on p. 55.

Social Work Courses

SOCW 250	Introduction to Social Work	5
Historical development of the social welfare practices and institutions. Theoretical bases underlying the structure and function of social welfare systems and services. Philosophy and methods used by professional social workers in meeting human need		
SOCW 300	Human Behavior in the Social Environment	3
The theoretical perspectives for studying human behavior. The importance of organizations, communities, society and global influence in understanding human behavior in the social environment.		

- SOCW 301 Human Development and Social Work 3**
Psychological, physiological and social approaches to human development across the life span. Examines the effects of culture, social systems and institutions on individual development from an ecological perspective.
- SOCW 302 Social Work Research 5**
Methods of scientific investigation with application to the social welfare field. Values and ethics for social research. Stages of the research process including design, data collection, quantitative and qualitative methods, and data analysis strategies including statistical procedures. Computer applications for data analysis.
- SOCW 303 History of Social Welfare Policy 5**
An examination of the history of attitudes and policies concerning poverty and related social problems in the United States. Covers historic roots of social policy focusing most intently on the late nineteenth century through mid-1980's. History of the development of the social work field and the role social work plays in advancing social policy concerns.
- SOCW 304 Contemporary Social Policy and Services 5**
Covers development of social policy from mid-1980's through current policy with a focus on an examination of the array of state and federal programs for poverty, disability, and social security. Addresses contemporary social problems and analysis of the range of policy alternatives with emphasis on the role of social workers as policy advocates.
- SOCW 310 Social Work with Individuals and Families 5**
First course in a two-course sequence of generalist practice methods. Focuses on the knowledge, values and ethics, and methods for working with individuals and families. Skills in assessment, planning, interviewing, intervening, evaluating and terminating. Open only to students admitted to candidacy in the social work program.
- SOCW 317 Race and Ethnicity 5**
Investigation of the social construction of race and ethnicity in comparative perspective, including the political and socio-historical factors affecting individual and group identities. Special attention paid to the economic and social-psychological dimensions of racism and domination. Also offered as SOCL 317.
- SOCW 400 Social Work with Children and Youth 5**
A practice oriented course focusing on methods of working with children and youth in social and interpersonal conflicts at home, school and the community. Also covers child welfare system, intervention, ethical and legal responsibilities.
- SOCW 401 Working with Troubled Families 5**
Behavioral dynamics in family systems, the reciprocal nature of relationships, and conceptual framework for working with families through a study of treatment modalities. Examination of: child abuse, oppressed families, family violence, chronic illness, death and dying, and addictions.

SOCW 402	Mental Illness	5
<p>The nature, dynamics, and treatment of madness and insanity from a socio-cultural perspective. Theoretical perspectives on the cause of mental illness, including social causes such as class gender and cultural differences. Therapeutic approaches in cross-cultural and historic perspectives. Contemporary definitions and treatment.</p>		
SOCW 410	Social Work with Groups, Organizations and Communities	5
<p>Second course in the two-course sequence of generalist practice methods. Focuses on the values and ethics, knowledge base and intervention methods foundational to practice with groups, organizations, and communities. The roles and skills for leading groups. Working with organizations and communities to solve problems through assessment, planning, intervening, and evaluating. Pre-requisite: SOCW 310.</p>		
SOCW 470	Field Practicum I	3
SOCW 471	Field Practicum II	3
SOCW 472	Field Practicum III	3
<p>The field practicum allows the student to critically apply knowledge to actual practice and to develop as a professional. Supervised work experience in a selected organization or setting. Students are required to participate in an integrative seminar, with assignments, guided by a faculty member. Professional liability insurance is required for students in Field Practicum. Fees are assessed for this coverage. Pre-requisite: SOCW 310, social work majors only. Mandatory credit/no credit.</p>		
SOCW 491-493	Special Topics	1-5
SOCW 496	Independent Study	1-5
SOCW 497	Directed Reading	1-5
SOCW 498	Directed Research	1-5

Sociology

Department of Society, Justice and Culture

Jodi O'Brien, PhD, Chair

Objectives

Sociologists are endlessly fascinated by the fundamental question: why do people do what they do? Sociologists describe and explain the ecological foundations of society, major institutions and the ways in which people interact, organize their lives together and bestow meaning on the world. In so doing we seek a wider cross-cultural and multi-cultural understanding, striving to make people's lives intelligible across the boundaries of culture, class, race, and gender.

Students are both supported and challenged to develop their abilities to apply the sociological perspective to the study of social life. We seek to build a learning environment which will bring each student to a level of understanding and skill needed to apply that knowledge to furthering one's career and bettering one's life and society. We help prepare students for careers in human services, for graduate study in sociology, education and law. Internships match theory with practice by providing opportunities for on-the-job training.

We strive to help students make sense of their own lives and the world in which they live. We also want to empower them to see the possibilities and limits of social change and of service to others.

Degree Offered

Bachelor of Arts

Major Offered

Sociology

Sociology with Departmental Honors

Minor Offered

Sociology

Teacher Education

The teacher preparation program is a graduate-level program only. Those students planning to become elementary teachers or secondary sociology or social studies teachers should contact the Master in Teaching program at (206) 296-5759 or visit the Web site seattleu.edu/SOE/MIT to ensure that they meet state requirements for an academic program as well as the specific requirements for MIT admission.

Bachelor of Arts

Major in Sociology

In order to earn any bachelor of arts degree with a major in sociology, students must complete a minimum of 180 credits with a cumulative grade point average of 2.0 and major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I (not sociology)	.....	5
Social Science II (not sociology and different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill sociology major requirements.

Choose one of the following two courses:

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Fifty-five credits in sociology, social work, and anthropology, including:

SOCL 301	Approaches to Sociological Reasoning	5
SOCL 302	Sociological Methods (Prerequisite SOCL 301).....	5
SOCL 402	Sociological Theory (Prerequisites SOCL 301, SOCL 302).....	5

Area I - Power and Stratification

Choose one from the following three courses:.....5

SOCL 316	Social Inequality
SOCL 317	Race and Ethnicity
SOCL 318	Gender and Sexuality

Area II - Self and Society

Choose one from the following three courses:.....5

SOCL 222	Social Psychology
SOCL 321	Socialization through the Life-Span
ANTH 323	Culture and Personality

Choose electives from ANTH, SOCL and SOCW courses.30

Please Note: 1. A minimum of 30 upper-division credits in sociology, social work, and anthropology will be required for graduation. 2. Transfer students must complete a minimum of 25 credits in sociology, social work, and/or anthropology at Seattle University.

Bachelor of Arts

Major in Sociology with Department Honors

The honors major in sociology offers an opportunity for motivated and capable students to engage in more extensive interaction with faculty and to complete challenging individual research projects that will further their personal and professional goals.

Application to the major: To be accepted to the program, students must have both a cumulative and major/program grade point average of 3.5 and must have completed SOCL 302 and SOCL 402. Interested students should apply in Spring quarter of the junior year or Fall quarter of the senior year.

Completion of the major: During senior year, sociology honors students will take the sociology honors sequence (SOCL 477 for 3 credits in Fall quarter, SOCL 478 for 3 credits in Winter quarter, and SOCL 479 for 4 credits in Spring quarter). Students in the sociology honors major complete 10 credits of course work above the norm for sociology majors (for a total of sixty-five credits in sociology), and also complete a substantial thesis under the direction of a faculty member. The thesis will be subject to approval by department faculty and will be presented in an oral defense. In order to complete the requirements for sociology honors and receive a notation to that effect on their transcripts, students must also maintain a cumulative and major/program grade point average of 3.5. In addition, the grade received for SOCL 479 Sociology Honors Thesis Supervision must be an A or A-.

Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5

PHIL 220	Philosophy of the Human Person.....	5
Social Science I (not sociology)	.....	5
Social Science II (not sociology and different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis	.....	3

See detailed core curriculum information in this bulletin

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
--	-------	----

Please note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill sociology major requirements.

Choose one of the following two courses:	5
--	-------	---

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Fifty-five credits in sociology, including:

SOCL 301	Approaches to Sociological Reasoning	.....	5
SOCL 302	Sociological Methods (Prerequisite: SOCL 301)	.....	5
SOCL 402	Sociological Theory (Prerequisites SOCL 301, SOCL 302)	.....	5

Area I: Power and Stratification

Choose one from the following three courses:	5
--	-------	---

SOCL 316	Social Inequality
SOCL 317	Race and Ethnicity
SOCL 318	Gender and Sexuality

Area II: Self and Society

Choose one from the following three courses:	5
--	-------	---

SOCL 222	Social Psychology
SOCL 321	Socialization through the Life-Span
ANTH 323	Culture and Personality

Choose electives from ANTH, SOCL and SOCW courses	30
---	-------	----

Sociology Honors Requirements

Ten credits in sociology honors, including:

SOCL 477	Sociology Honors Directed Reading.....	3
SOCL 478	Sociology Honors Directed Study	3
SOCL 479	Sociology Honors Thesis Supervision.....	4

Please note: 1. A minimum of 30 upper-division credits in sociology, social work, and anthropology will be required for graduation. 2. Transfer students must complete a minimum of 25 credits in sociology, social work, and/or anthropology at Seattle University.

Minor in Sociology

In order to earn a minor in sociology, students must complete 30 credits in sociology, social work, and anthropology including:

SOCL 301	Approaches to Sociological Reasoning	5
Choose one of the following two courses:		5
SOCL 302	Sociological Methods	
SOCL 402	Sociological Theory	

Area I - Power and Stratification

Choose one from the following three courses:.....		5
SOCL 316	Class and Inequality	
SOCL 317	Race and Ethnicity	
SOCL 318	Gender and Sexuality	

Area II - Self and Society

Choose one from the following three courses:.....		5
SOCL 222	Social Psychology	
SOCL 321	Socialization Across the Life-Cycle	
ANTH 323	Culture and Personality	

Choose electives from SOCL, SOCW and ANTH courses: 10

Please Note: Transfer students must take at least 15 upper-division ANTH, SOCL, or SOCW credits at Seattle University for the minor. See policy for minors on p. 55.

Sociology Courses

SOCL 120 Introductory Sociology

A description of the science of sociology; an analysis of interpersonal relations, of associations and social institutions, and the way these affect one another and are affected by culture. Correlates with PHIL 220.

SOCL 202 Human Ecology and Geography 5

Examination of basic human responses to nature. 1. Population dynamics, settlement patterns, resource usage, environmental impacts, and the relation of these to ecological processes; 2. Geographical locations and spatial distribution of human activities in terms of natural and cultural regions. The significance of place; special focus on Pacific Northwest.

- SOCL 209** **Social Problems /Social Solutions** 5
 Who determines when a social issue becomes defined as a "social problem"? What are the links between public issues and personal problems? We will investigate the nature and roots of such problems as poverty, homelessness, violence, family breakdown and changing sex roles in America today. To better understand why problems persist over time, and to consider possible solutions. We will meet with human services professionals in the Seattle community.
- SOCL 210** **American Society and Culture** 5
 Exploration of the basic institutions and social structure of America. Analysis of main patterns and trends since WWII in population, environment, technology, economy, politics, family, and class, interpreted as a transformation to a post-industrial society. Reflection on origin and nature of American values and character structure (esp. Weber); problems and future prospects.
- SOCL 215** **Family and Kinship** 5
 Analysis of the nature of family systems. Kinship as the primordial social bond, and the evolution of families in relation to changes in the larger social structure. Contemporary family types, dynamics, development, policy; changes in contemporary family and kinship relations.
- SOCL 219** **Deviance and Social Control** 5
 Analysis of the nature and dynamics, norms and values, deviance and sanctions, and modes of social control. Theories of causes of deviant behavior, types of deviance, processes of becoming deviant, stigmatization; deviant groups and subcultures, deviance and race, ethnicity, gender, and class differences; deviance, innovation, and social change. Also offered as CRJS 200. Core option: Social Science II
- SOCL 222** **Social Psychology** 5
 Inquiry into fundamental relations between the individual and society. Theoretical perspectives on interaction and communication, formation of personal identity through identification with models, internal organization of self, formation and changes of perceptions, attitudes, beliefs, and behavior; small-group dynamics, collective behavior.
- SOCL 291-293** **Special Topics** 1 to 5
- SOCL 301** **Approaches to Sociological Reasoning** 5
 An in-depth study of the field of sociology outlining the structure of the discipline, major theoretical and methodological perspectives, and definition of sociological problems. History of the field, relations and boundaries with other disciplines and current issues in sociology will also be covered. Required of all SOCL and SOCW majors.
- SOCL 302** **Sociological Methods** 5
 This course deals with the why and how of social research. We will cover two main themes: the epistemology of social science and the logic of study design. Students will chart the logic of a social study and establish criteria for evaluating this study. At the conclusion of this course students will be able to understand and interpret information about the contemporary social world. Required of all SOCL and SOCW majors. Prerequisite: SOCL 301.

- SOCL 303** **Sociology of Community** **5**
Study of community as both an experience and a place; main focus on the life of the local community. Consideration of classical theories of Toennies and others; ecological, anthropological, and sociological perspectives on community. Historical changes transforming communities in the modern world and America. Contemporary problems of community and innovative responses; community and regional development.
- SOCL 306** **Population Dynamics** **5**
Analysis of basic demographic processes and principles; population in relation to environment and resources. Main demographic patterns and trends in history in relation to changes in social and economic organization. Contemporary dynamics, including the demographic transition, over-population, and "birth death".
- SOCL 316** **Class and Inequality** **5**
Exploration of the nature and development of social inequality and societal stratification. Alternative theories of Marx, Weber, functionalist and others on the dynamics and evolution of stratification systems, especially the emergence of the modern class system, in relation to changes in social structure. Special focus on classes and the elite in America, and contemporary changes.
- SOCL 317** **Race and Ethnicity** **5**
Investigation of the social construction of race and ethnicity in comparative perspective, including the political and socio-historical factors affecting individual and group identities. Special attention paid to the economic and social-psychological dimensions of racism and domination. Also offered as SOCW 317.
- SOCL 318** **Gender Roles and Sexuality** **5**
Maleness/femaleness vs. masculinity/femininity; reflection of gender role changes in modern and traditional societies, perceptions and explanations of role changes in educational, economic, political, religious, marital, and familial life in American society.
- SOCL 321** **Socialization Across the Lifespan** **5**
Study of the formation of personal identity throughout the human life-cycle. 1. socialization: emergence of the self through identification with models, agents and modes of socialization, resocialization; 2. Life-stages: moral and cognitive development, sociology of childhood, youth, adulthood, and old age. Changes in socialization patterns and life-stages in contemporary America.
- SOCL 330** **Sociology/Anthropology of Religion** **5**
Exploration of the nature and evolution of religion from a cross-cultural perspective. Theories of Durkheim, Marx, Weber, and others on the nature and dynamics of religious beliefs, symbols, behaviors, organizations, and movements; interrelations of religion, society, culture, and self. Evolution of religious systems in relation to changes in social organization; contemporary religion and society. Also offered as ANTH 330.
- SOCL 333** **Sociology/Anthropology of Law** **5**
Exploration of the nature and dynamics of law from a cross-cultural perspective. Theories of custom and law, sources of legal forms and principles; legal institutions, classes, and the state; deviance, law, and social control; changes in legal systems in relation to changes in politics, economics, religion, and society. Also offered as ANTH 333.

SOCL 336	Sociology/Anthropology of Health and Medicine	5
Exploration of the meanings of health, disease, and modes of healing from a cross-cultural perspective. Changes in disease and mortality in relation to changes in social structure. Development of modern scientific medicine, professionalization, and the hospital system; critiques and alternative therapeutics; contemporary dilemmas and future prospects. Also offered as ANTH 336.		
SOCL 391-393	Special Topics	1 to 5
SOCL 402	Sociological Theory	5
An overview of both classical and contemporary theory with special emphasis on conceptualization of theoretical problems, comparison of theoretical approaches and limitations of given theoretical perspectives. Central sociological themes: the transition from traditional to modern society, the relation of ideas to social structure and the focus of identity in post-modern society will be discussed. Required of all SOCL and SOCW majors. Prerequisites: SOCL 301, 302.		
SOCL 424	Sociology of Mental Illness	5
The nature, dynamics, and treatment of madness and insanity from a socio-cultural perspective. Theoretical perspectives on the social causes of mental illness; class, gender, and cultural differences; therapeutic approaches in cross-cultural and historical perspective. Changes in types and treatments of mental illness in relation to changes in society; contemporary definitions and treatment.		
SOCL 477	Sociology Honors Directed Reading	3
SOCL 478	Sociology Honors Directed Study	3
SOCL 479	Sociology Honors Thesis Supervision	4
SOCL 480 -483	Interdisciplinary Core Course	3 to 5
Title and content vary.		
SOCL 491-493	Special Topics	1 to 5
SOCL 495	Internship	5 to 10
Practical work experience in a selected organization or supervised setting. Students are required to meet weekly on campus with other interns in a colloquium guided by a faculty member.		
SOCL 496	Independent Study	1 to 5
SOCL 497	Directed Reading	1 to 5
SOCL 498	Directed Research	1 to 5

Theology and Religious Studies

Jeanette Rodriguez-Holguin, PhD, Chair

Objectives

Theology and religious studies contribute to the formation of students' personal growth by helping them develop attitudes, skills, and knowledge to deal perceptively and critically with the religious dimension of human life, especially with the beliefs, practices and values of the Catholic Christian tradition. The department supplies two levels of courses for the university core curriculum. Phase II religious experience courses (200 numbers on the bulletin course listings) help students recognize and appreciate the presence and function of the sacred in human life and history; Phase III theological reflection courses (300 numbers in the course listings) enable students to learn how to understand religious traditions.

Students must take a Phase II course before they can register for a Phase III course. Transfer students with 90 or more credits and no equivalent 200- or 300- level theology/religious studies course are granted a waiver for Phase III (300-level) and are required to take a Phase II (200-level) course at Seattle University.

The department also offers a program of courses, some from courses designed for the core curriculum, some special for majors and minors (400 numbers in the listings), leading to a bachelor of arts degree in theology and religious studies.

Degrees Offered

Bachelor of Arts

Major Offered

Theology and Religious Studies

Minor Offered

Theology and Religious Studies

Bachelor of Arts

Major in Theology and Religious Studies

In order to earn the bachelor of arts degree with a major in theology and religious studies, students must complete a minimum 180 credits with a cumulative grade point average of 2.0 and major/program grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
HIST 120	Origins of Western Civilization	5
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions)	5
PHIL 220	Philosophy of the Human Person	5

Social Science I	5
Social Science II (different discipline from Social Science I)	5
Ethics (upper division)	5
Interdisciplinary	3 to 5
Senior Synthesis	3

See detailed core curriculum information in this bulletin.

II. College of Arts and Sciences Requirements

Modern Language 115, 125, 135, or equivalent	15
--	----

Please Note: All students with a major in the College of Arts and Sciences must demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. Because these courses are a college requirement, no course in the sequence may be taken on a pass/fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Courses used to satisfy the College of Arts and Sciences language requirement may not be used to fulfill Religious Studies major requirements.

Choose one of the following two courses:

HIST 121	Studies in Modern Civilization
HIST 231	Survey of the United States

III. Major Requirements

Sixty credits in theology and religious studies, including:

Introductory and Intermediate Courses

Choose one of the following World Religion courses:

TRST 267	Spiritual Traditions: East and West
TRST 268	Topics in Symbol, Ritual, and Myth
TRST 371	Christian-Buddhist Dialogue

Choose one of the following Hebrew Bible courses:

TRST 200	The Hebrew Bible
TRST 201	Torah: The Birth of a People
TRST 208	Women and the Hebrew Bible

Choose one of the following New Testament courses:

TRST 211	The Gospel of Jesus Christ
TRST 217	The Message of Paul
TRST 221	John: A Different Gospel
TRST 224	Women and the New Testament

Choose two of the following systematics courses:

TRST 300	Themes of Christian Faith
TRST 301	Women and Theology
TRST 303	Theology of the Person
TRST 310	Christology
TRST 312	Rethinking God

TRST 317	Church as Community
TRST 321	Sacraments: Doors to the Sacred
TRST 334	Jesus and Liberation

Choose one of the following ethics courses:.....5

TRST 330	God, Money, and Politics
TRST 338	Human Sexuality: The Challenge of Love
TRST 341	Contemporary Ethical Issues
TRST 345	Biomedical Ethics: The Giving and Taking of Life
TRST 347	Religion and Ecology

Advanced Courses

Choose one of the following two courses:.....5

TRST 407	Interpreting the Hebrew Bible
TRST 414	Interpreting the Synoptics
TRST 401	Theology of Religions .....5
TRST 419	Early Christian Theology .....5
TRST 420	Medieval and Reformation Theology .....5
TRST 428	Modern and Contemporary Theology .....5
TRST	*Elective (approved by adviser) .....5

Please Note: *Students who transfer with 90 or more credits and no applicable religious studies may waive this requirement, reducing their major credit total to 55.

Minor in Theology and Religious Studies

In order to earn a minor in theology and religious studies, students must complete 30 credits in theology and religious studies, including:

Choose three courses in one of the following specializations:.....15

Biblical Studies
Systematic Theology
Historical Theology
Theological Ethics
World Religions

Choose one course (or a total of five credits) from each of three areas outside the chosen specialization:.....15

Biblical Studies
Systematic/Historical Theology
Theological Ethics
World Religions
Spirituality

Please Note: 1. Students considering a minor should contact the department chair as soon as possible to discuss options. 2. Brochures with sample courses for each area of specialization are available in the departmental office. 3. All minors will work closely with a faculty adviser in their chosen area of specialization. 4. It is strongly recommended that students take one or more 400-level courses. 5. If students design their programs carefully, courses taken to fulfill the Theology and Religious Studies core requirement will count toward the minor. See policy for minors on p. 55.

Theology and Religious Studies Courses

Courses numbered in the 200s are Core Phase II; those in the 300s are Phase III and each has a Phase II Religious Studies prerequisite. Advanced courses for majors and minors as well as interdisciplinary core courses carry 400 numbers. See core curriculum section of this bulletin. Courses that fill requirements for theology and religious studies minors are designated by the following code:

- B Biblical Studies
- S Systematic Theology
- H Historical Theology
- TE Theological Ethics
- WR World Religions
- SP Spirituality

Core Phase II: Person in Society—Religious Experience

Phase II courses investigate religious experience, asking how students' own religious experiences and those of particular faith communities affect their understandings of self, others, the natural world, and the Sacred.

Please Note: Sophomore standing is required for enrollment in TRST 200 level courses.

TRST 200 The Hebrew Bible 5

Study of central traditions and texts of the Hebrew Bible in their historical, cultural, political, and religious contexts. Extensive reading in the narrative and prophetic books and the Psalms, and an intensive study of selected texts, with attention to their role as foundational in the Jewish and Christian religions, both traditionally and recently. B

TRST 201 Torah: The Birth of a People 5

Study of the Torah or Pentateuch, the core of the Hebrew Bible. Stories of world creation and flood, of Israel's ancestors, of slavery and liberation, of covenant and wandering. Critical reflection on the use of these stories in both Jewish and Christian traditions and in the theologies of contemporary marginalized groups. B

TRST 208 Women and the Hebrew Bible 5

Investigation of a selection of narrative, legal, prophetic, and wisdom texts dealing with themes relating to women's lives: the frequent absence or trivialization of women; images of women—both individuals and types—as victims, as evil, as strong, and as loyal; and gendered imagery of the divine. Secondary literature will include interpretations by Jewish and Christian women around the world as well as white women and women of color in the United States. B

TRST 211 The Gospel of Jesus Christ 5

Introductory study of the New Testament with a focus on the Jewishness of Jesus of Nazareth; his unique view of the relationship between God, human persons, communities, and the cosmos as a revolutionary perspective on human identity and freedom. The literary forms in which the Christian community proclaimed him. Appropriations of the Jesus tradition from the diverse perspectives of culture, gender, class, and race. B

- TRST 217 The Message of Paul 5**
Paul's letters as the earliest New Testament writings of Christian faith and experience; his evolving understanding of Jesus; influence of the believing community and its culture on Paul's theology; dominant themes and ethical perspectives within the letters, relating especially to modern concerns and issues (e.g., Jewish-Christian dialogue, ministry, sexuality). B
- TRST 221 John: A Different Gospel 5**
Investigation of John's distinctive understanding of Jesus as the divinely incarnate Christ; John's cultural and religious background and its shaping of the picture of Jesus as divine light and life; John's theology of indwelling and stress on the commandment of love; the relevance of the Johannine Jesus for contemporary believers. B
- TRST 224 Women and the New Testament 5**
Investigation of stories, images, and texts within the New Testament that touch directly on women's lives. Use of feminist hermeneutics, in conversation with modern historical and literary methods, to explore the meaning and value of these stories and images in terms of their ancient cultural context, traditional interpretations, and modern application. Special focus on the portrayal of Jesus in relationship to women within the gospel tradition. B
- TRST 230 God in Human Experience 5**
Exploration of religious experience and the understandings of the Sacred, the natural world, person, and society that flow from such experience. Major themes include: revelation and faith; experiences of God and their expression in symbols, stories, and concepts; implications of one's view of God for understanding persons and community; challenges to the contemporary believer. S
- TRST 235 Catholic Traditions 5**
Description of the historical roots and the characteristic set of beliefs, values, structures, and practices that give rise to, shape, and vitalize the continuing faith-life of Roman Catholics. Scriptural sources and life-effects of the tradition. S
- TRST 243 Faith and Morality 5**
Examination of connections between Christian faith expressions and decisions/actions in everyday life. Topics include: development of persons as moral agents in society; the place of Christian scriptures and tradition in the formation of people as agents in history; methods of moral decision-making and tools for evaluating personal decisions and public policies; application to central issues of the day. TE
- TRST 252 Living Prayer 5**
Introduction to prayer as humans' most direct experience of God; investigation of our experiences of prayer, from prayers our parents taught us to liturgical prayer in various traditions; identification of personal prayer styles; Eastern and Western methods of contemplation as integration of self and world and as union with God. SP

- TRST 255** **Psychology and Religion** **5**
Exploration of experiences of the Sacred as religious and psychological phenomena. Reflection on theories of faith development and development of persons through the lifecycle. Study of the Gospel story of Jesus as paradigm of authentic human life. SP
- TRST 268** **African-American Religious Experience** **5**
Effect of experiences and understandings of God (esp. providence, justice, power, knowledge, goodness) on African-American history, struggle, and concepts of reality. Contributions of African-Americans to biblical interpretation and theological understanding. Impact of African roots, slavery, segregation, and the civil rights movement upon the African-American collective psyche. S
- TRST 267** **Spiritual Traditions: East and West** **5**
Study of the revelation-authority religions of the West (Judaism-Christianity-Islam) compared with the wisdom-experience traditions of Asia (Hindu-Buddhist-Tao-Shinto). Focus on historical data and Scriptural texts of each tradition to understand different views of person, community, sacred world, and meditation as experienced relationship to the divine. WR
- TRST 268** **Topics in Symbol, Ritual, and Myth** **5**
Comparative study of topics in symbol, ritual, and myth in several religious traditions. The course will consider: 1) definitions and interrelations of these three categories in modern theories of religion; 2) their relation to other categories in religious studies, such as scripture, belief, doctrine, ethics, and spirituality; 3) sub-grouping within Eastern and indigenous religions, including an examination of how they function as constituent elements in systems of meaning with their respective traditions, and how they compare and contrast with one another. WR
- TRST 275** **Jewish Faith and Life** **5**
Examination of monotheism, covenant, morality and ethics as law, halacha (an intricate system of law governing the daily life of the individual), the lifecycle from birth to death, Sabbath and holidays, kosher dietary laws, messiah and messianism, theological Zionism, political Zionism, and the modern Jewish state of Israel. Analysis of anti-semitism as a major factor in the development of Judaism and the Jewish psyche. WR
- TRST 277** **God and Evil** **5**
Study of the question of evil in relation to belief in God (theodicy). Exploration of the seeming conflict between innocent suffering and faith in the goodness and omnipotence of God. Investigation of classic resources for the discussion of this issue (e.g., the Book of Job) along with contemporary theological reflection on modern instances of suffering from colonialism and slavery to the Holocaust, fascism, and Third World struggles. S
- TRST 291-293** **Special Topics** **2 to 5**

**Core Phase III: Responsibility and Service—
Theological Reflection**

Phase III courses employ more advanced theoretical frameworks and critical skills to explore the implications of theological understanding for responsibility, service, and justice in the world.

Please Note: All 300-level courses have a prerequisite of a Phase II 200-level theology and religious studies course and sophomore standing.

TRST 300 Themes of Christian Faith 5

Origins, continuing relevance, and integrating connections of some of the principal beliefs that shape and sustain Christian living over time: faith, revelation, creation, incarnation, redemption, life in the Spirit. Relation of beliefs to continuing life-evaluations and decisions. S

TRST 301 Women and Theology 5

Exploration of central topics in feminist theology, e.g., naming the sacred, the self in relation, transformation of the world. Discussion of what is involved in "doing theology" and what women bring to this discipline by attending to their own experience, interpretation, and the power of their heritage. S

TRST 303 Theology of the Person 5

Theological reflection on the nature of human persons understood in relation to self, community, natural world, and God. Major themes include origins and destiny; sin and grace; embodiment; creativity, play, and work; gender and sexuality; suffering and oppression; human dignity and responsibility. S

TRST 310 Christology 5

Exploration of Jesus Christ's continuing redemptive significance for today's world. Sources and methods for addressing questions about who Jesus is and what he does. Investigation of the Christian community's deepening understanding of and response to the mystery of Jesus' person, presence, and power. S

TRST 312 Rethinking God 5

Exploration of some major themes in the doctrine of God (e.g., power, love, transcendence, involvement in the world, trinitarian life, etc.) in light of questions raised by contemporary understandings of basic issues like suffering, gender and cultural diversity, humanity's place in the ecosystem, etc. Reflection on images and understandings of God in the Bible, Christian tradition, contemporary theology. Influence of one's view of God upon one's sense of responsibility for the world. S

TRST 317 Church as Community 5

An examination of the Christian community's attempt to represent Jesus' expression of the love of the triune God for all creation. Study of the Church's beliefs, values, structures, and activities in the past and in today's pluralistic world. Role of the Christian community in the lives of its members and in society. S

- TRST 321** **Sacraments: Doors to the Sacred** 5
Study of the sacraments in the Christian tradition, including Christ and the church as primary sacraments; biblical roots and historical development of sacraments; contemporary challenges to sacramental practice; relation between sacraments and Christian living. (formerly titled Symbol, Ritual and Sacrament) S
- TRST 330** **God, Money, and Politics** 5
A critical examination of the relationship between wealth and power and the Christian tradition; relationship between faith and the social, political, and economic orders; faith and justice; Christian social teachings; Christian responses to issues of poverty, hunger, and injustice. TE
- TRST 334** **Jesus and Liberation** 5
Examination of the subject and methods of liberation theologies, such as Latin American, feminist, black, Asian; reflection on the life, mission, death, and resurrection of Jesus Christ in light of oppressive situations; role of church; nonviolence, revolution, and the drive for freedom. S
- TRST 338** **Human Sexuality: The Challenge of Love** 5
Study of ethical standards for human sexuality in relation to Scripture, Christian tradition, and human experience; dialogue between the natural/social sciences and theological perspectives on sexuality; role of gender in sexuality; examination of ethical norms on marriage, same-sex relationships, being single, and dysfunctional and abusive relationships; sacramental character of marriage; sexuality and the sacred. TE
- TRST 341** **Contemporary Ethical Issues** 5
Exploration of selected contemporary moral problems in the light of the challenge they present to Christian ethics; emphasis upon components of an adequate Christian ethical framework; dialogical character of Christian ethics between the natural/social sciences and theological/philosophical perspectives; issues such as nonviolence, war and peace, capital punishment, racism, sexism, etc. TE
- TRST 345** **Biomedical Ethics:
The Giving and Taking of Life** 5
Reflection on the ethical challenges that modern scientific and medical advances present to the Christian tradition in the areas of human reproduction and death; the proper relationship between science and Christian faith; the personal and relational character of human persons and their ways of moral knowing vs. the technological, scientific ways of determining knowledge. TE
- TRST 347** **Religion and Ecology** 5
Exploration of the role and responsibility of humans in the natural world; place of nature in Christian teachings and practices; examination of biblical themes, such as domination, co-creation, Promised Land, and Exodus; Christianity in the face of the environmental crisis and its dialogue with nature religions; myth and symbols of the sacred in nature. TE

- TRST 370 Asian Religions 5**
An exploration of some major religious traditions of Southeast and East Asia including Confucianism, Taoism, Hinduism and Buddhism along with their intersections with indigenous traditions. Classical traditions of Confucianism and Taoism which influence much of the later traditions of Buddhism. Hinduism in India, noting historical developments throughout the regions of India and the beginnings of Buddhism in India, its movement to China and finally Tibet. Prerequisite: 200 level theology and religious studies course.
- TRST 371 Christian-Buddhist Dialogue 5**
Comparative study of Christianity and Buddhism emphasizing the unity and diversity in both traditions. Exploration of major Christian theological concepts of the divine Trinity, the divine and human nature of Jesus Christ, revelation and redemption; as compared to the Buddhist teachings of sunyata and nirvana, enlightenment, Buddha-nature, and Zen philosophy. Special attention will be given to new approaches in inter-religious dialogue, such as comparative hermeneutics of scriptures and classics. WR
- TRST 380 Core Ethics: Christian Perspective 5**
Core ethics requirement as offered from Christian theological perspectives. Examines the theological contributions which Christian faith brings to bear upon normative ethics by exploring the constitutive elements of an adequate ethical framework within the Christian tradition; theological method, requisite sources of knowledge informing an ethical framework, the prioritization of sources in normative ethics, modes of ethical reasoning. TE
- TRST 391-393 Special Topics 2 to 5**
- TRST 396 Directed Study 2 to 5**

Major Courses

- TRST 401 Theology of Religions 5**
The study of theologizing the world's religious history; in Jewish, Christian, Buddhist, Hindu, Taoist-Confucian, and Japanese traditions. An in-depth exploration of inter-religious dialogue. Topics considered include the persistence of religion, science, and religious experience; revelation and transcendence; invisible harmony, cosmic confidence in reality, and anthropomorphic categories. Christocentrism and Buddhacentrism, Brahmanic transcendence and Muslim mysticism. WR
- TRST 407 Interpreting the Hebrew Bible 5**
Intensive study of selected texts in the Hebrew Bible focusing on a specific theme; emphasis on inductive study followed by reading a variety of interpretations; attention to the use made of these texts in various strands of Jewish and Christian traditions. B

TRST 414	Interpreting the Synoptics	5
Discussion of the synoptic problem; use of historical (source, form, reaction criticisms) and literary methods to uncover the unique portraits of Jesus in the Gospels of Matthew, Mark, and Luke; the Gospels as narrative theologies embodying images of self, God, community, and world; critical reflection on interpretative uses of Gospel traditions from diverse perspectives. B		
TRST 419	Early Christian Theology	5
An exploration of the development of Christian theology from the sub-apostolics through the early Middle Ages, emphasizing the Christological and Trinitarian controversies and the writings of Augustine. H		
TRST 420	Medieval and Reformation Theology	5
An exploration of the development of Christian theology from Bonaventure through the Council of Trent emphasizing the contributions of Aquinas, Luther, and Calvin. H		
TRST 428	Modern and Contemporary Theology	5
Exploration of the development of Christian theology from the Enlightenment to the present, emphasizing the relationship between religion and modern culture through the study of major thinkers and streams of theological thought, e.g., Liberal Protestantism, Neo-Orthodoxy, Transcendental Thomism, Liberation Theologies, and Postmodernism. H		
TRST 465	Theology of Ministry	3
Investigation into Jesus' of Nazareth's motives and practice of ministry as well as that of his early disciples; how these have been expanded and adopted in the history of the Christian community. Learning objectives are to enable the student to have Jesus' own attitude of ministry as service and to see the skills and practices that have implemented that attitude in the past as well as the skills that should inform Christian ministry today. SP		
TRST 470	Internship in Ministry	2
Application of the learning and skills developed in TRST 465 in a practical internship in an institution or agency. The student will sharpen ministerial skills with the on-site supervisor and reflect on the theological meaning of his or her experience with the professor of the course. Prerequisite: TRST 465. SP		
TRST 480-483	Interdisciplinary Core Course	3 to 5
Title and content may change each term		
TRST 491-493	Special Topics	2 to 5
TRST 496	Independent Study	2 to 5
TRST 497	Directed Reading	2 to 5
TRST 498	Directed Research	2 to 5

Women's Studies Minor

Betsy Barker Klein, MA, Co-director
 Jodi O'Brien, Ph.D., Co-director

Objectives

The program of courses which comprises the women's studies minor will enable students to examine women's roles in society from multiple perspectives and disciplines; to understand and evaluate feminist critical scholarship and to apply it across disciplines and in all areas of life; to analyze the connections between gender inequalities and other forms of discrimination (race, class ethnicity, etc.); and to develop abilities and skills to deal positively and effectively with gender issues for individuals and society.

The minor is designed for women and men to complement a major field of study with an increased understanding of the role gender plays in the social construction of reality.

Minor in Women's Studies

In order to earn a minor in women's studies, students must complete 30 credits in women's studies, with a minor/program grade point average of 2.5, including:

WMST 401	Women's Studies Seminar	5
Electives	from approved list.....	25

Not more than 10 credits may be taken in any one discipline. At least 15 credits must be from upper-division courses. At least 15 credits must be taken at Seattle University, five credits of which must be WMST 401.

Please Note: As soon as a student decides to pursue a minor in women's studies, she or he should contact the director. In consultation with the director, students will choose an adviser and begin to design programs that fit their specific interests and best complement their majors. The adviser helps decide on particular courses, assures that all requirements of the minor are fulfilled, that the minor is noted on the transcript, and provides information on further study and/or career opportunities.

Courses selected for the minor may include those which fulfill university core or elective requirements, and those taken to fulfill a major.

See information on minors on p. 55.

Courses Approved for the Women's Studies Minor

Courses Specific to the Minor

WMST 101	Introduction to Women's Studies	5
A survey of women in society and feminist methods and concepts. Major themes include identity, work, community, and citizenship. How race, class, age, nationality, ethnicity, and sexuality create similarities and differences with gender.		
WMST 391-393	Special Topics	2 to 5
WMST 401	Women's Studies Seminar	5
Exploration of methods of various disciplines to understand gender, providing a truly interdisciplinary perspective on women's issues. Synthesis of preceding work in the minor. Required for women's studies minor. Prerequisite: senior standing, women's studies minors only.		
WMST 480-483	Interdisciplinary Core Course	3 to 5
Title and content vary.		

Courses Based in Other Departments

(See departmental listings for descriptions.)

CMJR 480	Gays, the Media, and Politics (or Sex, Myth, and Media).....	5
CRJS 405	Feminist and Multicultural Criminology.....	5
ENGL 440	Women and the Creative Imagination.....	5
ENGL 441	International Women's Writing.....	5
HIST 328	US Women's History.....	5
NURS 372	Issues in Women's Health: A Wellness Perspective.....	3 or 5
PHIL 220	Philosophy of the Human Person	5
	(Only sections designated X:WS in the remarks column of the quarterly schedule of classes)	
PHIL 367	Gender and Social Reality	5
PHIL 345	Ethics.....	5
	(Only sections designated X:WS in the remarks column of the quarterly schedule of classes)	
PLSC 339	The Politics of Gender.....	5
PSYC 340	Psychology of Gender	5
SOCL 318	Gender and Sexuality	5
SOCL 402	Sociology Theory	5
	(Only sections designated X:WS in the remarks column of the quarterly schedule of classes)	
TRST 208	Women and the Hebrew Bible	5
TRST 224	Metaphor and Gender in the Bible.....	5
TRST 301	Women and Theology	5

Special topics courses will be added as departments propose new offerings and they will be identified each term in the schedule of classes.



Albers School of Business and Economics

Joseph M. Phillips, Jr., PhD, Dean

Mary Jean Rivers, PhD, Associate Dean

Mary Carpenter, MEd, Director of Graduate Programs

Mary Lou Moffat, BA, Director of Albers Placement Center

Robert House, PhD, Director of Undergraduate Programs

David White, MBA, Director of Marketing and External Relations

Department Chairs

Accounting: Susan Wiehrich, PhD

Management: David Arnesen, PhD

Economics and Finance: Barbara M. Yates, PhD

Program Directors

International Business: Vinay Datar, PhD

Professorships and Endowed Chairs

Robert D. O'Brien Chair in Business: Chris Weber, PhD

Frank Schrontz Endowed Chair of Professional Ethics: John Dienhart, PhD

Thomas F. Glead Chair of Business Administration: Colette Frayne, PhD

Lawrance K. Johnson Chair of Entrepreneurship: Harriet Stephenson, PhD

Centers

Center for E-Commerce and Information Systems: Bonn-Oh Kim, PhD, Director

The Entrepreneurship Center: Harriet Stephenson, PhD, Director

Objectives

In the spirit of the Jesuit tradition of academic excellence, student development, and the service of faith through the promotion of justice, the Albers School of Business and Economics provides high quality educational programs, research and scholarship, and service.

We prepare students for leadership positions in domestic and international business, government, and in not-for-profit organizations. Our programs develop responsible leaders who think clearly and critically, judge wisely and humanely, communicate effectively, and act with integrity at all times. They, moreover, foster an ethical and service orientation.

We conduct high-quality research in order to enhance the quality of teaching, foster an intellectual atmosphere, improve management practice, contribute to public policy, and serve society's needs.

Finally, we encourage and promote high-quality service to the university and community.

Accreditation

The undergraduate and graduate programs are accredited by The Association to Advance Collegiate Schools of Business – International.

Organization

The Albers School has two principal divisions, undergraduate and graduate studies. Undergraduate majors are offered in eight business fields, culminating in a bachelor of arts in business administration. In addition, the school offers a bachelor of arts in economics degree program.

Minors are offered in accounting, business administration, economics, and international business. Certificates of post-baccalaureate studies are also available.

Undergraduate Degrees and Programs Offered

Bachelor of Arts in Economics

Bachelor of Arts in Business Administration with majors in:

Accounting

Business Economics

E-Commerce and Information Systems

Finance

Individualized Major in Business Administration

International Business

Management

Marketing

Double Concentration

Major in two program areas

Minors Offered

Accounting

Business Administration

Economics

International Business

Accelerated Programs

Bachelor of Arts in Business Administration and Master of Business Administration

Bachelor of Arts in Economics with Business Administration minor and Master of Business Administration

Master's degree programs may, under special circumstance as outlined in the program section of the Graduate Bulletin of Information, allow master's candidates to apply not more than six credit hours of graduate coursework taken as part of their undergraduate degree to meet credit hour requirements for the master's degree.

Certificate of Post-Baccalaureate Studies

Accounting

Business Administration

Business Economics
Finance
International Business

Graduate Degrees and Programs Offered

See *Graduate Bulletin* of Information for:

Master of Business Administration
Master of International Business
Master of Science in Finance
Master in Professional Accounting
Joint Degrees in Law and Business
Certificate of Post-MBA Studies
Certificate of Post-MIB Studies
Certificate of Post-MPAC Studies
Certificate of Post-MSF Studies

See *School of Law Bulletin* for:

Juris Doctor

Curriculum

The program of required study for the bachelor of arts in business administration has four principal components: the university core, business foundation requirements, major requirements, and electives. All students fulfill requirements in English, mathematics, philosophy, lab science, social sciences, and theology and religious studies. The business foundation requirements include courses in accounting, economics, finance, legal environment, international, management, marketing, operations, and statistics. Specialization in one of the eight major fields is required. No course in the major may be taken through independent study or internship. Business courses appear under the prefixes ACCT, BLAW, BUEN, ECIS, ECON, FINC, INBU, MGMT, MKTG and OPER.

Pre-Business Option

Students who are qualified academically for the business school but are undecided about a major may elect the pre-business option. This choice allows the students to be housed in the Albers School while they progress through university core and business foundation courses. By the end of the students' sophomore year, they should have decided on a major area of study and have submitted proper change of major paperwork. The Albers School currently has advisers who work specifically with pre-business students to help them explore the majors available.

Pre-business students must maintain the minimum 2.25 business and cumulative GPA required of students with declared business majors.

Academic Advising

The Albers School of Business and Economics is committed to providing students accessible academic advising services. The intent of academic advising, whether formal or informal, is to assist students in formulating an academic plan consistent with their individual academic and career goals. Academic advisers aid in assessing education goals; provide information about degree requirements, university policy, and university procedure; serve as a referral to other campus resources; and encourage

involvement in campus programs and organizations which will benefit the educational experience.

Students are encouraged to make the most of their own education and are ultimately responsible for fulfilling all the requirements of their specified degree. To help students succeed academically, the Albers School provides two levels of advising services: curriculum advising and major advising.

1. Curriculum Advising: Curriculum advising is provided by a core group of advisers who can assist students with degree requirements, policy questions, and campus resources. First quarter registrants, freshmen, and students on academic probation are required to meet with an adviser to register for classes. Continuing students are encouraged to seek academic advising regularly through individual appointments, new student orientations, "express advising" hours or e-mail advising.

2. Major Advising: Junior and senior students are encouraged to meet with a faculty member in their major area to discuss selection and sequencing of major requirements and electives. This may happen with a faculty member at the student's initiation or at one of the Albers School sponsored events.

Albers Placement Center

The Albers School Placement Center focuses on preparing undergraduate and graduate students for entering the work force. By providing connections to the business community through such programs as the mentor program, internships, job placement, and educational events, undergraduate and graduate students have the opportunity to interact with professionals in the student's intended field.

The Albers Placement Center provides the following programs and services:

- Individual career counseling
- Undergraduate and graduate mentor programs
- Internships
- Career Notes (weekly)
- Professional skills workshops (e.g. resume, interviewing techniques)
- Career Expo (campus-wide career fair sponsored by Career Development Center) and other placement services on campus
- Library resources for the job search
- Company files
- Networking Events with Albers Alumni
- e-Recruiting – online internship and job listings for Seattle University students and alumni
- On-campus Recruiting

Certificate of Professional Achievement (COPA)

Designed in collaboration with the business community, COPA focuses on preparing students for the job market by developing skills employers are seeking in new employees. By assessing skills developed through activities in and out of the classroom, students demonstrate competencies in six areas: business communication skills, career exploration, creative problem solving, practical experiences, relationship building, and responsible leadership. All undergraduate business and economics majors are eligible for the program, but must formally apply for admission.

Admission Requirements

Native Students

Native students, that is, students entering Seattle University with no prior college, are accepted according to university undergraduate admission policy.

Transfer Students

Transfer students, including transfers from other schools within Seattle University, must have a 2.75 cumulative grade point average and 2.75 minimum in business and mathematics courses to be admitted into the Albers School of Business and Economics.

Transfer applicants whose records do not meet the grade point average requirement may request special consideration by writing the director of undergraduate programs of the Albers School of Business and Economics specifying reasons for the exception request. A transfer student with 90 or more credits whose academic record is good but who has not completed required lower-division courses may be granted provisional admission for a specific number of terms to complete lower-division requirements.

To be accepted as transfer credit in fulfillment of a program requirement, business, mathematics, economics, and computer science courses must be graded a minimum of C (2.0 on the decimal system).

General Program Requirements

A minimum of 180 credits is required for a bachelor degree in business or economics, including 80 hours of non-business courses. The pass/fail option may not be applied to courses in the business foundation, university core, or business major. Internship and independent study must be graded CR/F and may not be used to satisfy a required course or major elective.

Students transferring courses from another institution and pursuing a degree in business administration (BABA) normally must earn at least 50 credits (55 hours for accounting majors) of business courses at Seattle University. Forty of these credits (45 of these credits for accounting majors) must be taken at the upper-division (300-400) level. Twenty credits in the student's concentration must be taken at Seattle University. Students pursuing a bachelor's degree in economics (BA ECON) must normally earn 30 credits of upper-division economics at Seattle University.

A maximum of 20 credits taken by an undergraduate non-matriculated student may be applied toward a baccalaureate degree in the Albers School of Business and Economics.

Academic Progression and Advance Standing in the Albers School

1. To be admitted to advanced standing in a bachelor of arts in business administration (BABA) major, at least 90 credits and a cumulative and business grade point average of 2.25 is required. Also, BABA students must have completed MATH 130 or the equivalent, ECON 260, and at least four of these six other required lower-division courses: ACCT 230, 231, MGMT 280, CSSE 103, and ECON 271 and 272. The grade point average in these courses must be at

least 2.25. To be admitted to advanced standing in the BAE program, at least 90 credits and a cumulative and business grade point average of 2.25 is required. Also BAE students must have completed MATH 130 or the equivalent, CSSE 103 or equivalent and ECON 271, 272, and 260. The remaining two required lower-division courses must be completed by the end of the second quarter of their junior year.

2. No student is permitted to take business courses numbered 300 or above prior to admission to advanced status in a business major. Exceptions may be requested by majors in other departments from the director of undergraduate programs of the Albers School of Business and Economics.
3. Both BABA and bachelor of arts in economics (BA ECON) students must maintain a 2.25 cumulative grade point average and a 2.25 business cumulative grade point average.
4. Students in the Albers School of Business and Economics must earn a grade of C- or better in each course required by the major and supporting courses such as MATH 118, 130, CSSE 103, and ECON 271.
5. Students applying for readmission after an absence of four consecutive quarters or more will be required to meet program and performance requirements in force at the time of re-enrollment.
6. Students changing to business and economics majors from other majors will be required to meet program and academic performance requirements in force at the time the major is changed.

Dismissal

1. BABA and BA ECON majors who have 90 credits and who have not met the stated cumulative grade point average and basic course requirements for junior status are subject to dismissal from the Albers School of Business and Economics.
2. If the cumulative grade point average or the grade point average in business and economic courses (including computer science and mathematics) falls below 2.25 for three or more successive terms (including summer, if registered) the student is subject to dismissal.
3. Anyone who has completed more than 120 credits of degree requirements and has been dismissed, ordinarily will not be considered for readmission.
4. Students are allowed three attempts at a single course (including grades of I, NC, HW, and W). If the course is not successfully completed on the third attempt students are subject to dismissal from the Albers School.

Graduation

To be granted either the BABA degree or the BA ECON degree, students must achieve a 2.25 cumulative grade point average overall, as well as a 2.25 cumulative grade point average in all Seattle University course work required by the Albers School and complete a minimum of 180 credits.

Accounting

David E. Tinius, PhD, Chair

Objectives

Professionally trained accountants serve in diverse roles in private business, government, non-profit organizations, and other entities. After meeting the state requirements, many accounting graduates pursue careers as certified public accountants.

Degree Offered

Bachelor of Arts in Business Administration

Major Offered

Accounting

Minor Offered

Accounting

Bachelor of Arts in Business Administration Major in Accounting

In order to earn the bachelor of arts in business administration degree with a major in accounting, students must complete a minimum of 180 quarter credits with a cumulative and major/program grade point average of 2.25, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
MATH 130	Elements of Calculus for Business (or MATH 134) *	5
Fine Arts	(one approved 5 cr. course; see course descriptions)	5
PHIL 220	Philosophy of the Human Person.....	5
Lab Science	.....	5
Social Science I (not economics)	.....	5
Social Science II (ECON 271 required) *	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary satisfied within major		
Senior Synthesis satisfied by MGMT 489		

*Major requirement and must be graded C- or better.

See detailed core curriculum information in this bulletin.

II. Additional ASBE Requirements

Non-business elective (or MATH 118*)	5
CSSE 103 Introduction to Computers and Applications*	5

III. ASBE Business Foundation Requirements*

Sixty-five credits, including:

ACCT 230 Principles of Accounting I	5
ACCT 231 Principles of Accounting II	5
ECON 260 Business Statistics	5
ECON 272 Principles of Economics—Micro	5
ECON 310 Quantitative Methods and Applications	5
MGMT 280 Communication for Business	5

Choose one of the following two courses:

MGMT 320 Global Environment of Business	
ECON 330 Int'l Economic Events and Business Decisions	
FINC 340 Business Finance	5
MKTG 350 Introduction to Marketing	5
OPER 360 Manufacturing and Service Operations	5
BLAW 370 Business and International Law	5
MGMT 380 Principles of Management	5
MGMT 489 Business Policy and Strategy	5

IV. Major Requirements*

Thirty credits, including:

ACCT 301 Accounting Information: Systems, Tools, and Concepts	5
ACCT 311 Intermediate Financial Accounting I	5
ACCT 312 Intermediate Financial Accounting II	5
ACCT 330 Cost Accounting	5
ACCT 336 Federal Income Tax I	5
ACCT 420 Controllership: Integration of the Accounting Function	5

V. Additional Requirements

General electives to total 180	10
--------------------------------------	----

With permission of the chair of the accounting program, undergraduate students earning bachelor degrees in accounting at Seattle University may take two accounting courses from the following graduate accounting course offerings: ACCT 530, ACCT 533, ACCT 535, ACCT 537, ACCT 539. These electives will satisfy course requirements toward both the undergraduate degree in accounting and the master of professional accounting.

Please Note: 1. MGMT 280 must be taken prior to or simultaneously with ACCT 301. 2. Accounting majors must normally complete 55 credits of business courses at Seattle University; 45 of these credits must be at the upper-division level and only 10 credits may be transferred toward the concentration area and no more than 15 toward their business foundation courses. 3. Internships or independent studies will not satisfy major requirements.

* Major requirements and must earn a C- grade or better.

Business Economics

Barbara M. Yates, PhD, Chair

Objectives

A concentration in business economics enables students to deepen their understanding of the national and world economies as well as to develop economic analysis skills for careers in business, banking, investments, law, and government.

Degree Offered

Bachelor of Arts in Business Administration

Major Offered

Business Economics

Bachelor of Arts in Business Administration Major in Business Economics

In order to earn the bachelor of arts in business administration degree with a major in business economics, students must complete a minimum of 180 quarter credits with a cumulative and major/program grade point average of 2.25, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
MATH 130	Elements of Calculus for Business (or MATH 134)*	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Lab Science	.....	5
Social Science I (not economics)	.....	5
Social Science II (ECON 271 required)*	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary satisfied within major.		
Senior Synthesis satisfied by MGMT 489		

II. Additional ASBE Requirements

Non-business elective (or MATH 118*)	5
CSSE 103 Introduction to Computers and Applications*	5

*Major requirements and must earn a grade of C- or better.

See detailed core curriculum information in this bulletin.

III. ASBE Business Foundation Requirements*

Sixty-five credits, including:

ACCT 230	Principles of Accounting I.....	5
ACCT 231	Principles of Accounting II.....	5
ECON 260	Business Statistics.....	5
ECON 272	Principles of Economics—Micro.....	5
ECON 310	Quantitative Methods and Applications.....	5
MGMT 280	Communication for Business.....	5

Choose one of the following two courses:.....5

MGMT 320	Global Environment of Business	
ECON 330	Int'l Economic Events and Business Decisions	
FINC 340	Business Finance.....	5
MKTG 350	Introduction to Marketing.....	5
OPER 360	Manufacturing and Service Operations.....	5
BLAW 370	Business and International Law.....	5
MGMT 380	Principles of Management.....	5
MGMT 489	Business Policy and Strategy.....	5

IV. Major Requirements*

Twenty-five credits, including:

ECON 374	Intermediate Microeconomics.....	5
ECON Electives	.....	20
(Choose from upper division ECON courses, excluding ECON 489. Either ECON 370 or 470 may be included but not both. FINC 343 may be included.)		

V. Additional Requirements

General electives to total 180.....	15
-------------------------------------	----

Please Note: 1. ECON 330 must be taken as part of the business foundation or as an upper-division economics course. 2. Internships or independent studies will not satisfy major requirements.

* Major requirements must earn a C- grade or better.

E-Commerce and Information Systems

Bonn-Oh Kim, PhD, Program Director

Objectives

Information systems (IS) and the Internet are transforming virtually all types of human activities and creating a new global business environment. Understanding the impacts of IS and the Internet on business is critical for doing business in the coming decades. As the Internet becomes available to the masses, E-Commerce on the Internet is becoming one of the most important market activities in the world economy. In E-Commerce and Information Systems (ECIS), students discuss information technologies, business strategies, transformation/creation of business processes, and ethical/legal issues in this new and exciting business environment.

Degree Offered

Bachelor of Arts in Business Administration

Major

E-Commerce and Information Systems

Bachelor of Arts in Business Administration Major in E-Commerce and Information Systems

In order to earn the bachelor of arts in business administration degree with a major in e-commerce and information systems, students must complete a minimum of 180 quarter credits with a cumulative and major/program grade point average of 2.25, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
MATH 130	Elements of Calculus for Business (or MATH 134)*	5
FINR 120	or approved fine arts alternate	5
PHIL 220	Philosophy of the Human Person	5
Lab Science	.....	5
Social Science I (not economics)	.....	5
Social Science II (ECON 271 required)*	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary satisfied within major		
Senior Synthesis satisfied by MGMT 489		

II. Additional ASBE Requirements

Non-business Elective (or MATH 118*).....	5
CSSE 103 Introduction to Computers and Application*.....	5

*Major requirements and must earn a C- grade or better.

See detailed core curriculum information in this bulletin.

III. ASBE Business Foundation Requirements*

Sixty-five credits, including:

ACCT 230 Principles of Accounting I.....	5
ACCT 231 Principles of Accounting II.....	5
ECON 260 Business Statistics.....	5
ECON 272 Principles of Economics—Micro.....	5
ECON 310 Quantitative Methods and Applications.....	5
MGMT 280 Communication for Business.....	5

Choose one of the following two courses:..... 5

MGMT 320 Global Environment of Business	
ECON 330 Int'l Economic Events and Business Decisions	
FINC 340 Business Finance.....	5
MKTG 350 Introduction to Marketing.....	5
OPER 360 Manufacturing and Service Operations.....	5
BLAW 370 Business and International Law.....	5
MGMT 380 Principles of Management.....	5
MGMT 489 Business Policy and Strategy.....	5

IV. Major Requirements*

Twenty-five credits, including:

ECIS 315 Introduction to Information Systems and E-Commerce.....	5
ECIS 462 Internet Marketing.....	5
ECIS 464 Object-Oriented Modeling in Business.....	5
ECIS 466 Database Systems in Business.....	5
ECIS 469 Strategies and Technologies on the Internet.....	5

In addition, students must complete an approved internship in the E-Commerce and Information Systems field. The internship need not be for credit. Internship or Independent Studies may not substitute for a required course.

V. Additional Requirements

General electives to total 180.....	15
-------------------------------------	----

* Major requirements and must earn a C- grade or better.

Economics

Barbara M. Yates, PhD, Chairperson

Objectives

The courses in economics are designed to acquaint students with the economy in which they live and to relate these courses to all other social sciences. The analytical approach in the economics courses provides the students with the tools of analysis necessary to solve problems and make decisions in the private and public sectors. The major courses cover topics such as economic fluctuations and growth, income distribution, international trade and finance, urban problems, industry analysis, and the economics of the environment. Students who perform especially well are encouraged to pursue graduate work in preparation for professional status as economists in business, government, or the academic world. A major in economics, in combination with selected courses in political science, communications, and business, provides excellent preparation for law school and MBA or MPA programs.

Degree Offered

Bachelor of Arts in Economics

Major Offered

Economics

Minor Offered

Economics

Bachelor of Arts in Economics

In order to earn the bachelor of arts in economics degree with a major in economics, students must complete a minimum of 180 quarter credits with a cumulative and major grade point average of 2.25, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	5
HIST 121	Studies in Modern Civilization	5
ENGL 120	Masterpieces of Literature	5
MATH 130	Elements of Calculus for Business (or MATH 134)*	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Lab Science	.....	5
Social Science I (not economics)	.....	5
Social Science II (different from Soc Science I; not economics)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5

Theology and Religious Studies Phase III (300-399).....	5
Interdisciplinary	3 to 5
Senior synthesis filled by ECON 470 or 489.	

*Major requirement and must earn a C- grade or better.

See detailed core curriculum information in this bulletin

II. Major Requirements*

Seventy credits, including:

CSSE 103	Introduction to Computer Applications	5
ECON 260	Business Statistics	5
ECON 271	Principles of Economics-Macro	5
ECON 272	Principles of Economics-Micro	5
ECON 310	Quantitative Methods and Applications	5
ECON 330	International Economics Events and Business Decisions	5
ECON 374	Intermediate Microeconomics	5
ECON	Electives.....	30
(Choose from upper division ECON courses, excluding ECON 386 and 489. FINC 443 may be included.)		

Choose one of two courses for senior synthesis:.....5

ECON 470	History of Economic Thought
ECON 489	Senior Research (with permission of department chair)

III. Additional Requirements

General electives to total 180	40-42
ACCT 230 Principles of Financial Accounting and MGMT 280 Communications for Business are recommended general electives.	

Please Note: Internships or independent studies may not satisfy major requirements.

*Major requirements must earn a C- grade or better.

Minor in Economics

A minor in economics requires students to complete 30 credits of economics, which must include ECON 271, 272, 330, 374, and 10 credits of 300-level or 400-level electives in economics, selected with the assistance of an adviser. ECON 386 and 489 will not satisfy the upper division electives. See section on academic policies for additional conditions for minors.

Finance

Barbara M. Yates, PhD, Chairperson

Objectives

The courses in the finance curriculum are designed to provide the students with the theoretical and technical knowledge students need to become effective financial decision makers. The curriculum emphasizes the importance of the finance function in a business setting as well as the role it has in the efficient allocation of resources in the economy.

Degree Offered

Bachelor of Arts in Business Administration

Major

Finance

Bachelor of Arts in Business Administration

Major in Finance

In order to earn the bachelor of arts in business administration degree with a major in finance, students must complete a minimum of 180 quarter credits with a cumulative and major/program grade point average of 2.25, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	5
HIST 121	Studies in Modern Civilization	5
ENGL 120	Masterpieces of Literature	5
MATH 130	Elements of Calculus for Business (or MATH 134)*	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Lab Science	.....	5
Social Science I (not economics)	.....	5
Social Science II (ECON 271 required)*	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary satisfied within major		
Senior Synthesis satisfied by MGMT 489		

II. Additional ASBE Requirements

Non-business Elective (or MATH 118*)	.....	5
CSSE 103	Introduction to Computers and Application*	5

*Major requirements and must earn a C- grade or better.

See detailed core curriculum information in this bulletin.

III. ASBE Business Foundation Requirements*

Sixty-five credits, including:

ACCT 230	Principles of Accounting I.....	5
ACCT 231	Principles of Accounting II.....	5
ECON 260	Business Statistics.....	5
ECON 272	Principles of Economics—Micro.....	5
ECON 310	Quantitative Methods and Applications.....	5
MGMT 280	Communication for Business.....	5

Choose one of the following two courses:5

MGMT 320	Global Environment of Business	
ECON 330	Int'l Economic Events and Business Decisions	
FINC 340	Business Finance.....	5
MKTG 350	Introduction to Marketing.....	5
OPER 360	Manufacturing and Service Operations.....	5
BLAW 370	Business and International Law.....	5
MGMT 380	Principles of Management.....	5
MGMT 489	Business Policy and Strategy.....	5

IV. Major Requirements*

Twenty-five credits, including:

FINC 342	Intermediate Corporate Finance.....	5
FINC 343	Financial Institutions and Markets.....	5
FINC 344	Investments and Portfolio Theory.....	5
FINC	Electives.....	10

Choose from: Corporate Finance: FINC 441, 446, 448
 Investments: FINC 445, 452
 Financial Risk Management: FINC 440, 445
 Or other approved upper-division finance courses

V. Additional Requirements

General electives to total 180.....	15
Additional accounting and economics courses recommended.	

Please Note: Finance majors must take ECON 330 as part of the business foundation or as one of the two elective courses in the major. The two finance major electives need not be chosen from the same track. Internships and independent studies may not satisfy a major requirement.

* Major requirements and must earn a C- grade or better.

Individualized Major in Business Administration

Objectives

The individualized major in business administration provides the opportunity for a broad survey of business subjects. It is designed for students who intend to operate their own business enterprises, those who expect to attain greater specialization through on-the-job programs, or those who plan for later study in a specific area.

Degree Offered

Bachelor of Arts in Business Administration

Major Offered

Individualized Major in Business Administration

Bachelor of Arts in Business Administration Individualized Major in Business Administration

In order to earn the bachelor of arts in business administration degree with an individualized major in business administration, students must complete a minimum of 180 quarter credits with a cumulative and major/program grade point average of 2.25, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
MATH 130	Elements of Calculus for Business (or MATH 134)*	5
Fine Arts	(one approved 5 cr. course; see course descriptions)	5
PHIL 220	Philosophy of the Human Person.....	5
Lab Science	.....	5
Social Science I (not economics)	.....	5
Social Science II (ECON 271 required)*	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary satisfied within major		
Senior Synthesis satisfied by MGMT 489		

*Major requirements and must earn a C- grade or better.

See detailed core curriculum information in this bulletin.

II. Additional ASBE Requirements

Non-business Elective (or MATH 118*)	5
CSSE 103 Introduction to Computers and Application*	5

III. ASBE Business Foundation Requirements*

Sixty-five credits, including:

ACCT 230 Principles of Accounting I	5
ACCT 231 Principles of Accounting II	5
ECON 260 Business Statistics	5
ECON 272 Principles of Economics—Micro	5
ECON 310 Quantitative Methods and Applications	5
MGMT 280 Communication for Business	5

Choose one of the following two courses:

MGMT 320 Global Environment of Business	5
ECON 330 Int'l Economic Events and Business Decisions	5
FINC 340 Business Finance	5
MKTG 350 Introduction to Marketing	5
OPER 360 Manufacturing and Service Operations	5
BLAW 370 Business and International Law	5
MGMT 380 Principles of Management	5
MGMT 489 Business Policy and Strategy	5

IV. Major Requirements*

Upper division business/economics	25
---	----

Individualized business majors must complete at least 25 credits of upper-division work in business and/or economics from at least three different disciplines, selected with an adviser's approval. At least 10 of the credits must be 400-level courses.

V. Additional Requirements

General electives to total 180	15
--------------------------------------	----

Please note: Internships and independent studies may not be used to satisfy a major requirement.

*Major requirements must earn a C- grade or better.

International Business

Vinay Datar, PhD, Program Director

Objectives

The international business major prepares students for careers with firms engaged in international business. Emphasis is placed on perceiving the problems and opportunities of operating in an international environment.

Degree Offered

Bachelor of Arts in Business Administration

Major Offered

International Business

Minor Offered

International Business

Bachelor of Arts in Business Administration Major in International Business

In order to earn the bachelor of arts in business administration degree with a major in international business, students must complete a minimum of 180 quarter credits with a cumulative and major/program grade point average of 2.25, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
MATH 130	Elements of Calculus for Business (or MATH 134)*	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Lab Science	.....	5
Social Science I (not economics)	.....	5
Social Science II (ECON 271 required)*	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary satisfied within major		
Senior Synthesis satisfied by MGMT 489		

*Major requirements and must earn a C- grade or better.

See detailed core curriculum information in this bulletin.

II. Additional ASBE Requirements

Non-business elective (or MATH 118*)	5
--	---

CSSE 103	Introduction to Computers and Application*	5
----------	--	---

III. ASBE Business Foundation Requirements*

Sixty-five credits, including:

ACCT 230	Principles of Accounting I	5
ACCT 231	Principles of Accounting II	5
ECON 260	Business Statistics	5
ECON 272	Principles of Economics—Micro	5
ECON 310	Quantitative Methods and Applications	5
MGMT 280	Communication for Business	5
Choose one of the following two courses:		5
MGMT 320	Global Environment of Business	
ECON 330	Int'l Economic Events and Business Decisions	
FINC 340	Business Finance	5
MKTG 350	Introduction to Marketing	5
OPER 360	Manufacturing and Service Operations	5
BLAW 370	Business and International Law	5
MGMT 380	Principles of Management	5
MGMT 489	Business Policy and Strategy	5

IV. Major Requirements*

Twenty-five upper-division credits, plus supplemental activities:

ECON 386	International Business Enterprise	5
MGMT 486	International Management	5
Electives	(Choose two from BLAW 476, FINC 446, MKTG 456)	10
Elective	Business/economics course with an international focus	5

V. Additional Requirements

General electives to total 180	15
Supplemental activities may satisfy general elective requirements.	

VI. Supplemental Activities

Choose two activities from the following four:

1. Demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. No courses in the sequence may be taken on a pass-fail, correspondence, or audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. See the Modern Languages Department for details on the examinations. Latin and other languages not in use will not be accepted.
2. A two-quarter, five-credit internship with a company involved in international business in the Seattle area, approved by the Albers Placement Center.
3. A minimum of one quarter (15 quarter credits) of related studies abroad in an acceptable program. The course work must be approved prior to study abroad by the Albers School and Seattle University.
4. International studies minor.

Please note: Internships and independent studies may not be used to satisfy a major requirement.

*Major requirements must earn a C- grade or better.

Management

Robert Callahan, PhD, Program Director

Objectives

Management is a critical function for every organization, and people trained in management play this important role in organizations of every size and type. The skills, techniques, and theories acquired by the management major lead to jobs in business, government, and the non-profit sector. People who plan to establish their own firms or to become part of a family-owned firm also pursue a management major. Coursework in this major helps individuals learn to a) motivate, lead, and develop others; b) structure organizations capable of meeting both profit and social responsibility goals; c) work well in accomplishing work individually and through others; d) communicate accurately; and e) develop a strategic perspective on organization.

Degree Offered

Bachelor of Arts in Business Administration

Major Offered

Management

Bachelor of Arts in Business Administration

Major in Management

To earn the bachelor of arts in business administration degree with a major in management, students must complete a minimum of 180 quarter credits with a cumulative and major/program grade point average of 2.25, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
MATH 130	Elements of Calculus for Business (or MATH 134)*	5
Fine Arts	(one approved 5 cr. course; see course descriptions)	5
PHIL 220	Philosophy of the Human Person	5
Lab Science	.....	5
Social Science I (not economics)	.....	5
Social Science II (ECON 271 required)*	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary satisfied within major		
Senior Synthesis satisfied by MGMT 489		

*Major requirements and must earn a C- grade or better.

See detailed core curriculum information in this bulletin.

II. ASBE Arts and Sciences Requirements

Non-business Elective (or MATH 118*)	5
CSSE 103 Introduction to Computers and Applications*	5

III. ASBE Business Foundation Requirements*

Sixty-five credits, including:

ACCT 230	Principles of Accounting I	5
ACCT 231	Principles of Accounting II	5
ECON 260	Business Statistics	5
ECON 272	Principles of Economics-Micro	5
ECON 310	Quantitative Methods and Applications	5
MGMT 280	Communication for Business	5

Choose one of the following two courses: 5

MGMT 320	Global Environment of Business	
ECON 330	Int'l Economic Events and Business Decisions	
FINC 340	Business Finance	5
MKTG 350	Introduction to Marketing	5
OPER 360	Manufacturing and Service Operations	5
BLAW 370	Business and International Law	5
MGMT 380	Principles of Management	5
MGMT 489	Business Policy and Strategy	5

IV. Major Requirements*

Twenty-five credits, including:

MGMT 383	Human Resource Management	5
MGMT 471	Adventure Based Leadership Seminar	5
MGMT	Electives (Choose from MGMT 320, 382, 479, 481, 485, 486, 491, or other approved 300- 400-level management courses.)	

V. Additional Requirements

General electives to total 180	15
--------------------------------	----

Please note: 1. MGMT 320 is an approved elective when ECON 330 satisfies the ASBE foundation requirements. 2. Internships and independent studies may not be used to satisfy a major requirement.

*Major requirements must earn a C- grade or better.

Marketing

Rex Toh, PhD, Program Director

Objectives

Marketing is the study of the flow of goods and services to ultimate consumers and users. Career opportunities in marketing are found in manufacturing, wholesaling and retailing, marketing research, and in the promotional areas of advertising and personal selling.

Degree Offered

Bachelor of Arts in Business Administration

Major Offered

Marketing

Bachelor of Arts in Business Administration Major in Marketing

In order to earn the bachelor of arts in business administration degree with a major in marketing, students must complete a minimum of 180 quarter credits with a cumulative and major/program grade point average of 2.25, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
MATH 130	Elements of Calculus for Business (or MATH 134)*	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Lab Science	.....	5
Social Science I (not economics)	.....	5
Social Science II (ECON 271 required)*	.....	5
Theology and Religious Studies Phase II(200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III(300-399)	.....	5
Interdisciplinary satisfied within major.		
Senior Synthesis satisfied by MGMT 489		

*Major requirements and must earn a C- grade or better.

See detailed core curriculum information in this bulletin.

II. Additional ASBE Requirements

Non-business elective (or MATH 118*)	5
CSSE 103 Introduction to Computers and Applications*	5

III. ASBE Business Foundation Requirements*

Sixty-five credits, including:

ACCT 230	Principles of Accounting I	5
ACCT 231	Principles of Accounting II	5
ECON 260	Business Statistics	5
ECON 272	Principles of Economics—Micro	5
ECON 310	Quantitative Methods and Applications	5
MGMT 280	Communication for Business	5

Choose one of the following two courses:

MGMT 320	Global Environment of Business	
ECON 330	Int'l Economic Events and Business Decisions	
FINC 340	Business Finance	5
MKTG 350	Introduction to Marketing	5
OPER 360	Manufacturing and Service Operations	5
BLAW 370	Business and International Law	5
MGMT 380	Principles of Management	5
MGMT 489	Business Policy and Strategy	5

IV. Major Requirements*

Twenty-five credits, including:

MKTG 351	Buyer Behavior	5
MKTG 451	Marketing Research	5
MKTG	Electives	15
	(Choose from MKTG 352, 353, 354, 355, 356, 452, 456, 491, or other approved 300- or 400-level marketing courses.)	

V. Additional Requirements

General electives to total 180

Please Note: 1. ECON 374, 472, and 473 are strongly recommended as general electives. 2. Internships and independent studies may not be used to satisfy a major requirement.

*Major requirements must earn a C- grade or better.

Minor in Accounting

To earn a minor in accounting, students must complete thirty credits of accounting, including the following:

ACCT 230	Principles of Accounting I (Financial)	5
ACCT 231	Principles of Accounting II (Managerial)	5
ACCT 301	Accounting: Information Systems, Tools and Concepts	5
ACCT 311	Intermediate Accounting I	5
ACCT	Electives 300-400 level (see adviser)	10

Please Note: Courses used toward a minor in accounting are subject to the same grade minimums as those in an accounting major. See policy for minors on p. 55.

Minor in Business Administration

To earn a minor in business administration, students must complete a set of six business courses beyond the non-business prerequisite courses in mathematics and computer science. One of the mathematics courses and one of the economics courses could fulfill university core requirements.

Prerequisite courses:

MATH 118	College Algebra (or MATH 120)	5
CSSE 103	Introduction to Computer Applications	5

Business courses:

ECON 271/272	Macro or Microeconomics	5
MGMT 280	Communication for Business	5
ACCT 230	Principles of Accounting I	5

Choose three courses from the following options15

MKTG 350	Introduction to Marketing
MGMT 380	Principles of Management
BLAW 370	Business and International Law
MGMT 320	Global Environment of Business
FINC 340	Business Finance*
OPER 360	Manufacturing and Service Operations*
Elective	300-400-level business or economics*

Please Note: 1. Courses used toward a minor in business administration are subject to the same grade minimums as those in a business administration major. 2. Students applying for the minor are required to take at least 20 credits in business from Seattle University. 3. Students pursuing a BABA degree, or a BSCS with business specialization, may not minor in business administration. See policy for minors on p. 55. 4. Classes marked with an * require additional course prerequisites beyond those required in the minor.

Minor in Economics

To earn a minor in economics, students must complete thirty credits of economics, including the following:

ECON 271	Principles of Economics-Macro	5
ECON 272	Principles of Economics-Micro	5

ECON 330	International Economic Events and Business Decisions.....	5
ECON 374	Intermediate Microeconomics.....	5
ECON	Electives 300-400 level (see adviser).....	10

Please Note: 1. Courses used toward a minor in economics are subject to the same grade minimums as those in an economics major. 2. ECON 386 and 489 will not satisfy the upper division economics electives. See policy for minors in Academic Policies section of the Bulletin.

Minor in International Business

Students seeking the minor must take as part of their university core, major, or minor requirements, the following:

Prerequisite Courses:

MATH 130	Elements of Calculus for Business (or MATH 134)
MGMT 280	Communication for Business
ECON 271	Principles of Economics: Macro
ECON 272	Principles of Economics: Micro
CSSE 103	Introduction to Computers and Applications

Business Foundation Courses:

ECON 260	Business Statistics.....	5
ACCT 230	Principles of Accounting I.....	5
ACCT 231	Principles of Accounting II.....	5
FINC 340	Business Finance.....	5
MKTG 350	Introduction to Marketing.....	5
MGMT 380	Principles of Management.....	5

Minor Requirements:

ECON 386	International Business Enterprise.....	5
MGMT 486	International Management.....	5

Choose four courses from the following options:20

ECON 330	International Economic Events and Business Decisions
MGMT 320	Global Environment of Business
BLAW 370	Business and International Law
BLAW 476	International Law
FINC 446	International Corporate and Trade Finance
MKTG 456	International Marketing
Other international electives approved by the director of international business	

Supplemental Activities:

Choose one supplemental activity from the following four:

1. Demonstrate competency in a language other than English through the 135 level. This competency is ordinarily achieved by successful completion of the three-course sequence: 115, 125, and 135. No course in the sequence can be taken pass-fail, correspondence, or by audit basis. Placement into other than the beginning course of the sequence is achieved by acceptable performance on the Modern Language Competency Examination. Latin and other languages not in use will not be accepted.

2. A five-credit internship with a company involved in international business approved by the Albers Placement Center.
3. An international study tour sponsored by the Albers School of Business and Economics.
4. A minimum of one quarter (15 quarter credits) of related studies abroad in an acceptable program. The course work must be approved prior to study abroad by the Albers School and Seattle University.

Please Note: 1. Courses used toward a minor in international business are subject to the same grade minimums as those in an international business major. 2. Students applying for the minor are required to take at least 20 credits in international business at Seattle University. See policy for minors on p. 55.

Double Concentration

Students pursuing a BABA degree may earn a double concentration in two areas of business by completing a minimum of 190 credits and the degree requirements for both majors. Students must complete at least 25 credits in each major. Courses may not satisfy requirements for both concentration areas. If the same course is required in both majors, students must substitute another elective course from one of the major areas. Individualized major may not be one of the areas for double concentration.

Accelerated Programs

Five-Year BABA-MBA Program

The Albers School of Business and Economics offers an opportunity for academically superior undergraduates to accelerate their undergraduate work and be granted early admission to the MBA program. The program allows students to complete a bachelor of arts in business administration and a master of business administration in a five-year time span. This program is open to full-time undergraduates with a minimum 3.5 grade point average. Part-time undergraduates and transfer students can participate in the program on a modified schedule. Interested students should contact the Albers Associate Dean.

Five-Year Program: BA Economics with Business Administration Minor and MBA

The Albers School of Business and Economics offers an opportunity for academically superior undergraduates to accelerate their undergraduate work and be granted early admission to the MBA program. The program allows students to complete a bachelor of arts in economics, a minor in business administration and a master of business administration in a five-year span. This program is open to full-time undergraduates.

ates with a minimum 3.5 grade point average. Part-time undergraduates and transfer students can participate in the program on a modified schedule. Interested students should contact the undergraduate program chair.

Certificate of Post-Baccalaureate Studies

The Albers School of Business and Economics offers 1) an undergraduate certificate in business for students with a bachelor's degree in a non-business area and 2) certificates in specific disciplines for students with a bachelor's degree in business. The certificates of post-baccalaureate studies in business provide an opportunity for graduates of non-business undergraduate programs to develop expertise and acquire credentials in the business area while earning college credits. The curriculum requires between six and 13 courses, depending on prior course work. It largely replicates the required courses for a minor in business. The academic credit may also be applicable to other degree program requirements. The certificate of post-baccalaureate studies in accounting, business economics, finance, international business, and other fields provide opportunities for qualified business graduates to develop expertise and acquire a credential in an area of specialization beyond the bachelor's in business degree while earning college credits. The curriculum consists of a selection of six or seven undergraduate courses, at least four of which must be in the discipline named in the certificate. To avoid duplication of previous course work, courses in related disciplines may be substituted for classes in the named discipline.

The program is open to graduates of regionally accredited bachelor's programs only. The application process will require preparation of an application form, payment of fees, and submission of transcripts. For admission, a student's academic performance must be equal to or better than the standards for admission to and graduation from the Seattle University BABA program. Seattle University graduates usually will be considered automatically eligible for the program. Students will register as regular certificate-seeking undergraduate students at Seattle University and must earn a 2.25 cumulative grade point average in the courses applied to the certificate. In addition, students must earn a C- grade or better in each course required for the certificate. In the final term of coursework for the certificate the student files a certificate application with the registrar. Deadlines are: for fall completion, apply by October 30; for winter, January 30; for spring, April 30; for summer, July 30. For more information about these certificate programs, contact the director of undergraduate programs in the Albers School.

Certificate in Business Education and/or Marketing

The School of Education, in cooperation with the Albers School of Business and Economics, offers teacher certification in business education and/or marketing. Before applying for this certificate program, interested students should speak with the chairperson of teacher education in the School of Education concerning course requirements that cannot be met at Seattle University.

Business and Economics Courses

- ACCT 230** **Principles of Accounting I (Financial)** **5**
Introduction to financial accounting concepts with emphasis on the development of the student's ability to understand and interpret financial statements of business entities. Prerequisite: Sophomore standing. (fall, winter, spring)
- ACCT 231** **Principles of Accounting II (Managerial)** **5**
Introduction to the use of accounting information for decision-making in planning and controlling the operation of business organizations. Prerequisites: ACCT 230, CSSE 103, and sophomore standing. (fall, winter, spring)
- ACCT 301** **Accounting: Information Systems, Tools and Concepts** **5**
The study and application of computer software tools to solve a wide range of accounting-related business problems. Problems will include those found in the areas of intermediate financial, managerial, cost, tax accounting, and auditing. Emphasis will be a hands-on application approach to computer-based accounting information systems data analysis. Course material will also include current readings for both accountants and business managers. Problem solutions, while being computationally intensive, will also develop written and oral communication skills. Prerequisites: ACCT 231, MGMT 280, advanced standing in the Albers School.
- ACCT 311** **Intermediate Accounting I** **5**
Theory and development of accounting principles; evolution of accounting theory and practice relating to the assets of the entity and the measurement and reporting of periodic income. Introduction to international issue and accounting changes. Emphasis on interpreting professional accounting standards and on developing communication and computer skills. Prerequisite: Accounting majors and minors: ACCT 301. Other business majors who have junior standing and have completed ACCT 231 or equivalent may take ACCT 301 or may gain entrance through a waiver examination and permission of the chairperson of accounting.
- ACCT 312** **Intermediate Accounting II** **5**
Evolution of accounting theory and practice relating to liabilities and owners' equities, including accounting for income taxes, leases, and pensions. Coverage of the statement of cash flows and financial disclosures. Expand knowledge of international accounting issues and changes. Continued emphasis on interpreting and applying professional accounting standards and on developing communications and computer skills. Prerequisite: ACCT 311.
- ACCT 330** **Cost Accounting** **5**
Determination of manufacturing costs in service and manufacturing environments. The course will focus on cost determination in job order and process cost systems, including standard cost measurement. Introduction to methods of cost control. An emphasis on cost information for decision-making, including ethical issues, and further development of communication and computer skills. Prerequisites: ACCT 301.

- ACCT 336** **Federal Income Tax I** **5**
Introduction to a broad range of tax concepts and types of taxpayers. Emphasis on the role of taxation in the business decision-making process. Provides students with the ability to conduct basic tax research and tax planning. Specific tax topics include gross income and deductions, compensation, property transactions, and types of business entities. Prerequisites: ACCT 231, MGMT 280, and advanced standing in the Albers School.
- ACCT 420** **Controllership: Integration of the Accounting Function** **5**
The objective of this course is to develop an integrated knowledge of accounting and enterprise management to a level which provides a conceptual framework for critically evaluating an accounting system's effectiveness in meeting the accounting information needs of enterprise from a strategic to operational level. Topics will be addressed using case studies, current readings, group projects, and guest practitioners, with emphasis given to the continued development of skills in critical thinking, decision making, and both oral and written communication. Prerequisites: ACCT 301, 311, 312, 330, and 336 or program chair permission.
- ACCT 430** **Advanced Cost Accounting** **5**
An extension of ACCT 330 (Cost Accounting), this course focuses on advanced product costing systems, as well as current and emerging issues in cost management topics. Topics will be addressed using case studies, current readings, and group projects, with emphasis given to the continued development of skills in critical thinking, decision making, and both oral and written communication. Prerequisites: ECON 272, ECON 310, ACCT 330, FINC 340, senior standing.
- ACCT 431** **Advanced Financial Accounting** **5**
Theory and development of financial accounting practices associated with international transactions, business combinations, and non-profit organizations. Particular emphasis on the computerized preparation of consolidated financial statements. Continued development of students' oral and written communication skills. Prerequisite: ACCT 312.
- ACCT 432** **Issues in Financial Reporting** **5**
An in-depth examination of financial reporting practices from a user's perspective. Emphasis on distinguishing between accounting recognition and supplementary disclosures of financial conditions and events. Coverage of contemporary accounting topics, including off-balance sheet liabilities, intercorporate investments, and international accounting practices. Prerequisites: ACCT 231 and FINC 340. Does not satisfy requirements for accounting majors.
- ACCT 435** **Auditing** **5**
Purpose, scope, concepts, and methods used in examining and attesting to financial statements. Current issues concerning professionalism, the role of the public accountant, and auditing matters in international accounting. An emphasis on effective written communication in the audit function. Prerequisite: ACCT 312 or permission.

- ACCT 436** **Federal Income Tax II** **5**
 Study of advanced topics in federal taxation, including formation, operation, and dissolution of the business entity. Expand knowledge base as to choice of entity and special tax subjects. Emphasizes the importance of ethical considerations, competent tax, and thoughtful tax planning. Course requires participation in the Volunteer Income Tax Assistance program which includes assisting taxpayers with preparation of their individual income tax returns with the supervision of tax professionals. Emphasis is given to the development of communications skills in a professional-to-client environment. The taxpayer assistance component of the course is spread over parts of the winter and spring quarters. Students receive an "N" grade for winter quarter and the course grade spring quarter. Prerequisite: ACCT 301 and ACCT 336.
- ACCT 437** **Advanced Accounting and Information Systems** **5**
 The development of accounting information system analysis and design skills through their application in an actual business setting. Skill development begins with the analysis of the environment and processes of the business, and includes application of analytical tools and concepts such as systems development life cycle, data modeling and software selection algorithms. The student is expected to obtain a reading level understanding of current information system hardware, software and networking alternatives. Prerequisites: ACCT 330, 312, CSSE 103.
- ACCT 491-493** **Special Topics** **2 to 5**
- ACCT 495** **Internship** **1 to 5**
 Open to senior business majors with adviser's approval. Mandatory CR/F and will not satisfy a major requirement.
- ACCT 496** **Independent Study** **1 to 5**
- ACCT 497** **Directed Reading** **1 to 5**
- ACCT 498** **Directed Research** **1 to 5**
 ACCT 496, 497, 498 are supervised individual study. Open to senior business majors with the approval of the student's adviser. Mandatory CR/F and will not satisfy a major requirement.
- BLAW 291-293** **Special Topics** **1 to 5**
- BLAW 370** **Business and International Law** **5**
 Includes traditional legal issues, including nature and development of law, structure and functions of the courts, civil and criminal procedure, and contracts. The course will focus on the legal environment that exists for U.S. businesses because of the increased international business activities. Prerequisites: advanced standing in the Albers School. (fall, winter, spring)
- BLAW 476** **International Law** **5**
 Substantial focus on international contracts, specifically laws relating to international sales, commercial transactions, shipping, letters of credit, methods of payment and resolution of international disputes. Lectures include discussion of the General Agreement on Tariffs and Trade, import duties, export restrictions and use of foreign representatives. Prerequisites: BUEN 370.

BLAW 491-493	Special Topics	2 to 5
BLAW 495	Internship	1 to 5
Open to senior business majors with adviser's approval. Mandatory CR/F and will not satisfy a major requirement.		
BLAW 496	Independent Study	1 to 5
BLAW 497	Directed Reading	1 to 5
BLAW 498	Directed Research	1 to 5
Supervised individual work. Open to senior business majors with the approval of the student's adviser. Mandatory CR/F and will not satisfy a major requirement.		
ECIS 315	Introduction to Information Systems and E-Commerce	5
Gives the undergraduate business major an initial exposure to, and understanding of, the many complexities of managing technology in today's en-able organizations. Topics covered include the foundations of information architectures in large organizations, wireless technologies, global information systems, software outsourcing, virtual teams, information security, legal, political, and ethical issues, models of e-business, supply chain management, e-payment systems, and emerging trends in E-commerce technologies.		
ECIS 462	Internet Marketing	5
Concepts, tools, and strategies for understanding and exploiting opportunities associated with electronic commerce with focus on the strategic aspects of marketing using the Internet. The Internet alters the way business is conducted on a local and global basis. It changes the way organizations conduct business, provide customer service, interact with internal and external stakeholders, advertise, develop products, build brands, generate new prospects, monitor the marketplace, and distribute products and services. Prerequisite: MKTG 350 or instructor permission.		
ECIS 464	Object-Oriented Modeling in Business	5
Introduces an object-oriented way of modeling businesses for the purpose of building information systems. Object-orientation will be explained at each stage of information system development, i.e., planning, analysis, design, and implementation. Students will be required to build applications using an object-oriented programming tool. Prerequisites: advanced standing in the Albers School or instructor permission		
ECIS 466	Database Systems in Business	5
Fundamental concepts and implementations of database systems; relational model and entity-relationship model. Designing and programming database systems; use of relational database management system and a computer aided software engineering tool for instruction and assignments. Prerequisite: advanced standing in the Albers School or instructor permission		

- ECIS 469** **Strategies and Technologies on the Internet** 5
Understanding of the technical aspect of the Internet is critical to appreciate and develop new business opportunities for e-commerce. Includes communication protocols and design of Internet applications. Major players in each market segment are identified and a new set of business models and strategies for becoming a dominant company are discussed. Prerequisite: advanced standing in Albers School or instructor permission
- ECON 260** **Business Statistics** 5
Basic statistical procedures, concepts, and computer applications used in the business world. Descriptive statistics, probability, decision theory, probability distributions, sampling distributions, statistical inference, chi-square analysis, and correlation. Prerequisites: MATH 130, 134, or equivalent, CSSE 103, sophomore standing. (fall, winter, spring)
- ECON 271** **Principles of Economics—Macro** 5
Organization, operation, and control of the American economy in its financial and socio-political settings; problems of inflation, unemployment, taxation, the public debt, money, and banking growth. (fall, winter, spring)
- ECON 272** **Principles of Economics—Micro** 5
Operation of the American economy with emphasis on prices, wages, production, and distribution of income and wealth; problems of the world economy. (fall, winter, spring)
- ECON 310** **Quantitative Methods and Applications** 5
A continuation of ECON 260 with particular emphasis on the following topics: regression analysis, analysis of variance, reliability and validity, and linear programming. Major emphasis will be placed on computer applications of the quantitative methods applicable to business functional areas and on the enhancement of the student's communication, analytical, and computer skills. Prerequisite: CSSE 103 and ECON 260. (fall, winter, spring)
- ECON 330** **International Economic Events and Business Decisions** 5
Develops the economic theory necessary to understand how the international macroeconomy works and influences the behavior and success of business. Emphasis on the impact of international macroeconomic events and how those events affect a firm's ability to compete. Prerequisites: ECON 271. Serves as intermediate macroeconomics course for economics majors and minors. (fall, winter, spring)
- ECON 370** **American Economic History** 5
A study of the key developments in American economic history; application of economic analysis to historical data and events; development of economic institutions. Prerequisites: ECON 271, 272.
- ECON 374** **Intermediate Microeconomics** 5
Demand, supply, costs, and market prices under competitive and imperfectly competitive market conditions. Relationships between price and costs; income and its functional distributions in a capitalistic society. Prerequisite: ECON 272; MATH 130 or MATH 134.

- ECON 376** **Economic Development** 5
 Developing nations and agriculture, industry, population, education, technology, exports, imports, capital and savings, unemployment. Commodity agreements. Special preferences. Foreign aid. Prospects and limits. Prerequisite: ECON 271, 272.
- ECON 379** **Comparative Economic Systems and Transitional Economies** 5
 A study of different market structures: capitalist, market socialist, centrally planned. Process of change and reform in Russia, China, and Eastern Europe. Prerequisites: ECON 271 and 272.
- ECON 386** **International Business Enterprise** 5
 Examines changes in the international competitive environment and how business should respond to remain competitive in the global marketplace. Prerequisites: ECON 271 and 272. For international business, business economics, and international studies majors; does not fill requirement for economics majors or minors.
- ECON 391-393** **Special Topics** 1 to 5
- ECON 461** **Economics of Gender and Family** 5
 Examines models of family decision-making and applications, such as marriage, divorce, division of labor and childcare. Analyzes competing explanations for the gender gap in earnings and employment. Considers viewpoints from mainstream economics to feminism. Prerequisite: ECON 272.
- ECON 463** **Applied Econometrics** 5
 Study of the theory and application of econometrics for students who need to understand and use regression, generalized least squares, and simultaneous equations. Prerequisites: MATH 130 or 134; ECON 310.
- ECON 468** **Natural Resource and Environmental Economics** 5
 Covers the economic analysis related to natural resource use, including depletable and renewable resources. Environmental topics include pollution, preservation, conservation, and development. Prerequisites: ECON 271 and 272.
- ECON 470** **History of Economic Thought** 5
 Major historical developments in economic thought, ancient to contemporary, Christian influence, mercantilism, laissez faire; German and Austrian schools, Marx and socialists; Keynes and neo-Keynesian analysis. Prerequisites: ECON 271 and 272. Can serve as Senior Synthesis for economics majors.
- ECON 471** **Government Finance** 5
 Revenues, expenditures, and debts of federal, state, and local governments; public-sector pricing and investment; government finance as means for social reform; shifting and incidence of taxes. Prerequisites: ECON 271 and 272.
- ECON 472** **International Trade** 5
 Pattern, organization, and promotion of U.S. and world trade. Trade theories. Exchange rates. Foreign prices and payments. Protection and free trade. WTO. European Integration. Multinationals in foreign trade. Prerequisites: ECON 271 and 272.

- ECON 473** **International Macroeconomics and Finance** 5
Impact of international trade and finance on the macroeconomy and government policy. Topics include exchange rate determination, the balance of payments, operations of the international monetary system. Prerequisites: ECON 271 and 272. ECON 330 recommended.
- ECON 474** **Forecasting Business Conditions** 5
Introduction to casual and ad hoc time series methods of forecasting utilized by business firms. Regression, exponential smoothing, decomposition, and Box Jenkins methods are included. Prerequisites: ECON 271, 272 and 310.
- ECON 475** **Industrial Organization** 5
Analysis of the market structure of American business and effects of different market structures on pricing, marketing, innovation, and profit seeking. Prerequisites: ECON 271 and 272. ECON 374 recommended.
- ECON 476** **Labor Economics** 5
Survey of the economics of industrial relations; effects of industrial changes on labor, hours, and wages; employment and unemployment; trade unionism and labor legislation. Prerequisites: ECON 271 and 272.
- ECON 478** **Urban/Regional Economics** 5
The causes and consequences of the interdependencies of firms, individuals, households, and governmental units within the constrained space of urban areas. Problems of land, housing, transportation, labor, and public services. Prerequisite: ECON 272.
- ECON 485** **Topics in Macroeconomics** 5
Topics such as business cycles, growth theory and policy, open economy issues. Prerequisites: ECON 272, ECON 330.
- ECON 489** **Senior Research** 5
An advanced course providing the opportunity for students to pursue topics in breadth and depth, and to apply the tools of economic analysis to current issues in national and international economic policy. Prerequisite: permission of department chair and three faculty member committee. Limited to economics majors fulfilling Senior Synthesis requirement. Does not satisfy economics elective for business economics major or economics minor.
- ECON 491-493** **Special Topics** 2 to 5
- ECON 495** **Internship** 1 to 5
Open to senior economics majors with adviser's approval. Mandatory CR/F and will not satisfy a major requirement.

ECON 496 **Independent Study** **1 to 5**

ECON 497 **Directed Reading** **1 to 5**

ECON 498 **Directed Research** **1 to 5**

ECON 496, 497, 498 are supervised individual work. Open to senior economics majors with approval of adviser. Must be taken CR/F as non-major elective and will not satisfy a major requirement.

FINC 340 **Business Finance** **5**

Study of the financial policies and practices of business firms; planning, control, and acquisition of short-term and long-term funds; management of assets; evaluation of alternative uses of funds; capital structure of the firm; cost of capital; financing growth and expansion of business firms. Prerequisites: ECON 271, ACCT 231, and advanced standing in the Albers School. (fall, winter, spring)

FINC 342 **Intermediate Corporate Finance** **5**

Working capital management, advanced capital budgeting, lease versus buy analysis, dividend policy, capital structure theory, long-term sources of finance and contingent claims as they apply to corporate financial management. Prerequisite: FINC 340.

FINC 343 **Financial Institutions and Markets** **5**

The nature, role, and operation of financial institutions and markets in the economy. The impact on the financial system and industries such as banking and insurance of rapidly changing structural, policy, and international conditions. Focus is on the institutional setting facing businesses today as they cope with financing and risk management concerns. (formerly numbered 443) Prerequisites: ECON 271, FINC 340.

FINC 344 **Investments** **5**

An introduction to financial investments: the theory, practice and empirical research. Emphasis is placed on developing the risk/return relationship. Topics include modern portfolio theory, (CAPM, APT) market efficiency, derivative assets (options, futures), the pricing of contingent claims, and the influence of taxes and inflation. (formerly titled Investments and Portfolio Theory) Prerequisite: FINC 340.

FINC 391-393 **Special Topics** **2 to 5**

FINC 440 **Risk Assessment and Analysis** **5**

An introduction to the evolution, theory, and economics of risk. Develops emerging concept of enterprise risk management, exploring identification, measurement, prioritization and impact of operational, legal, political and financial/market risks, including next generation risk in a rapidly changing global environment. Application of analytical tools from value at risk models to information systems for risk analysis. Prerequisite: FINC 340.

FINC 441 **Case Problems in Finance** **5**

Through the use of cases, students develop skills in identifying problems, conducting analysis, and using financial theory for making decisions in simulated business settings. Investigates strategies for linking risk management with overall corporate strategy. Prerequisite: FINC 342.

- FINC 445 Financial Risk Management 5**
 Develops a methodology to establish an organization's risk tolerance policy based on financial capacity and operational strategy. Evaluates risk financing methods and derivative solutions. The use of financial derivatives, including options, futures, swaps and other financial instruments for hedging price, interest rate, currency risks. Explores why all these strategies are not static as business and market conditions change. Prerequisite: FINC 340.
- FINC 446 International Corporate and Trade Finance 5**
 Investigates techniques used to manage the financial activities of a corporation operating in an international environment. Addresses economic exposure of the firm to exchange rate changes, hedging techniques, capital budgeting, international capital markets, techniques of accessing blocked funds, foreign currency options, and other topics. Prerequisites: FINC 340.
- FINC 448 Capital Budgeting 5**
 Capital budgeting is the activity of allocating capital to alternative investment opportunities facing a firm. This course covers a wide variety of tools, techniques, and issues associated with a firm's capital budgeting decision. Prerequisite: FINC 342.
- FINC 449 Senior Seminar 5**
 Advanced topics to expose students to recent research in finance in a seminar setting. Topics covered will depend on instructor. Prerequisites: FINC 340, 342, 344.
- FINC 452 Portfolio Management 5**
 This course focuses on the design of "efficient" portfolios within a risk-return framework. The subjects included are: setting portfolio objectives and constraints, mean-variance analysis, modern portfolio theory, investment styles, asset allocation, portfolio protection, revision, performance and attribution. Use of portfolio analysis software. Prerequisite: FINC 344.
- FINC 491-493 Special Topics 2 to 5**
- FINC 495 Internship 1 to 5**
 Open to senior finance majors with adviser's approval. Mandatory CR/F and will not satisfy major requirement.
- FINC 496 Independent Study 1 to 5**
- FINC 497 Directed Reading 1 to 5**
- FINC 498 Directed Research 1 to 5**
 FINC 496, 497 and 498 are supervised individual exploration. Open to senior business majors with the approval of the student's adviser. Mandatory CR/F and will not satisfy a major requirement.
- INBU 491-493 Special Topics 2 to 5**
- INBU 495 Internship 1 to 5**
 Open to senior international business majors with adviser's approval. Mandatory CR/F and will not satisfy major requirement.

INBU 496 **Independent Study** **1 to 5**

INBU 497 **Directed Reading** **1 to 5**

INBU 498 **Directed Research** **1 to 5**

INBU 496, 497 and 498 are supervised individual work. Open to senior business majors with the approval of the student's adviser. Mandatory CR/F and will not satisfy a major requirement.

MGMT 280 **Communications for Business** **5**

The purpose of this course is to develop a required skill level in written and oral business presentations so that applications of those skills can be expected in all applicable business core and major courses, including a university-specific common format for written executive summaries, for short oral presentations, and for research reports. Prerequisites: ENGL 110. Business majors only, except by permission. (fall, winter, spring)

MGMT 320 **Global Environment of Business** **5**

Introduces the major factors (legal/political, economic, competitive, socio-cultural, technological, and natural) in the global environment and examine their individual and interrelated effects on organizational and managerial practices. Provides a framework for understanding organizational action within an increasingly global environment. Prerequisite: advanced standing in the Albers School. (fall, winter, spring)

MGMT 380 **Principles of Management** **5**

Introduces students to the management function of organizations, emphasizing leadership roles and teamwork. Course activities include discussion of readings, group exercises, cases, and a service project. Students learn basic concepts and tools for solving organizational problems. Prerequisite: advanced standing in the Albers School. (fall, winter, spring)

MGMT 382 **Organizational Behavior** **5**

Models of organizational behavior, alternative managerial behaviors, developing skills in dealing with people in areas of leadership, motivation, communication skills, conflict, and group processes. Prerequisite: MGMT 380.

MGMT 383 **Human Resource Management** **5**

The role of the human resource department, social and legal environment, human resource planning, recruiting, selection, training, evaluation, compensation, career planning, employee relations, discipline, and organizational exit. Prerequisite: MGMT 380.

MGMT 391-393 **Special Topics** **2 to 5**

MGMT 471 **Adventure-Based Leadership Seminar** **5**

A leadership development program that utilizes both indoor and outdoor experiential activities to help students develop and practice the fundamentals of effective team building and leadership. Building trust, setting and evaluating goals, group problem solving, and effective interpersonal communications are among the attributes and skills addressed. Prerequisite: MGMT 380.

- MGMT 477** **Managing Diversity** **5**
Views dominant and minority work values, and reviews diversity programs. Assists students in discovering the personal and career roles they can play. Prerequisite: MGMT 380.
- MGMT 479** **Small Business Management** **5**
Procedures and problems in starting and operating a successful small business enterprise. Practice skills, service learning—learn by teaching, lead a project. Prerequisite: MGMT 380 and senior standing. (formerly MGMT 481)
- MGMT 485** **Management of Change** **5**
Review of forces and factors acting to create change in organizations, relationship between changes in organizations and human reactions, systemic change efforts, resistance to change, planned change models. Prerequisite: MGMT 380.
- MGMT 486** **International Management** **5**
Develops understanding of how various business principles, particularly those developed in the United States, apply in diverse international settings. Students will learn the role national culture plays in shaping organizational practices. Prerequisite: MGMT 380.
- MGMT 489** **Business Policy and Strategy** **5**
The senior capstone business course. Students integrate and apply knowledge, skills, and experience gained in the university and business course curricula. Critical thinking and analysis are engaged as students make decisions, set goals, and act on information from real business situations. The business situations reflect today's multicultural and international environment. Course methods may include lecture, discussion, case analyses, and individual or group projects. Prerequisites: all business foundation requirements and senior standing. (fall, winter, spring) (formerly MGMT 482)
- MGMT 491-493** **Special Topics** **2 to 5**
- MGMT 495** **Internship** **1 to 5**
Open to senior management majors with adviser's approval. Mandatory CR/F and will not satisfy a major requirement.
- MGMT 496** **Independent Study** **1 to 5**
- MGMT 497** **Directed Reading** **1 to 5**
- MGMT 498** **Directed Research** **1 to 5**
MGMT 496, 497, and 498 are supervised individual exploration. Open to senior business majors with the approval of the student's adviser. Mandatory CR/F and will not satisfy a major requirement.
- MKTG 350** **Introduction to Marketing** **5**
Survey of institutions and essential functions in the marketing system. Analysis of the marketing mix; product, place, promotion, and price strategies. Prerequisites: advanced standing in the Albers School. (fall, winter, spring)

- MKTG 351 Buyer Behavior 5**
Application of behavioral sciences to explore consumer and organizational decision-making processes. Study the information processing of consumers, the effects of environmental and behavioral influences, and the nature of organizational structure effects on buying. Prerequisite: MKTG 350.
- MKTG 352 Marketing Communications 5**
Business firms' methods of communications to their markets and publics. Analysis of the promotional mix; personal selling, advertising, sales promotion and publicity. Promotion strategies. Prerequisite: MKTG 350.
- MKTG 353 Sales Management 5**
Deals with the personal selling function and its related administration and managerial activities. Covers the development of the selling function, sales management planning, recruiting, training, sales force organization, supervision and motivation, compensation and evaluation. Prerequisite: MKTG 350.
- MKTG 354 Introduction to Retailing Management 5**
Covers the major managerial, functional, institutional, and environmental dimensions of exchange transactions involving marketing organizations and ultimate consumers. Prerequisite: MKTG 350.
- MKTG 355 Services Marketing 5**
Introduces the student to the specific challenges of marketing a services firm. Basic conceptual distinctions between facilitating the exchanges of goods and services are the focus of the course. Applications are explored in a variety of industries, including banking, insurance, health care, hotels, restaurants, and education. Prerequisite: MKTG 350.
- MKTG 356 Transportation and Logistics 5**
Introduces the basic concepts and techniques used to design transportation and logistics networks, including characteristics of common carriers, rate making, warehouse function and location, traffic management, and traffic law. Prerequisite: MKTG 350.
- MKTG 451 Marketing Research 5**
Purpose, methods, and techniques of marketing research. Prerequisites: MKTG 350 and ECON 260.
- MKTG 452 Marketing Management 5**
Case studies of corporate problems, decision making. Student participation in various roles of marketing. Organization planning, execution, and control of marketing problems. Prerequisites: MKTG 350, ACCT 231, and senior standing.
- MKTG 456 International Marketing 5**
Analyzes issues important in marketing in multiple foreign environments. Addresses market segmentation, product design, promotional strategies, pricing strategies in the face of changing exchange rates, media choice, and the importance of cultural differences. Offered every other year. Prerequisite: MKTG 350.

MKTG 491-493	Special Topics	2 to 5
MKTG 495	Internship	1 to 5
Open to senior marketing majors with adviser's approval. Mandatory CR/F and will not satisfy a major requirement.		
MKTG 496	Independent Study	1 to 5
MKTG 497	Directed Reading	1 to 5
MKTG 498	Directed Research	1 to 5
Supervised individual work. Open to senior business majors with the approval of the student's adviser. Mandatory CR/F and will not satisfy a major requirement.		
OPER 360	Manufacturing and Service Operations	5
Operations function, including operations strategy, operations analysis, service delivery, quality improvement, inventory systems, facility layout, materials management, scheduling, aggregate planning, project management, and international operations. Student teams visit a local factory or service operation and prepare reports relating their observations to course topics. Prerequisites: MATH 130, CSSE 103, advanced standing in the Albers School. (fall, winter, spring)		
OPER 361	Operations Strategy	5
An in-depth examination of operation strategies for manufacturing and service and their essential links with other organizational functions, including marketing, finance, and engineering. Development, content, and implementation of operations strategies are discussed in the context of domestic and international cases. Student teams apply a theoretical framework to analyze operations strategies in local firms. Prerequisites: OPER 360; MKTG 350 recommended.		
OPER 362	Managing Processes	5
Focuses on customer requirements and introduces tools available for improving manufacturing and service processes. Topics include process analysis tools, customer needs assessment, societal and ethical issues, customer interaction, quality function deployment, benchmarking, quality costs, statistical concepts in quality analysis and control, organization for quality, quality information systems, and motivational issues. Prerequisites: OPER 360, ECON 310; MKTG 350 recommended. (formerly Principles of Quality)		
OPER 363	Operations Planning and Control Systems	5
Planning and control systems applied to the transformation processes in manufacturing and service settings. Master planning, forecasting, inventory management, material requirements planning (MRP), capacity planning, production activity control, activity-based costing, just-in-time (JIT) systems, theory of constraints, demand management, distribution requirements, planning, automation, and implementation issues. Computer applications in most topical areas and cases are used to illustrate course concepts. Background for professional certification with the American Production and Inventory Control Society (APICS). Prerequisite: OPER 360, ECON 310.		
OPER 391-393	Special Topics	2 to 5

- OPER 442** **Manufacturing Processes** **4**
Overview of the manufacturing processes, including casting, machining and welding; physics governing processes, the associated process parameters and their influences. Special emphasis is placed on plastics processing. Three lectures and one laboratory or field trip per week. Listed jointly with MEGR 342. Prerequisite: OPER 360.
- OPER 464** **Supply Chain Management** **5**
Introduces concepts and tools required to manage the network of suppliers producing goods and services which are subsequently converted by the buying firm. Topics include supplier evaluation/selection, development and certification; logistics; partnering; technology; modeling; just-in-time purchasing; managing risk; inventory management; international issues. Student teams will visit local firms to analyze supply chain management practices. Prerequisites: OPER 360.
- OPER 466** **Project Management** **5**
Addresses the managerial concepts and technical tools required for evaluating, planning, managing, and controlling projects. Topics include strategic issues, project selection, risk analysis, work breakdown structures, PERT/CPM, resource management, conflict issues, project scheduling software, cost/schedule control systems, team-building, and matrix organization. Guest speakers from industry highlight implementation issues. Students apply course concepts to real and simulated projects. Prerequisite: OPER 360.
- OPER 491** **Special Topics in Operations** **2 to 5**
- OPER 496** **Independent Study** **1 to 5**
Supervised individual exploration. Open to senior business majors with the approval of the student's adviser. Mandatory CR/F and will not satisfy a major requirement.

School of Education

Sue A. Schmitt, EdD, Dean

Beth Jackson, EdD, Assistant Dean, Professional Development/

Continuing Education Programs

Ivan Hutton, PhD, Associate Dean

Organization

The graduate programs of the School of Education are organized into the following three departments:

Counseling and School Psychology

Hutch Haney, MS, Chairperson

- Counseling
- School Psychology

Teaching and Learning

John Chattin-McNichols, PhD, Chairperson

- Curriculum and Instruction
- Literacy for Special Needs
- Special Education
- Teacher Education

Professional Studies

Jeremy Stringer, PhD, Chairperson

- Adult Education and Training
- Educational Administration
- Educational Leadership
- Student Development Administration
- Teaching English to Speakers of Other Languages

Close cooperation exists among all departments, schools, and colleges of the university in working out programs of preparation for undergraduate students who desire a career in teaching.

Accreditation

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education and all programs leading to Washington State P-12 certificates are approved by the Washington State Board of Education.

Objectives

The mission of the School of Education is to prepare ethical and reflective professionals for quality service in diverse communities. These professionals will contribute positively to the values, principles, and practices of their communities, workplaces, and professional associations.

The teacher preparation program is a graduate-level program leading to Washington teaching certificates in elementary education and in a variety of secondary school sub-

jects. Also available are programs to prepare teachers in the areas of early developmentally disabled, learning disabled, early childhood, reading, and gifted education. See the *Graduate Bulletin of Information* or call the Education Office for details.

Through reciprocal agreements, School of Education graduates also qualify for certification in many other states.

Graduate Degrees and Programs Offered

See *Graduate Bulletin of Information*

- Doctor of Education (EdD)
- Educational Specialist (EdS)
- Master of Arts in Education (MA)
- Master of Education (MEd)
- Master in Teaching (MIT)
- Post-Master's Certificates

Teacher Education

Although there is no undergraduate degree in education, students interested in teaching should contact the Master in Teaching program at (206) 296-5759 or visit the Web site seattleu.edu/soe/mit to ensure that they meet state requirements for an academic program as well as the specific requirements for admission into the MIT program.

Master in Teaching Program

Seattle University offers an innovative Master in Teaching (MIT) degree. Students interested in a teaching career should contact the MIT program at (206) 296-5759 or visit the Web site seattleu.edu/soe/mit to ensure that they meet state requirements for an academic major as well as the specific requirements for MIT admission.

Elementary Certification (K-8)

To earn a certificate to teach kindergarten through eighth grade, the elementary certification candidate must have completed an undergraduate degree with a strong liberal arts foundation, including courses in language arts, science, math, and social science. The state standards and requirements for endorsements will change September 1, 2003. Please check with your education adviser for current requirements.

Secondary Certification (5-12)

To earn a certificate to teach fifth through twelfth grade, the secondary certification candidate must have completed an undergraduate or graduate degree in an academic major represented in the table below that corresponds to their area of desired certification (e.g., someone wanting to teach biology must have a bachelor's or master's degree in biology). Candidates with a degree in a closely related area (e.g., engineering or environmental studies) must call the master in teaching secretary at (206) 296-5759 to arrange an appointment. The state standards and requirements for endorsements will change September 1, 2003. Please check with your education adviser for current requirements.

The following majors are suitable for 4-12 or K-12 certification through Seattle University:

Endorsement in Content Subject Area:	Grade Level(s)	Primary 60 Qtr Credits	Primary 45 Qtr Credits	Supporting 24 Qtr Credits
Biology	4 - 12	no	yes	yes
Chemistry	4 - 12	no	yes	yes
Designated Arts:				
Choral	K - 12	no	yes	yes
Drama	K - 12	no	no	yes
General	K - 12	no	yes	yes
Instrumental	K - 12	no	yes	yes
Visual Arts	K - 12	no	yes	yes
Designated World Languages:				
French	K - 12	no	yes	yes
German	K - 12	no	yes	yes
Japanese	K - 12	no	yes	yes
Spanish	K - 12	no	yes	yes
Early Childhood Education	Pre - 3	no	no	yes
Earth Science	4 - 12	no	yes	yes
Elementary education	K - 08	no	yes	no
English	4 - 12	no	yes	yes
English as a second language	K - 12	no	no	yes
English/language arts	4 - 12	yes	no	no
History	4 - 12	no	yes	yes
Mathematics	4 - 12	no	yes	yes
Physics	4 - 12	no	yes	yes
Reading	K - 12	no	yes	yes
Science	4 - 12	yes	no	no
Social Studies	4 - 12	yes	no	no
Special Education	K - 12	no	yes	no

Endorsement forms are available as pdf documents for review and download at <http://www.seattleu.edu/soe/mit/chooseEndrsPDF.asp>

Education Courses

These courses can be used as electives in a student's program with a School of Education adviser's approval.

EDUC 300 Schooling in American Society 3

A course for undergraduates who are considering teaching as a profession, as well as other undergraduates who are interested in learning about schooling in America. Issues explored include a look at the original purposes of schools in this country, the current state of American education, the issues facing schools today, and a consideration of the schools of the future. The role of the teacher in each of these settings is examined. Visits to three schools are required as part of this course.

EDUC 380 Preparation for Leadership 2

Designed for undergraduate students who wish to develop and sharpen their understanding of leadership and leadership skills.

EDUC 412 Math for K-8 Teachers 3

A participation-oriented, hands-on review of the mathematical content needed to teach elementary school mathematics in a manner consistent with national reform standards in mathematics education. The focus is on the acquisition of conceptual understanding in preparation for teaching.

Matteo Ricci College

Arthur L. Fisher, PhD, Dean

Jodi Kelly, MRE, Associate Dean

Fr. John F. Foster, S.J., MA, STM,

Executive Assistant to the Dean and Chaplain to the College

Objectives

Matteo Ricci College seeks to develop students who shape their personal and social futures through responsible choices. The objectives of the program are to continue the harmonious development of students' cognitive, affective, and evaluative potential; bring students to a reflective consciousness of how they learn; and foster an inquiring, caring community of learners and teachers. Focusing on students' intellectual, aesthetic, emotional, ethical, and religious life, the curriculum is designed to sharpen and test generalizable learning skills. Students exercise and develop verbal and non-verbal communication skills; develop specific skills, both in a broad range of traditional disciplines and in areas of specialization; and confront, through interdisciplinary investigation, problems, clarifying themes, and a variety of values. Students are aided in undergoing prescriptive self-assessment.

Matteo Ricci College has always been an "experimental college", a laboratory for curricular innovation, hence among its objectives is the continuing enterprise of creating new elective courses for the benefit of Seattle University as a whole. A related objective is to keep alive the student-centered pedagogy of the best of Jesuit education through small classes, an integral curriculum, and close attention to individual students.

Although many graduates have gone directly from Matteo Ricci College to promising career placements, humanistic education should be seen as pre-professional, not as terminal, education. Matteo Ricci College, consistent with the mission of Seattle University, seeks to develop first fully human persons who can then take the greatest possible advantage of their subsequent professional training and opportunities. In the specific case of students seeking the bachelor of arts in humanities for Teaching, the objective of the College is to educate persons who will become inspirations to their own students, exemplars to their peers, and de facto missionaries of the wisdom in learning.

Degrees Offered

Bachelor of Arts in Humanities (three year degree)

Bachelor of Arts in Humanities for Teaching (four year degree)

Majors Offered

Humanities

Humanities for Teaching

The bachelor of arts in humanities (BAH) combines a broadly humanistic education with a specific focus on alleviating the harm and grief that come from socio-econom-

ic hardship and related ills in society. The BAH enables students to develop fully those specifically human skills necessary for success in most careers or professions. Many students combine their work toward a BAH with other coursework in the sciences, social sciences, nursing, engineering, business, et al, to complete two undergraduate degrees in four years. Other students move directly from the BAH to attractive opportunities in graduate schools of law, education, public administration, etc. Still others take advantage of the year saved through the BAH to travel and/or study extensively abroad.

The bachelor of arts in humanities for teaching (BAHT) should be understood as a "pre-teaching" degree analogous to a "pre-law" or "pre-med" curriculum: a degree intended to give the best possible undergraduate preparation for subsequent professional training in a graduate school of education. The bachelor of arts in humanities for teaching builds on the basic humanistic coursework that is the hallmark of Matteo Ricci College but also adds two key elements: (1) coursework and co-curricular activities designed and taught in collaboration with the Seattle University School of Education to provide optimal foundations and perspectives, theoretical and experiential, for those who plan to attend graduate school to become teachers in the K-12 schools; and (2) sophisticated individual advising to assure that students who will be seeking admission to a graduate school of education for teacher-training and certification have already completed, as undergraduates, the coursework in specific academic disciplines to qualify them ideally for subject area endorsements (i.e. legal authority to teach particular subjects in the state or states of their choice once they have earned a teacher's certificate through a master's level program at Seattle University or elsewhere.) Thus students preparing for the BAHT will be guided in taking advantage of the rich breadth of courses available throughout Seattle University so as to maximize their subsequent attractiveness first to graduate schools of education and then to school districts, as well as to make them excellent teachers and effective leaders within their communities. For those students who might ultimately decide not to pursue teaching as a career, the BAHT offers a broad training in the liberal arts, which should serve the student well in many professions and vocations.

Bachelor of Arts in Humanities

Structure and Special Admissions Requirements

Traditionally Matteo Ricci College at Seattle University has been the three-year university phase of an innovative program that coordinates and integrates high school and university level studies, enabling students to complete their high school and university education in six or seven years, rather than the traditional eight.

The Matteo Ricci College (MRC) program was developed jointly by Seattle Preparatory School and Seattle University. That collaboration led, in 1975, to Seattle Prep's initial offering of the three-year high school phase and, in 1977, to Seattle University's initial offering of the three-year university phase. Access to Matteo Ricci College at Seattle University was restricted from the inception of the program through the 1988-89 academic year to students who had completed the three-year curriculum at Seattle Prep.

In the late 1980's and early 1990's, initial collaboration between Seattle University and six of the eight local Catholic high schools led to academic partnerships, termed

the Matteo Ricci College Consortium, that opened access to the bachelor of arts in humanities program to graduates of those schools. The focus of these partnerships is a bridge curriculum that is designed jointly by high school and university faculty and taught by the high school faculty on the high school campus. That curriculum can generate five or ten Seattle University credits, which may be applied toward a bachelor of arts in humanities degree or other Seattle University program requirements, or be transferred to other universities.

Beginning with the fall term of the 1989-1990 academic year, admission to Matteo Ricci College to study toward a bachelor of arts in humanities became available to the following students:

- Seattle Prep students who have successfully completed the appropriate three-year curriculum there and are recommended for advancement to MRC/SU.
- Graduates of Seattle Prep who follow the three-year curriculum there with successful completion of a fourth year of study on the Prep campus.
- Graduates of Eastside Catholic High School, Forest Ridge School, Archbishop Murphy High School, John F. Kennedy Memorial High School, and O'Dea High School who: 1. meet the university's entrance requirements; 2. earn a grade of C (2.0) or higher in the jointly developed "bridge curriculum" offered at the high school campuses that generates Seattle University credits; and 3. receive recommendations from teachers involved in the bridge curriculum and from the high school administration.

General Program Requirements

(Policy 90-1)

All students are expected to make normal progress toward completing the required courses in sequence. They must maintain a cumulative academic grade point average of 2.0 or higher during the first year of the program and 2.25 during the remainder of the program. Students failing to meet these expectations will be placed on probation for two quarters, and thereafter are subject to dismissal from the College.

Peer advisers, overseen by the associate dean and the college administrator, serve as the principal advisers to all MRC students on academically related matters. No student in the College may register for any Seattle University course without first consulting, and receiving written permission from, a peer adviser or a dean. Students are required to seek additional advising from faculty with disciplinary expertise in the area of specialized studies selected (see Area of Concentration, below). Students who are contemplating studying for two degrees in four years are required to declare the second degree and be assigned an additional adviser from within that faculty as soon as possible.

Bachelor of Arts in Humanities

Major in Humanities

In order to earn the Bachelor of Arts in Humanities through Matteo Ricci College, students must complete 135 quarter credits with a cumulative grade point average of 2.25, including the following:

HUMT courses as shown below	60
Fine Arts	5

Mathematics	5
Laboratory Science.....	5
ISSS 120: Poverty in America	5
Areas of Concentration (choose one):	40-45
Concentration in a single discipline (40)	
Concentration in a pre-professional area (e.g., pre-medical, pre-dental, pre-law, business, engineering, etc.) (45)	
Concentration in a coordinated split discipline(20/20)	
Electives approved by adviser or dean	10-15

Typical Sequencing of Courses:

Year 1:

HUMT 150 & 180; 151 & 181; 152 & 182	30
Requirements, e.g., ISSS 120, or Area of Concentration	15

Year 2:

HUMT 301, 302, 380	15
Requirements, Area of Concentration, Electives	30

Year 3:

HUMT 400, 401 & 402	15
Area of Concentration, Electives	30

Please Note: 1. Only courses graded C- (1.7) or higher will fulfill the HUMT requirements scheduled for the HUMT 150 and 180 series. Only those graded C (2.0) or higher will be accepted in fulfillment of all other humanities courses. 2. MRC students who have successfully completed an area of concentration may apply the credits earned toward a second baccalaureate degree in certain major fields of study, subject to the approval of the appropriate school, and the university regulation of 45 minimum additional credits for a second baccalaureate degree. 3. The curriculum for students entering MRC/SU from schools other than Seattle Prep will vary only slightly from the requirements listed above, depending on the content of the respective school's bridge curriculum. Students entering MRC/SU from the consortium schools must earn 135 credits beyond what was earned in the bridge curriculum on the high school campus.

Bachelor of Arts in Humanities for Teaching

Structure and Admissions Requirements

The program leading to the bachelor of arts in humanities for teaching is designed and taught in collaboration with the Seattle University School of Education, a graduate school. The BAHT is a "cohort program"; that is, students are only admitted to the program as freshmen, through the normal process administered through the Seattle University Office of Admissions. Thereafter students follow a prescribed sequence of required courses (see below) but will also have ample opportunities to undertake study in one or more "areas for endorsement" so as to fulfill the specific subject area require-

ments to be allowed to teach specific subjects in an elementary, middle, or secondary school. This degree does not itself confer a teaching credential of any kind but rather is an optimal academic preparation for someone who intends to obtain a credential through a master's degree in teaching or other graduate-level program, or even through the alternative certification programs offered in some states. Apart from the sequences of required courses, students' individual programs of study may vary widely depending on the grade level and the specific subject areas in which they intend to teach.

Special Requirements for Guaranteed Provisional Deferred Admission to the Seattle University Masters in Teaching Program

Students who perform successfully during their first two years of study may, during their third year, apply for and be granted guaranteed provisional deferred admission to the Seattle University School of Education masters in teaching program. Further actual enrollment in the SU MIT program may be deferred at the student's choice for up to three more academic years after graduation with the BAHT to permit the student a period of employment, foreign study, other specialized study, etc. **The decision to offer early-decision guaranteed provisional deferred admission is entirely at the discretion of the School of Education, but the presumption is that all students who are making satisfactory progress toward the BAHT will be admitted to the Masters in Teaching program, providing that they meet the following specific admissions requirements:**

- A current grade point average of 3.0.
- A passing score on the Washington State Basic Skills Test (a requirement for eventual teacher certification)
- Two letters of recommendation, preferably from people who can assess the applicant's work with young people and/or from the applicant's professors or supervisors in HUMT 271-272 or HUMT 273-274.
- Satisfactory completion of a primary teaching subject area endorsement form outlining the courses taken or to be taken to meet State endorsement requirements for elementary or secondary teaching. This form must be provisionally approved by the Seattle University MIT program.
- An autobiographical statement.
- A writing sample.
- An interview with faculty from the Seattle University MIT program.

Once students have graduated with the bachelor of arts in humanities for teaching degree, they must also fulfill these further requirements in order to matriculate in the masters in teaching program at Seattle University:

- A cumulative grade point average of 3.0 throughout the BAHT.
- The completion of an Endorsement Plan under the guidance of an MIT adviser.
- A passing score on the Washington State Content Test in the student's intended area(s) of endorsement (also a requirement for eventual teacher certification).

Students who may not be offered early guaranteed provisional deferred admission to the SU School of Education are nonetheless likely to be strong candidates for admission through the normal admissions process at other graduate schools of education. They may also reapply to the SU MIT. Students who do not pass the skills and content tests may nonetheless earn the BAHT degree. Those students who decide ultimately that they want a career other than teaching will find that the BAHT will serve them well as a general liberal arts degree appropriate to a wide variety of other career paths.

Program Requirements

Students are expected to make normal progress toward completing the required courses in sequence. They must always maintain a cumulative academic grade point average of 2.5 or higher. Students failing to meet these expectations will be placed on probation for two quarters and thereafter are subject to dismissal from the College.

Each student is closely advised by a Matteo Ricci College BAHT adviser who is conversant with the endorsement and credential requirements in the various states, as well as with the preferences of graduate schools and school districts as they evaluate candidates. No student may register for any Seattle University course without consulting, and receiving written permission from, an adviser or a dean. Students are required to seek additional informal advice from faculty in their areas of prospective endorsement. Further, appropriate personnel of the Seattle University School of Education meet regularly with BAHT students as a group as well as individually as needed.

Bachelor of Arts in Humanities for Teaching Major in Humanities for Teaching

In order to earn the bachelor of arts in humanities for teaching through Matteo Ricci College, students must complete 180 quarter credits, with a cumulative grade point average of 2.5, including the following:

HUMT courses as shown below	85
Laboratory Science.....	5
ISSS 120: Poverty in America	5
Mathematics	5
Courses pursuant to endorsement(s)	45-70
Courses to develop ancillary skills	10-35

Coursework ancillary to the area(s) of endorsement might include public speaking, acting, courses on citizenship, courses on world cultures, on race and ethnicity, economics, drama, independent studies, etc., depending on the individual student.

Typical Sequencing of Courses:

Year 1:

HUMT 150&180; 151&181; 152, 171, &182	35
Other	10

Year 2:

HUMT 271-272 or 273-274, 301, 302	20
ISSS 120: Poverty in America	5
Other	20

Year 3:

HUMT 371, 372, 380	15
Other	30

Year 4:

HUMT 400, 471, 472	15
Other	30

Required Program Supplements:**September Experience (no credit; pre-Fall sophomore year required; pre-Fall junior-senior years optional):**

Students volunteer for arranged placements as aides in setting up classrooms and reading materials for Fall, then aiding directly in classrooms in the approximately three weeks between the beginning of the K-12 school year and the beginning of Fall classes at Seattle University.

On-Going contact with faculty from the Seattle University School of Education:

Students meet informally from time to time with professors of education to assure a sense of welcome and encouragement and an open channel for adventitious communication. Although Matteo Ricci College meets fully the advising needs of its students, the availability of advice from the graduate faculty in the School of Education is an important asset of the program.

Cohort-and-Competency-Building Reading Circles:

Students read, outside classes, suggested titles in age-appropriate children's literature. Then they meet in the evening, two or three times per quarter, with a faculty member or master teacher to discuss the works read, e.g., several elementary storybooks or one or two adolescent or pre-adolescent novels per quarter. After several quarters, students will have accumulated a substantial familiarity with children's literature.

GRE Vocabulary Builder:

During their freshman year, students utilize library- or home-based audio tapes to build a high level of competence in the meaning and usage of English words. Students are tested diagnostically during the freshman year and then in a "final examination" at year-end. Students who do not pass the examination with a grade of 85% or higher are required to repeat the test at intervals during the sophomore year until they can do so.

GRE Practice Exams:

During their junior year, students are given, at intervals, a series of mock content examinations in their subject areas of intended endorsement. These examinations are then scored. Students are encouraged to form study groups to analyze their results on particular questions and to develop test-taking strategies. Students with low scores are referred on a timely basis for appropriate tutorial help.

Matteo Ricci College Humanities Courses

Humanities 150, 151, 152, 180, 181, 182, 271, 272, 273, 274, 401, and 402 are open to Matteo Ricci College students only. Humanities 301, 302, 380, and 400 are normally cross-registered with collaborating departments and are open to any student in the University to the extent that space is available. Students enrolling in Humanities 171, 371, 372, 471, and 472 must have been admitted to the BAHT degree program or have written permission from the Dean of Matteo Ricci College; students not enrolled for the BAHT degree will be welcomed on a space-available basis. In some cases prerequisites may be waived for students not enrolled for the BAHT degree.

HUMT 150 **Composition: Language and Thought** **5**
Study and practice in the arts of rhetoric: structuring arguments, controlling word-choice, sentences, paragraphs, and essays, to produce clear, convincing writing.

HUMT 151 **Composition: Language and the Arts** **5**
Interdisciplinary study of artistic composition in a variety of art forms, with emphasis upon, and practice in, literary composition.

HUMT 152 **Logic, Ethics, and Discernment** **5**
An introduction to the methods, analytical powers, and limitations of (1) formal and informal logic, (2) ethics as a largely secular discourse, and (3) discernment as a more personal ethical guide.

HUMT 171 **Proseminar: Humanistic Foundations of Education** **5**
The writings of great thinkers on educational ideas, e.g., Plato, Quintillian, St. Augustine, the Renaissance Humanists, St. Ignatius, Locke, Rousseau, Piaget, Montessori, et. al. Lectures, discussion, presentations, writing. Prerequisites: HUMT 150, 180, 181; concurrent enrollment in HUMT 182.

HUMT 180 **Socio-Cultural Transformations I** **5**

HUMT 181 **Socio-Cultural Transformations II** **5**

HUMT 182 **Socio-Cultural Transformations III** **5**
A three-quarter, interdisciplinary study of the evolution of major systems of meaning and value in Western civilization and the social expressions of these systems; emphasis on analysis of social and cultural phenomena and on interpretation of the personal and communal significance of cultural change in the past.

HUMT 271 **Seminar on Elementary Education** **5**

HUMT 272 **Supervised Internship in Elementary Education** **5**
HUMT 271 and 272 are linked courses and must be taken concurrently. Internship as a teacher's aide in an elementary school, coordinated with readings in related educational practice and problems; discussion, presentations, writing. Prerequisite: HUMT 171.

HUMT 273	Seminar on Secondary Education	5
HUMT 274	Supervised Internship in Secondary Education	5
Equivalent to HUMT 271-272 for secondary education. Prerequisite: HUMT 171.		
HUMT 301	Perspectives on the Person I	5
HUMT 302	Perspectives on the Person II	5
Reflective and critical examination of the structures of experience which define and shape human reality from philosophical, theological, psychological, and literary perspectives; emphasis on understanding of self and on appropriation of a religiously grounded sense of care and responsibility at both individual and social levels.		
HUMT 371	Education and the Polity	5
The changing roles of schools within society; the public debates surrounding those roles: ethical, political, and practical issues. Discussion, writing, and presentations. Prerequisites: HUMT 271-272 or 273-274 or permission of the dean; ISSS 120.		
HUMT 372	Leadership and Teaching	5
Diverse ways of leadership, including particularly from positions apart from office and title. Local leaders meet with students to share their own experiences. Examination of the teacher's multiple roles as a leader. Reflective writing and practical exercises; presentations. Prerequisite: HUMT 271-272 or 273-274 or permission of the dean.		
HUMT 380	Cultural Interface	5
Interdisciplinary study of a contemporary "foreign" nation or culture in Asia, Africa, Latin America, or the Middle East. Emphasis on the intellectual, religious, historical, and economic roots of the culture. An attempt to move beyond the study of aggregates to know how individuals live and feel.		
HUMT 391-393	Special Topics	1 to 5
HUMT 400	Matteo Ricci College Seminars on Contemporary Problems	5
Seminars that engage students in social and cultural issues of the contemporary world, with special attention to local expressions of these issues. Emphasis on relationships among empirical data and the search for the normative and the ideal; attention to acquiring the additional knowledge, skills, and sensibilities required for successful completion of a comprehensive project in the Matteo Ricci College capstone courses, HUMT 401 and 402.		
HUMT 401	Matteo Ricci College Capstone Course I	5
HUMT 402	Matteo Ricci College Capstone Course II	5
A two-quarter sequence, a project-based seminar that integrates and culminates the bachelor of arts in humanities. Content features: empirical research on a social problem of choice; linking of empirical findings to public policy contexts; ethical critique and/or defense of decisions or positions taken. Pedagogical format: student teams instructed and guided by a team of faculty mentors.		

HUMT 471 Jesuit Education 5

The origins and principles of Jesuit education, St. Ignatius to the present. Purposes and perspectives of specific techniques, extra-curricular activities, public service, concern for the poor and the marginalized. Prerequisites: HUMT 271-272 or HUMT 273-274 or permission of the dean.

HUMT 472 Jesuit Education Practicum 5

Students develop lessons and presentations grounded in Jesuit pedagogy and the Ignatian paradigm, working in their own prospective area of endorsement. Prerequisite: HUMT 471.

HUMT 480-483 Interdisciplinary Core Course 3 to 5

Title and content vary.

School of Nursing

Mary K. Walker, PhD, RN, FAAN, Dean
Lynne Leach, RN, EdD, Associate Dean

Objectives

The aim of the School of Nursing is to provide educational preparation for professional practice. There are four major goals for the baccalaureate nursing program:

- Provide educational experiences to develop knowledge, skills, and values essential to the profession of nursing.
- Provide opportunities for students to realize their potentials as persons and as professionals.
- Prepare students in the Jesuit tradition of service to others for meeting health needs in society.
- Provide the foundation for graduate study in nursing.

Undergraduate Degree Offered

Bachelor of Science in Nursing

To keep the program current, changes may be made in the undergraduate curriculum. These changes will not increase the total number of credits required for degree completion. When a curricular change occurs, students must complete the enrolled program of study within one(1) year of the last regularly scheduled course in the discontinued curriculum OR apply for readmission to the new curriculum.

Graduate Degree Offered

See *Graduate Bulletin of Information*
Master of Science in Nursing

Accreditation

Commission on Collegiate Nursing Education (CCNE)

Approval

Washington State Nursing Care Quality Assurance Commission;

For additional information on Seattle University's nursing programs, please contact the School of Nursing. Prospective undergraduate nursing students who desire further information about nursing programs in general, such as tuition, fees, and length of program, may also contact the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington DC 20036, (202) 887-6791.

Programs of Study

The School of Nursing offers an undergraduate program in nursing for basic students with no previous education in nursing and for registered nurse students seeking the bachelor of science in nursing degree. It also offers a master of science degree program. See the *Graduate Bulletin of Information* for details.

Admission Requirements

All entering students from high schools or accredited institutions of higher education who wish to complete requirements for the bachelor of science degree in nursing must meet university entrance requirements described in the admissions section of this bulletin. A cumulative and major prerequisite grade point average of 2.75 or above from another college or university is required for transfer students seeking admission into the School of Nursing. The chemistry requirement is met by completion of 1 unit (one year) of high school chemistry or one quarter of college chemistry.

General Program Requirements

Students must obtain a cumulative and major program/prerequisite GPA of 2.75 to enter the nursing sequence of study. Specific requirements for progression are detailed in Policy 75-3, which is included in the School of Nursing Undergraduate Student Handbook.

Students must meet the School of Nursing/Clinical Agency requirements for annual health screening, current cardiopulmonary resuscitation, immunization, medical insurance coverage, and other state and federal requirements. Students are responsible for these expenses as well as uniforms, equipment, and transportation costs to and from clinical agencies/sites. Students are referred to the School of Nursing Undergraduate Student Handbook for a more detailed overview of requirements and expectations.

Professional liability insurance is required for registered nurse students through the duration of all clinical experiences. Fees are assessed for all laboratory and clinical courses (see costs section of this bulletin). Students are required to participate in program and comprehensive testing/evaluations. Fees associated with these processes are the responsibility of the students. Fees are also required to apply for RN licensure. Details regarding these costs are found in the School of Nursing BSN Student Handbook.

Clinical Experiences

Clinical experience is provided through cooperating health care agencies, which include Atlantic Street Center; Bessie Burton Sullivan Skilled Nursing Residence; Children's Hospital and Regional Medical Center; Evergreen Hospital Medical Center; Group Health Cooperative Hospital and Clinics; Harborview Medical Center; Head Start; High Point Neighborhood; Holly Neighborhood; Neighborhood House; Northwest Hospital; Overlake Hospital Medical Center; Park Lake Neighborhood; Providence Mount St. Vincent; Rainier Vista Neighborhood; Seattle King County Health Department; Seattle Public Schools; Swedish Medical Center; Swedish Medical Center Providence Campus; Valley Medical Center; VA Puget Sound Health Care System; Virginia Mason Hospital; Yesler Terrace Neighborhood, and other selected health care agencies.

Bachelor of Science in Nursing For Entering Freshmen and Transfer Students

To earn the bachelor of science in nursing, students must complete a minimum of 180 quarter credits. The number of contact hours for lecture, lab, and practice/clinical courses is consistent with university policy on course scheduling. A 2.5 cumulative grade point average is required for degree completion. All courses required for the BSN degree must be graded C (2.0) or better. Program requirements include:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
MATH	107 or 110 or above*	5
Lab Science	(BIOL 220 required)*	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	(PSYC 120 required)*	5
Social Science II	(not psychology)	5
Theology and Religious Studies	Phase II (200-299).....	5
PHIL 352	Health Care Ethics.....	5
Theology and Religious Studies	Phase III (300-399).....	5
Interdisciplinary course	.....	3
Senior Synthesis	satisfied by NURS 490*	3

*Also major/program requirement; C (2.0) minimum grade allowed. See detailed university core curriculum in this bulletin

II. Major Requirements

One hundred-nine credits, including:

BIOL 200	Anatomy and Physiology I	5
BIOL 210	Anatomy and Physiology II	5
PSYC 322	Psychology of Growth and Development (or approved alternate)	5
NURS 202	Statistics for Health Research (or approved alternate)	5
NURS 203	Contemporary Nursing.....	2
NURS 204	Pathophysiology	5
NURS 207	Introduction to Pharmacology.....	3
Nursing upper division credits:		
NURS 306	Foundations of Professional Nursing	5
NURS 308	Health Assessment and Intervention I.....	5
NURS 324	Nursing Research and Epidemiological Methods.....	5
NURS 326	Health Assessment and Intervention II.....	5
NURS 330	Promoting Wellness in Families - Theory.....	5
NURS 331	Promoting Wellness in Families - Practice	5
NURS 342	Promoting Wellness During Altered Health I - Theory.....	5
NURS 343	Promoting Wellness and Altered Health I - Practice	5
NURS 402	Leadership and Management in Health Care	5

NURS 416	Contemporary Issues with Vulnerable Populations	2
NURS 418	Promoting Wellness During Altered Health II - Theory.....	5
NURS 419	Promoting Wellness and Altered Health II - Practice.....	5
NURS 434	Health Care of Communities - Theory	5
NURS 435	Health Care in Communities - Practice.....	5
NURS 437	Transition to Professional Nursing Practice	9
NURS 490	Senior Synthesis	3

III. Electives

Unspecified Elective	3
----------------------------	---

Please Note: Prospective students are required to work with a designated academic adviser to develop a plan for sequence of study to meet program requirements.

Nursing Courses

NURS 202 **Statistics for Health Research** 5

A conceptual approach to statistics, including hypothesis testing, statistical significance, and statistical power. Common descriptive and inferential statistical tests and how to use them. Application to nursing and health care research. Theory (4 credits), lab (1 credit). Prerequisite: MATH 107 or above. Permission required for non-majors. (fall, spring)

NURS 203 **Contemporary Nursing** 2

Introduction to professional nursing in the context of contemporary health care systems. Students will engage in skills essential to nursing: critical reading, critical thinking, reflection, and communication. Prerequisites: ENGL 110, PHIL 110. Permission required for non-majors. (fall, spring)

NURS 204 **Pathophysiology** 5

A conceptual approach to alterations in structure and function resulting from stressors on the human body. Course will review the cellular and molecular basis of these alterations, such as inflammation, immunity, and the genetic basis of disease. These basic pathologic mechanisms will also be applied to body systems. Prerequisites: BIOL 200, 210; BIOL 220 recommended. Open to non-majors. (fall, spring)

NURS 207 **Introduction to Pharmacology** 3

Examination of pharmacological principles and drug classes. Self-management strategies and care provider considerations. Integration of legal, ethical, and other social factors. Prerequisite: Math 107 or above and nursing major. Pre- or corequisite: NURS 203 and 204. (fall, spring)

NURS 306 **Foundations of Professional Nursing** 5

Examination of nursing history, nursing theory, and professional practice using systems theory as a framework. Introduction to concepts of health, health promotion and protection in the context of health care delivery systems. Development of communication, collaboration, and group process skills for professional relationships. Theory (4 credits), lab (1 credit). Prerequisite: NURS 202 through 207; majors only. (fall, winter)

- NURS 308** **Health Assessment and Intervention I** **5**
Basic techniques of screening assessments and health promoting interventions for individuals, families and populations across the lifespan. Theory (2 credits), Lab/Clinical (3 credits). Prerequisites: PSYC 322, BIOL 220, and all required NURS courses numbered 202 through 207. Pre- or corequisite: NURS 306. (fall, winter) CR/F grading
- NURS 324** **Nursing Research and Epidemiological Methods** **5**
Introduction to research as a systematic method of inquiry fundamental to nursing practice. Emphasis on developing knowledge in epidemiological, quantitative, and qualitative methods. Application of computer skills to identify and search health care databases. Prerequisite: NURS 202 through 207. Pre- or corequisite: NURS 306. (fall, winter)
- NURS 326** **Health Assessment and Intervention II** **5**
Focus on nursing process and intervention in wellness and illness. Process includes assessment, planning, implementation, and evaluation of nursing care. Application of nursing interventions across the lifespan of individuals and in communities. Perform basic nurse provider skills. Theory (2 credits), lab/practice (3 credits). Prerequisite: NURS 308. Pre- or corequisite: NURS 324. Corequisite: NURS 330-331. (winter, spring) CR/F grading
- NURS 330** **Promoting Wellness in Families - Theory** **5**
A systems framework is used to study family structure, function and development. Focus is on nursing strategies to promote wellness and reduce the risk of illness and injury in families across the generations. Prerequisites: PSYC 322, NURS 308. Pre- or corequisite: NURS 324. Corequisite: NURS 331. (winter, spring)
- NURS 331** **Promoting Wellness in Families - Practice** **5**
Experiences in nursing care of childbearing women and newborns, children, and elders with predictable health problems in selected settings. Clinical practice to apply theories, principles, and nursing strategies to promote wellness and reduce illness in family members and families across the lifespan. Prerequisites: PSYC 322, NURS 308. Pre- or corequisite: NURS 324. Corequisite: NURS 330. (winter, spring)
- NURS 342** **Promoting Wellness During Altered Health I - Theory** **5**
Explore factors contributing to and resulting in common, acute and chronic physiological and psychosocial alterations in health with integration across the lifespan. Course focuses on nursing process, nursing management, risk reduction, disease prevention, and modification of impact of illness on individuals, families, and populations. Prerequisites: All required NURS courses numbered 202 through 331. Corequisite: NURS 343. (spring, fall)
- NURS 343** **Promoting Wellness and Altered Health I - Practice** **5**
Clinical practice to apply risk reduction, disease prevention and modification, and nursing management to adults with predictable health problems in medical-surgical and psychiatric acute care settings. Impact of alterations in physical and behavioral health applied to families and communities. Prerequisites: All required NURS courses numbered 202 through 331. Corequisite: NURS 342 (spring, fall)

- NURS 372** **Issues in Women's Health: A Wellness Perspective** **3 or 5**
 Elective course (not a major requirement). Life style and influences on health outcomes. Health promotion and protection practices. Special emphasis on nutrition as it relates to wellness. Examination of health issues and choices for women and families. Junior standing or permission of instructor. Open to non-majors and applicable to a women's studies minor. (winter or spring)
- NURS 391-393** **Special Topics** **1 to 5**
- NURS 396** **Directed Study** **2 to 5**
- NURS 402** **Leadership and Management in Health Care** **5**
 Explore organizational theories, leadership and management principles in professional nursing practice and in health care organizations. Critically examine economic, political, and legal factors as these relate to the delivery of health services. Prerequisites: All required NURS courses numbered 202 through 343. (fall, winter)
- NURS 416** **Contemporary Issues with Vulnerable Populations** **2**
 Incorporate study of clients from previous and concurrent nursing courses to critically examine the concept of vulnerability and associated risk factors. Ethics, advocacy and empowerment will frame evaluation of intervention strategies. Prerequisites: All required NURS courses numbered 202 through 419. (winter, spring)
- NURS 418** **Promoting Wellness During Altered Health II - Theory** **5**
 Continued focus on nursing management, physiological and psychosocial factors influencing altered health, and an integrated approach to nursing therapies for promoting wellness during altered health across the lifespan. Emphasis on managing complex care. Prerequisites: All required NURS courses numbered 202 through 343. Pre- or corequisite: NURS 402. Corequisite: NURS 419. (fall, winter)
- NURS 419** **Promoting Wellness and Altered Health II - Practice** **5**
 Continued application of nursing process and refinement of nurse provider competencies. Clinical practice to apply risk reduction, disease prevention and modification, and nursing therapies to manage complex care of children and adults with illnesses in medical-surgical acute care settings. Application of theory to individuals, families and populations in the community. (formerly NURS 401) Prerequisites: All required NURS courses numbered 202 through 343. Corequisite: NURS 402. Corequisite: NURS 418. (fall, winter)
- NURS 420** **Drugs and Nursing Implications: A Case Study Approach** **2**
 Elective course for nursing majors. Focus on major drug classes and significant nursing implications. Using a case study approach, the student will synthesize information learned in previous theory and clinical courses. Prerequisites: Nursing Level 400+ or permission. (winter and/or spring)

- NURS 434** **Health Care of Communities - Theory** **5**
Application of systems theory, nursing science, public health science and community health theories to a variety of populations and communities. Nursing focus is an integrated approach to common health problems across the lifespan, from prenatal to elder care. Health issues in families and populations, and problem solving to promote healthy communities. Prerequisites: All required NURS courses numbered 202 through 419. Corequisite: NURS 435. (winter, spring)
- NURS 435** **Health Care in Communities - Practice** **5**
Clinical application of concepts, principles, and processes, to support health promotion, risk reduction, disease prevention, and illness management across the lifespan and in populations. Community-based experiences with individuals, families, and groups. Nursing students collaborate with other disciplines and community members on health problems and health policy issues, to implement and evaluate community-based projects. Prerequisites: All required NURS courses numbered 202 through 419. Corequisite: NURS 434. (winter, spring)
- NURS 437** **Transition to Professional Nursing - Practice** **9**
Concentrated clinical practice as well as seminar discussions to appraise issues in professional nursing and leadership and management roles appropriate for the BSN graduate. Integrates program competencies. Prerequisite: All required NURS courses numbered 202 through 435. Corequisite: NURS 490. (spring, fall)
- NURS 480** **The Changing Family** **3**
An interdisciplinary seminar study of diverse family structures and the complex ways that society shapes, enables, and inhibits particular family forms. Multicultural aspects of contemporary families in socio-historical context are examined. Meets core interdisciplinary course requirements. Prerequisites: Core Phase I and II. (fall or winter)
- NURS 481** **Stress, Survival, and Adaptation** **3**
Elective course. 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. Open to non-majors. Meets core interdisciplinary course requirement. Prerequisites: Phase I and II of the core. (fall, winter or spring)
- NURS 482** **Contemporary Concepts of Health and Healing** **3 or 5**
Elective course. Blended science and humanities review of theoretical foundations of health. Current issues include alternative health care, balancing individual responsibility with community needs, environment, and cultural health. Open to non-majors. Requires application of concepts to student's declared major. Meets core interdisciplinary requirement. Prerequisites: Phase I and II of the core.

NURS 483	Introduction to Alcohol and Drug Addiction	3
History, scope, physiological, social, psychological, and family aspects of alcohol and other drug problems. Impaired driving. Progression and symptoms of addiction; types of alcoholics. Nature of addictive diseases: causality, treatment, and prevention. Meets core interdisciplinary requirement.		
NURS 490	Senior Synthesis	3
A capstone seminar of reflection and synthesis of the core and nursing. Integration of the intellectual, professional and personal responsibilities of nursing as a career. Examination of contemporary issues challenging the profession. Meets core requirement. Nursing majors only. Prerequisites: All required NURS courses numbered 202 through 435. Corequisite: NURS 437. (spring, fall)		
NURS 491-493	Special Topics	1 to 5
NURS 496	Independent Study	2 to 5
NURS 497	Directed Reading	2 to 5
NURS 498	Directed Research	2 to 5

School of Science and Engineering

George M. Simmons, PhD, Dean

Patricia D. Daniels, PhD, PE, Associate Dean

Objectives

Rooted in the Jesuit tradition of liberal education, the School of Science and Engineering at Seattle University seeks to provide dynamic, integrated, and challenging academic programs in science, engineering, and health. The school is dedicated to preparing students for responsible roles in their chosen professions and to advancing the educational qualifications of practicing professionals. The school seeks to foster among all students an understanding of scientific inquiry and a critical appreciation of technological change, and to inspire them to lifelong intellectual, professional, and human growth.

Degrees Offered

Bachelor of Arts

with a major in chemistry, computer science, mathematics, or physics

Bachelor of Science

with a major in mathematics

Bachelor of Science in Biochemistry

Bachelor of Science in Biology

Bachelor of Science in Chemistry

Bachelor of Science in Civil Engineering

Bachelor of Science in Civil Engineering with a
specialization in environmental engineering

Bachelor of Science in Computer Science

Bachelor of Science in Computer Science with a
specialization in business

Bachelor of Science in Computer Science with a
specialization in mathematics

Bachelor of Science in Diagnostic Ultrasound

Bachelor of Science in Electrical Engineering

Bachelor of Science in Electrical Engineering with a
specialization in computer engineering

Bachelor of Science in General Science

Bachelor of Science in General Science with a
specialization in environmental science

Bachelor of Science in General Science with a
pre-professional specialization

Bachelor of Science in Mathematics

Bachelor of Science in Mathematics with a
specialization in applied math

Bachelor of Science in Mathematics with a
specialization in pure math

Bachelor of Science in Mechanical Engineering

Bachelor of Science in Medical Technology

Bachelor of Science in Physics

Master of Software Engineering –See *Graduate Bulletin of Information*

Students interested in other scientific, technical, and health-related careers, such as medicine or dentistry, may pursue a degree within a specific discipline and use elective courses to suit their needs, or they may tailor their complete curriculum within the general science degree.

Pre-Science and Pre-Engineering

Many students come to Seattle University interested in science or engineering but unsure of the focus of their studies.

Pre-Science offers the opportunity to explore the different science programs while being a part of the School of Science and Engineering. Certain courses are common to all science programs, so there is time to learn about the degree programs available. Advisers help direct students toward a major that fits their interests and talents.

Mara Rempe, Ph.D., Pre-Science Adviser

Phone (206) 296-5582

Email pre-sci@seattleu.edu

Pre-Engineering provides an opportunity to get started in an engineering program while learning about the different branches of engineering. Initially the curriculum consists of common classes for all engineering disciplines, giving students time to choose the best program for them. Advisers help direct students toward a major that fits their interests and talents.

Patricia Daniels, Ph.D., Pre-Engineering Adviser

Phone (206) 296-5504

Email pre-eng@seattleu.edu

Accreditation

Individual programs within the school are accredited by the following professional bodies:

- Accreditation Board for Engineering and Technology (civil engineering, electrical engineering, and mechanical engineering)
- Commission on Accreditation of Allied Health Education Programs (diagnostic ultrasound)
- In addition the Chemistry Department is approved by the American Chemical Society to grant ACS certified B.S. degrees in chemistry and biochemistry. See departmental listing for requirements.

Admission Requirements

Freshmen applicants for admission to the School of Science and Engineering must have completed at least three years of high school mathematics, preferably including trigonometry, and at least two years of laboratory science for all majors except mathematics and computer science.

Transfer applicants will be considered when their overall college grade point average is at least 2.5 on a 4.0 scale and when their cumulative grade point average in all

engineering, mathematics, or science courses is also at least 2.50. A history of withdrawals, incompletes, and repeated courses lessens the chances for admission. To be accepted for transfer credit, required engineering, mathematics, or science courses must be graded C (2.0) or above. No technology courses will be accepted as transfer credit.

School of Science and Engineering Requirements

Students seeking the bachelor's degree in the School of Science and Engineering must complete a minimum of 180 credits, including the university core curriculum requirements. A bachelor of science in civil engineering or in civil engineering with a specialization in environmental engineering requires 192 credits. For all of the engineering programs, for both degrees in computer science, and for the bachelor of science in mathematics, the student's cumulative grade point average for graduation must be at least 2.50. In addition, for these programs, the minimum Seattle University grade point average for all courses applied to major and major department requirements is 2.50. A cumulative and major/department average of 2.30 is required of graduating students in diagnostic ultrasound.

The core requirements have been modified for several of the degree programs, as described in the individual departmental sections of this bulletin, but in no case may a student have fewer than 45 credits in the combination of history, humanities, and social sciences. Students also must complete the specific departmental requirements for their particular degree.

A maximum of 30 credits taken by an undergraduate non-matriculated student may be applied toward a baccalaureate degree in the School of Science and Engineering. For post-baccalaureate students taking courses in preparation for graduate health professional programs, any pre-professional courses taken in non-matriculated status may be applied toward a second bachelors degree in the School of Science and Engineering.

No course may be taken without the indicated prerequisites. Only the dean may waive this policy.

Biology

Glenn Yasuda, PhD, Chair

Objectives

Biology is the study of life at all levels, from the molecular to the global. A vital part of liberal education, knowledge of biology provides insights into the nature of the human body, social structure and behavior, as well as the ecological interrelationships, genetics and evolution, physiological functions, cellular and molecular processes of all living things.

Emphasizing laboratory and field work, the bachelor of science in biology is designed to prepare students for careers in the life sciences, for graduate work in basic and applied research and for professional careers in medicine, dentistry, veterinary medicine, and teaching. Working within the general requirements of the biology major, it is possible to structure your coursework to create programs with an emphasis in ecology, marine biology, cellular and molecular biology, zoology, or microbiology.

Students specifically interested in premedical, pre-dental, or pre-veterinary medicine should also consult the Pre-professional section of this bulletin.

Degree Offered

Bachelor of Science in Biology

Major Offered

Biology

Minor Offered

Biology

Bachelor of Science in Biology

In order to earn the bachelor of science in biology degree, students must complete a minimum of 180 quarter credits with a cumulative and major/program grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II	(different discipline from Social Science I).....	5
Theology and Religious Studies I	(200-299)	5
Ethics (upper division)	.....	5
Theology and Religious Studies II	(300-399)	5

Interdisciplinary	3 to 5
Senior Synthesis satisfied by BIOL 487 and 488	

See detailed core curriculum information in this bulletin

II. Major Requirements

Fifty-seven credits in biology, including:

BIOL 165	General Biology I	5
BIOL 166	General Biology II	5
BIOL 167	General Biology III	5
BIOL 240	Genetics	5
BIOL 470	General Ecology	5
BIOL 485	Cell Physiology	5
BIOL	Electives (not BIOL 101, 200, 210, or 220)	10

Senior Synthesis:

BIOL 487	Independent Experience	2 to 4
BIOL 488	Seminar	1

Choose one of the following two courses:

BIOL 235	Invertebrate Zoology	5
BIOL 252	Taxonomy of Flowering Plants	5

Choose one of the following four courses:

BIOL 310	Comparative Embryology	5
BIOL 325	Comparative Anatomy of the Vertebrates	5
BIOL 330	Comparative Vertebrate Histology	5
BIOL 361	Ultrastructure	4

Choose one of the following two courses:

BIOL 385	Plant Physiology	5
BIOL 388	Animal Physiology	5

Please Note: One course of plant science beyond the 165-167 series is required.

III. Other Major Department Requirements

CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
CHEM 122	General Chemistry II	4
CHEM 132	General Chemistry Lab II	1
CHEM 123	General Chemistry III	4
CHEM 133	General Chemistry Lab III	1

Choose organic chemistry sequence a. or b.:

a. CHEM 335	Organic Chemistry I (3)	15 or 17
CHEM 345	Organic Chemistry Lab I (2)	
CHEM 336	Organic Chemistry II (3)	
CHEM 346	Organic Chemistry Lab II (2)	
CHEM 337	Organic Chemistry III (4)	
CHEM 347	Organic Chemistry Lab III (2)	
b. CHEM 231	Fundamental Organic Chemistry I (4)	
CHEM 241	Fundamental Organic Chemistry Lab I (2)	
CHEM 232	Fundamental Organic Chemistry II (4)	
CHEM 242	Fundamental Organic Chemistry I Lab II (2)	
CHEM 319	Quantitative Analysis (5)	

Choose group a. or b.:10

- a. MATH 131 Calculus for Life Sciences
- PSYC 201 Statistics I
- b. MATH 134 Calculus I
- MATH 135 Calculus II

Choose physics series a. or b.:15

- a. PHYS 105 Mechanics and Sound
- PHYS 106 Electricity, Magnetism, and Thermodynamics
- PHYS 107 Survey of Modern Physics
- b. PHYS 200 Mechanics
- PHYS 201 Electricity and Magnetism
- PHYS 202 Waves, Optics, and Thermodynamics

Minor in Biology

In order to earn a minor in biology, students must complete 30 credits in biology, including:

- BIOL 165 General Biology I5
- BIOL 166 General Biology II5
- BIOL 167 General Biology III5
- BIOL Electives(10 credits numbered 200 or above)15

See policy for minors on p. 55.

Teacher Education

The teacher preparation program is a graduate-level program only. Students planning to teach in elementary or secondary schools should contact the Master in Teaching program at (206) 296-5759 or visit the Web site seattleu.edu/soe/mit.

Biology Courses

BIOL 101	Principles of Biology	5
Important areas of biology, beginning at the cellular level and culminating with a consideration of interactions and changes in natural populations. Four lecture and three laboratory hours per week. Credits not applicable to biology major. (fall, winter, spring)		
BIOL 165	General Biology I	5
BIOL 166	General Biology II	5
BIOL 167	General Biology III	5
Survey of the biological world, concepts and principles. I) cell biology, metabolism, respiration, photosynthesis, genetics. II) evolution, diversity, and comparisons of groups of living organisms. III) development and differentiation; comparative functions of tissues and organ systems; ecology. Four lecture and three laboratory hours per week. Prerequisite: high school algebra and chemistry. BIOL 165 prerequisite to BIOL 166 and 167. (I-fall, winter; II-winter; III-spring)		

- BIOL 200** **Anatomy and Physiology I** **5**
Major structural and functional systems of the human body. Cells, tissue, bone, muscle, and nervous system. Laboratory emphasis on microscopic and gross anatomy. Credits not applicable for biology major. Four lecture and three laboratory hours per week. (fall)
- BIOL 210** **Anatomy and Physiology II** **5**
Major structural and functional systems of the human body. Digestive, circulatory, respiratory, endocrine, urinary, and reproductive systems. Physiological interactions among systems. Laboratory emphasis on physiology. Credits not applicable for biology major. Four lecture and three laboratory hours per week. Prerequisite: BIOL 200. (winter)
- BIOL 220** **Microbiology** **5**
Introduction to microbiology, emphasizing health-related aspects. Four lecture and three laboratory hours per week. Credits not applicable for biology major. Corequisite: BIOL 210. (winter)
- BIOL 235** **Invertebrate Zoology** **5**
Survey of invertebrate phyla including their anatomy, morphology, taxonomy, and ecology. Four lecture and three hours laboratory per week. One weekend field trip. Prerequisites: BIOL 165, 166, 167. (spring)
- BIOL 240** **Genetics** **5**
Introduction to the principles of inheritance with an emphasis on the transmission of genetic information from one generation to the next. Topics include Mendelian and non-Mendelian inheritance, dominance, linkage, gene interactions, sex determination and sex linkage, polygenic inheritance, human medical genetics, and maternal effects. Five lectures per week. Prerequisites: BIOL 165, 166, and 167, or permission of instructor. (fall and winter)
- BIOL 252** **Taxonomy of Flowering Plants** **5**
Native flora as an introduction to taxonomy, involving the principal orders and families of flowering plants. Three lecture and four laboratory hours per week. One weekend field trip is required. Prerequisites: BIOL 165, 166. (spring, odd years)
- BIOL 275** **Marine Biology** **5**
Study of the marine environment and the animals and plants inhabiting it. Four lecture and three laboratory hours per week and one weekend field trip. Prerequisites: BIOL 165, 166, 167; BIOL 235 recommended. (spring)
- BIOL 291-293** **Special Topics** **1 to 5**
- BIOL 296** **Directed Study** **1 to 5**
- BIOL 300** **Microbiology** **5**
Basic biology of micro-organisms, including morphology, physiology, genetics, and ecology, with some aspects of applied and medical microbiology. Four lecture and three laboratory hours per week. Prerequisite: BIOL 165, 166, 167; CHEM 123/133. (fall)

- BIOL 310 Comparative Embryology 5**
Early embryo development with consideration of gametogenesis, fertilization, gastrulation, cell differentiation, and organogenesis. Four lecture and three laboratory hours per week. Prerequisites: BIOL 165, 166, 167. (spring)
- BIOL 325 Comparative Anatomy of the Vertebrates 5**
Comparative study of the structures of the integumentary, muscular, skeletal, digestive, respiratory, excretory, reproductive, circulatory, and nervous systems of selected vertebrates with emphasis on evolutionary relationships between organisms. Four lecture and three laboratory hours per week. Prerequisites: BIOL 165, 166, 167. (winter)
- BIOL 330 Comparative Vertebrate Histology 5**
Study of the fundamental body tissues. Three lecture and four laboratory hours per week. Recommended BIOL 310 or 325. (winter)
- BIOL 361 Ultrastructure 4**
The examination of cellular structure as seen through the electron microscope. Introduction to theory of operation of the electron microscope, interpretation of electron micrographs, comparisons of fine structure of different cell types, correlations of structures with cellular functions, examples of research applications. Lecture/demonstration format; three lectures and one demonstration period per week. Prerequisite: BIOL 165 and permission of instructor. (winter)
- BIOL 385 Plant Physiology 5**
Study of the function of plants, with emphasis on the wide range of physiological process that may contribute to success and survival of plants in their environment. Transport mechanisms; water and mineral management; responses to light, including photosynthesis, photoperiodism, and photomorphogenesis; functions of plant hormones; responses to environmental stresses; events in development. Four lecture and three laboratory hours per week. Individual project. Prerequisites: BIOL 165, 166, 167; CHEM 337/347 or CHEM 232/234. (spring, even years)
- BIOL 388 Animal Physiology 5**
Study of the function of animals, with emphasis on processes that contribute to the success and survival of animals in their respective environments. Nerve and muscle function, hormonal regulation, osmoregulation, digestion, and thermoregulation. Four lecture and three laboratory hours per week. Prerequisites: BIOL 165, 166, 167; CHEM 232/234 or CHEM 337/347. (fall)
- BIOL 391-393 Special Topics 1 to 5**
- BIOL 415 Fundamentals of Immunology 3**
Humoral and cellular immune systems; clonal selection theory; antigen and antibody properties and interactions, immunological diversity; autoimmune diseases; AIDS; cancer immunology; monoclonal antibodies and immunotherapy. Prerequisites: BIOL 165, 200/210; CHEM 102 or CHEM 337 or CHEM 232. (spring, even years)

- BIOL 422** **Medical Microbiology** **3**
Study of clinically significant bacterial and viral pathogens. Characteristics of pathogenic microorganisms and their mechanisms of pathogenesis at the cellular and molecular level will be emphasized. Epidemiological and immunological aspects of microbial diseases will also be considered. Three lecture hours per week. Prerequisites: BIOL 220 or 300; CHEM 102 or CHEM 337, or CHEM 232. (spring)
- BIOL 440** **Molecular Genetics** **5**
Study of heredity at the molecular level, including gene structure, transcription, mutation, DNA replication, recombinant DNA methodologies and their applications. Four extended lectures per week. Prerequisites: BIOL 165; CHEM 337/347 or 232/242. (winter)
- BIOL 470** **General Ecology** **5**
Study of the interactions between organisms in biological communities and the relationship of biological communities to the environment. Topics include: population growth and regulation, competition and predation, community energetics and nutrient cycling, comparative ecosystem analysis, and the evolution of ecosystems. Laboratory exercises include: field sampling techniques, experimental population manipulations, and ecosystem modeling. Four lecture and three laboratory hours per week. One weekend field trip. Prerequisites: MATH 120; BIOL 165, 166, 167. Recommended: BIOL 235 or BIOL 252; PSYC 201. (fall, spring)
- BIOL 485** **Cell Physiology** **5**
Cellular structure and function from a molecular approach. Topics include: membrane transport, cell division, protein synthesis and secretion, cell communication, the cytoskeleton, and cell motility. Emphasis on biochemical laboratory techniques. Four lecture and three laboratory hours per week. Prerequisites: BIOL 165, 166, 167; CHEM 337/347 or 232/234. (fall, winter)
- BIOL 487** **Biology Senior Synthesis:
Independent Experience** **2 to 4**
Gives students the opportunity to integrate their liberal arts background from the core with studies in their major. Varying with individual students' needs, it may involve independent laboratory or field research, library research, or practical work experience. A written project proposal and final report are required. Prerequisites: senior standing in biology major or permission of department chair. (fall or winter) (formerly BL 494)
- BIOL 488** **Biology Senior Synthesis: Seminar** **1**
Follows BIOL 487. Each student orally presents the results of his/her independent experience to students and faculty in the Biology Department. Prerequisites: senior standing, BIOL 494. (spring) (formerly BL 495)

BIOL 491-493	Special Topics	1 to 5
BIOL 496	Independent Study	1 to 5
BIOL 497	Directed Reading	1 to 5
BIOL 498	Directed Research	1 to 5
BIOL 499	Undergraduate Research	1 to 5

Literature and laboratory investigation of a basic research problem. Preparation of a written report. N grade option approved for research project. Prerequisite: permission of chair. (fall, winter, spring)

Chemistry

Susan C. Jackels, Ph.D., Chair

Objectives

Programs offered by the Chemistry Department are designed to prepare the student for professional work in the various fields of basic and applied chemistry. The bachelor of science in chemistry or bachelor of science in biochemistry degree is recommended to students who wish to prepare themselves for graduate studies in chemistry, biochemistry, medical/dental school or for work in the chemical or biochemical industry. Both of these degrees have options for certification by the American Chemical Society. Some additional courses are required to meet the certification requirements.

The bachelor of arts degree is recommended for those desiring a solid foundation in chemistry along with greater freedom of choice for elective courses from programs such as education, business, engineering, or other fields within the university.

The medical technology program is designed to prepare students for professional careers as technologists in medical, biological or biotechnological laboratories. Students with a B.S. in medical technology are eligible for professional certification after completing a one-year internship in an accredited clinical laboratory training program.

Degrees Offered

Bachelor of Arts

Bachelor of Science in Chemistry

(and American Chemical Society certified option)

Bachelor of Science in Biochemistry

(and American Chemical Society certified option)

Bachelor of Science in Medical Technology

Majors Offered

Chemistry

Biochemistry

Medical Technology

Minor Offered

Chemistry

Bachelor of Arts

Major in Chemistry

In order to earn the bachelor of arts degree with a major in chemistry, students must complete a minimum of 180 quarter credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:	5	
HIST 120	Origins of Western Civilization	5
HIST 121	Studies in Modern Civilization	5
ENGL 120	Introduction to Literature	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis (CHEM 488 and 489 required*)	.....	3 to 5

See detailed core curriculum information in this bulletin

*Major requirement.

II. Major Program Requirements

Forty-seven credits in chemistry, including:

CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
CHEM 122	General Chemistry II	4
CHEM 132	General Chemistry Lab II	1
CHEM 123	General Chemistry III	4
CHEM 133	General Chemistry Lab III	1
CHEM 231	Fundamental Organic Chemistry I	4
CHEM 241	Fundamental Organic Chemistry Lab I	2
CHEM 232	Fundamental Organic Chemistry II	4
CHEM 242	Fundamental Organic Chemistry Lab II	2
CHEM 319	Quantitative Analysis	5
CHEM 361	Physical Chemistry II	3
CHEM 371	Physical Chemistry Lab I	2

Choose 10 credits from among the following electives

CHEM 260	Laboratory Safety (2)	10
CHEM 360	Physical Chemistry I (3)	
CHEM 362	Physical Chemistry III (3)	
CHEM 372	Physical Chemistry Lab II (2)	
CHEM 415	Advanced Inorganic Chemistry (3)	
CHEM 425	Synthetic Inorganic Chemistry Lab (2)	
CHEM 426	Instrumental Analysis (5)	
CHEM 436	Advanced Organic Chemistry (3)	
CHEM 454	Biochemistry I (3)	
CHEM 455	Biochemistry II (2)	
CHEM 456	Biochemistry III (3)	
CHEM 464	Biochemistry Lab I (2)	
CHEM 465	Biochemistry Lab II (1)	
CHEM 499	Undergraduate Research (1 to 3)	
	and special topics or independent study courses.	

III. Other Major Department Requirements

MATH 134	Calculus I	5
MATH 135	Calculus II	5
MATH	Elective (above MATH 135)	5

Choose physics series a. or b.:	15
a. PHYS 105	Mechanics and Sound
PHYS 106	Electricity, Magnetism, and Thermodynamics
PHYS 107	Survey of Modern Physics
b. PHYS 200	Mechanics
PHYS 201	Electricity and Magnetism
PHYS 202	Waves, Optics, and Thermodynamics

Please Note: The senior synthesis core requirement for the B.A. with a chemistry major is CHEM 488, 489 and 1-3 credits of CHEM 499 or one credit of CHEM 490.

Bachelor of Science in Chemistry

In order to earn the bachelor of science in chemistry degree, students must complete a minimum of 180 quarter credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
Fine Arts	(one approved 5 cr. course; see course descriptions)	5
PHIL 220	Philosophy of the Human Person	5
Social Science I		5
Social Science II (different discipline from Social Science I)		5
Theology and Religious Studies Phase II (200-299)		5
Ethics (upper division)		5
Theology and Religious Studies Phase III (300-399)		5
Interdisciplinary		3 to 5
Senior Synthesis (CHEM 488, 489, and 499 required*)		3 to 5

See detailed core curriculum information in this bulletin

*Major requirement.

II. Major Requirements

Sixty credits in chemistry, including:

CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
CHEM 122	General Chemistry II	4
CHEM 132	General Chemistry Lab II	1
CHEM 123	General Chemistry III	4
CHEM 133	General Chemistry Lab III	1
CHEM 319	Quantitative Analysis	5
CHEM 335	Organic Chemistry I	3
CHEM 345	Organic Chemistry Lab I	2
CHEM 336	Organic Chemistry II	3
CHEM 346	Organic Chemistry Lab II	2
CHEM 337	Organic Chemistry III	4

CHEM 347	Organic Chemistry Lab III.....	2
CHEM 360	Physical Chemistry I.....	3
CHEM 361	Physical Chemistry II.....	3
CHEM 371	Physical Chemistry Lab I.....	2
CHEM 362	Physical Chemistry III.....	3
CHEM 372	Physical Chemistry Lab II.....	2
CHEM 426	Instrumental Analysis.....	5
CHEM	Electives (400 level).....	6

III. Other Major Department Requirements

MATH 134	Calculus I.....	5
MATH 135	Calculus II.....	5
MATH 136	Calculus III.....	5
PHYS 200	Mechanics.....	5
PHYS 201	Electricity and Magnetism.....	5
PHYS 202	Waves, Optics, and Thermodynamics.....	5

Choose one of the following two courses:..... 3 or 5

CSSE 103	Introduction to Computers and Applications (5)
MATH 232	Multivariable Calculus (3)

Please Note: 1. For the American Chemical Society certified degree option, the 6-credit elective, above under II, must be replaced by CHEM 415, CHEM 454, CHEM 464, and five additional credits of approved advanced work in chemistry (note CHEM 499 is acceptable here). 2. For students planning graduate work, any of the courses, MATH 232, MATH 233, MATH 234, PHYS 204, and PHYS 205, or CHEM 260, 415, 425, 436, 454, 455, 456, 464, and 465 are strongly recommended as electives. 3. The senior synthesis core requirement for the B.S. in Chemistry is CHEM 488, 489 and 1 to 3 credits of CHEM 499.

Bachelor of Science in Biochemistry

In order to earn the bachelor of science in biochemistry degree, students must complete a minimum of 180 quarter credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:..... 5

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II	(different discipline from Social Science I).....	5
Theology and Religious Studies Phase II	(200-299).....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III	(300-399).....	5
Interdisciplinary	.....	3 to 5

Senior Synthesis (CHEM 488, 489, and 499 required*)3 to 5

See detailed core curriculum information in this bulletin

*Major requirement.

II. Major Requirements

Sixty credits of chemistry, including:

CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
CHEM 122	General Chemistry II	4
CHEM 132	General Chemistry Lab II	1
CHEM 123	General Chemistry III	4
CHEM 133	General Chemistry Lab III	1
CHEM 319	Quantitative Analysis	5
CHEM 335	Organic Chemistry I	3
CHEM 345	Organic Chemistry Lab I	2
CHEM 336	Organic Chemistry II	3
CHEM 346	Organic Chemistry Lab II	2
CHEM 337	Organic Chemistry III	4
CHEM 347	Organic Chemistry Lab III	2
CHEM 361	Physical Chemistry II	3
CHEM 371	Physical Chemistry Lab I	2

Choose one of the following two courses:3

CHEM 415	Advanced Inorganic Chemistry	
CHEM 436	Advanced Organic Chemistry	
CHEM 454	Biochemistry I	3
CHEM 455	Biochemistry II	2
CHEM 456	Biochemistry III	3
CHEM 464	Biochemistry Lab 1	2
CHEM 465	Biochemistry Lab II	1

Choose option a. or b.:5

- | | |
|-------------|-------------------------------|
| a. CHEM 426 | Instrumental Analysis (5) |
| b. CHEM 362 | Physical Chemistry III (3) |
| CHEM 372 | Physical Chemistry Lab II (2) |

III. Other Major Department Requirements

BIOL 165	General Biology I	5
BIOL 440	Molecular Genetics	5
BIOL 485	Cell Physiology	5
MATH 134	Calculus I	5
MATH 135	Calculus II	5
MATH 136	Calculus III	5
PHYS 200	Mechanics	5
PHYS 201	Electricity and Magnetism	5
PHYS 202	Waves, Optics, and Thermodynamics	5

Please Note: 1. For the American Chemical Society certified degree option, the student must take CHEM 415 and both CHEM 426 and CHEM 362/372. CHEM 260 is a highly recommended elective. 2. The senior synthesis core requirement for the B.S. in Biochemistry is CHEM 488, 489 and 1 to 3 credits of CHEM 499.

Bachelor of Science in Medical Technology

In order to earn the bachelor of science in medical technology degree, students must complete a minimum of 180 quarter credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis (CHEM 488 and 489 required*)	.....	3

See detailed core curriculum information in this bulletin

*Major requirement.

II. Major Requirements

Forty-two credits, including:

CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
CHEM 122	General Chemistry II	4
CHEM 132	General Chemistry Lab II	1
CHEM 123	General Chemistry III	4
CHEM 133	General Chemistry Lab III	1
CHEM 231	Fundamental Organic Chemistry I	4
CHEM 232	Fundamental Organic Chemistry II	4
CHEM 241	Fundamental Organic Chemistry Lab I	2
CHEM 242	Fundamental Organic Chemistry Lab II	2
CHEM 319	Quantitative Analysis.....	5
CHEM 454	Biochemistry I.....	3
CHEM 455	Biochemistry II	2
CHEM 464	Biochemistry Lab 1	2
CHEM 465	Biochemistry Lab II.....	1
CHEM	Electives.....	1

III. Other Major Department Requirements

Choose two of the following three courses:

BIOL 165	General Biology I
BIOL 166	General Biology II
BIOL 167	General Biology III

BIOL 200	Anatomy and Physiology I	5
BIOL 210	Anatomy and Physiology II	5
Choose one of the following two courses:		5
BIOL 220	Microbiology	
BIOL 300	Microbiology	
BIOL 240	Genetics	4
BIOL 415	Fundamentals of Immunology	3
BIOL 485	Cell Physiology	5
BIOL	Electives	4
CSSE 103	Introduction to Computers and Applications	5
MATH 134	Calculus I	5
PHYS 105	Mechanics and Sound	5
PHYS 106	Electricity, Magnetism, and Thermodynamics	5

Please Note: 1. Professional certification requires a one-year internship in an accredited laboratory-training program after completion of the degree. Application for internship is normally made in November for internships starting the following year. 2. The senior synthesis core requirement for the B.S. in Medical Technology is CHEM 488, 489 and 1 credit of CHEM 490.

Minor in Chemistry

In order to earn a minor in chemistry, students must complete 35 credits in chemistry, including:

CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
CHEM 122	General Chemistry II	4
CHEM 132	General Chemistry Lab II	1
CHEM 123	General Chemistry III	4
CHEM 133	General Chemistry Lab III	1
CHEM 319	Quantitative Analysis	5
CHEM Elective (200 level or above)	.....	5
Organic chemistry (200 level or above)	.....	10

See policy for minors on p. 55.

Teacher Education

The teacher preparation program is a graduate-level program only. Students planning to become elementary or secondary chemistry or general science teachers must complete a bachelor's degree prior to beginning the teacher preparation program. They should contact the Master in Teaching program at (206) 296-5759 or visit the Web site seattleu.edu/soe/mit.

Chemistry Courses

Credit may be received for only one of each of the following sets of courses: CHEM 231/330/335; 232/331/336; 241/345; 242/346. A student who completes CHEM 231 with a grade of B or better may enroll in CHEM 336 with the permission of the instructor.

CHEM 101 Introductory General Chemistry 5

Survey of inorganic chemistry, treating the basic principles and descriptive material relevant to the health sciences. Core lab science course. Four lecture and three laboratory hours per week. Prerequisite: MATH 107 or 110, or placement at a higher math level. (fall, winter)

CHEM 102 Introductory Organic and Biochemistry 5

Organic chemistry and introduction to biochemistry with application to the health sciences. Four lecture and three laboratory hours per week. Prerequisite: CHEM 101 or equivalent. (spring)

CHEM 121 General Chemistry I 4

Atomic and molecular structure, oxidation-reduction reactions, mass relationships, periodic properties, acids, bases ionic reactions, Five lectures per week. Prerequisites: CHEM 101 or high school chemistry and placement into MATH 120 or higher. Corequisite: CHEM 131. (fall, winter)

CHEM 122 General Chemistry II 4

Thermochemistry, gases, solutions, equilibria. Four lectures per week. Prerequisite: CHEM 121 (with C- or better). Corequisites: CHEM 132 and MATH 120 or placement at higher math level. (winter, spring)

CHEM 123 General Chemistry III 4

Thermodynamics, kinetics, electrochemistry, nuclear chemistry, chemistry of metals and nonmetals. Four lectures per week. Prerequisite: CHEM 122 (with C- or better) and MATH 120. Corequisite: CHEM 133. (spring, summer)

CHEM 131 General Chemistry Lab I 1

CHEM 132 General Chemistry Lab II 1

Introduction to basic laboratory procedures and safety, practice in modes of scientific inquiry, including observation, measurement, data collection, interpretation and evaluation of results, and reporting. Three hours per week. Prerequisite: CHEM 131 for 132. Corequisites: CHEM 121 for 131; 122 for 132. (131, fall, winter; 132, winter, spring)

CHEM 133 General Chemistry Lab III 1

Introduction to qualitative chemical analysis on a semimicro scale. Experimentation in the chemistry of ionic systems and basic quantitative analytical methods. Four hours per week. Corequisite: CHEM 123; Prerequisite: CHEM 132. (spring, summer)

- CHEM 231** **Fundamental Organic Chemistry I** **4**
- CHEM 232** **Fundamental Organic Chemistry II** **4**
Structure, bonding, nomenclature, reactions, and synthesis of organic compounds: 1) alkanes, alkenes, alkynes, alkyl halides, aromatic, and heteroaromatic compounds; 2) alcohols, ethers, phenol, thiols, aldehydes, ketones, carboxylic acids and derivatives, amines, carbohydrates, amino acids, and proteins. Spectroscopic applications. Each is four lecture hours per week. Prerequisites: CHEM 123 (with C- or better), 133 for 231; 231 for 232. (231 winter; 232 spring) (Not recommended for premed students)
- CHEM 241** **Fundamental Organic Chemistry Lab I** **2**
- CHEM 242** **Fundamental Organic Chemistry Lab II** **2**
Techniques used in synthesis, isolation, and identification of organic compounds. Each is four laboratory hours per week. CHEM 231 is the corequisite for 241; CHEM 232 for 242; CHEM 241 is the prerequisite for 242. (241 winter; 242 spring)
- CHEM 260** **Laboratory Safety** **2**
Important aspects of hazardous chemicals and laboratory safety, including pertinent laws and regulations. Establishing and maintaining a safe working environment in the laboratory. Prerequisite: One quarter of general chemistry. (spring)
- CHEM 291-293** **Special Topics** **1 to 5**
- CHEM 319** **Quantitative Analysis** **5**
Theory, methods, and techniques of volumetric, electro-analytical, spectrophotometric, chromatographic and micro-analytical procedures in quantitative analysis; introductory statistics. Two lecture and six laboratory hours per week. Prerequisites: CHEM 123 (with C- or better), 133 and junior level standing or permission of chair. (fall, winter)
- CHEM 330** **Organic Chemistry IA** **4**
- CHEM 331** **Organic Chemistry IIA** **4**
Structural theory, functional groups, nomenclature, stereochemistry, kinetics and thermodynamics of organic reactions, syntheses of organic compounds and applications. Emphasizes the use of kinetic and non-kinetic methods in the determination of reaction mechanisms, and qualitative structure-reactivity correlations. IA: Hydrocarbons, alkyl halides, ethers and alcohols, spectroscopy. IIA: Aromatics, aldehydes and ketones, carboxylic acids and their derivatives, amines, carbohydrates and lipids. Prerequisites: One year of general chemistry with laboratory (C- or higher in the final quarter/semester) for 330; CHEM 330 or one semester of organic chemistry (C- or higher) for 331. Corequisites: CHEM 345 (2 cr) Organic Chemistry Laboratory I for 330; CHEM 346 (2 cr) Organic Chemistry Laboratory II for 331. Offered summer only, 330 in first four weeks and 331 in second four weeks.
- CHEM 332** **Organic Chemistry IIIA** **2**
The chemistry of carbanions, amino acids, proteins and nucleic acids. Prerequisite: CHEM 331 with C- or higher. Offered concurrently with CHEM 336 in spring quarter. A new course for students wanting credit for the 300-level organic series. NOTE: CHEM 330-332 are equivalent to CHEM 335-337.

- CHEM 335** **Organic Chemistry I** **3**
Structural theory, functional groups, nomenclature, stereochemistry, kinetics and thermodynamics of organic reactions, syntheses of organic compounds, and applications; hydrocarbons and alkyl halides. Four lectures per week. Prerequisites: CHEM 123 (with C- or better). (fall)
- CHEM 336** **Organic Chemistry II** **3**
Structural theory, functional groups, nomenclature, stereochemistry, kinetics and thermodynamics of organic reactions, syntheses of organic compounds, and applications; spectroscopy, aromatic and oxy-organic compounds. Four lectures per week. Prerequisites: CHEM 335 (with C- or better). (winter)
- CHEM 337** **Organic Chemistry III** **4**
Structural theory, functional groups, nomenclature, stereochemistry, kinetics and thermodynamics of organic reactions, syntheses of organic compounds, and applications; amines, phenols and aryl halides, carbanions and the structure and chemistry of biomolecules. Four lectures per week. Prerequisites: CHEM 336 (with C- or better). (spring)
- CHEM 345** **Organic Chemistry Lab I** **2**
Theory and practice of laboratory techniques; experimental study of properties of organic compounds; introduction to organic synthesis. Four hours per week. Prerequisite: CHEM 133. Corequisite: CHEM 335. (fall)
- CHEM 346** **Organic Chemistry Lab II** **2**
Application of laboratory techniques in simple and multistep syntheses; qualitative and quantitative measurements of properties of organic compounds; determination of kinetic and thermodynamic parameters. Four hours per week. Prerequisite: CHEM 345; Corequisite: CHEM 336. (winter)
- CHEM 347** **Organic Chemistry Lab III** **2**
Instrumental and classical qualitative techniques applied to the identification of organic compounds. Five hours per week. Prerequisite: CHEM 346 (or 242) Corequisite: CHEM 337 (or prerequisite 232). (spring)
- CHEM 360** **Physical Chemistry I** **3**
- CHEM 361** **Physical Chemistry II** **3**
- CHEM 362** **Physical Chemistry III** **3**
1. Quantum chemistry and spectroscopy. 2. States of matter, thermodynamics, equilibrium, kinetics. 3. Theory of reaction rates, thermodynamics of solutions, phase equilibrium, electrochemistry, photochemistry and statistical thermodynamics. Three lectures per week. 1 may be taken either before or after 2 and 3. Prerequisites: CHEM 123, CHEM 133, MATH 136, and one year of physics for CHEM 360 and CHEM 361; CHEM 361 for CHEM 362. (CHEM 360-fall, CHEM 361-winter, CHEM 362-spring)

- CHEM 371** **Physical Chemistry Laboratory I** 2
- CHEM 372** **Physical Chemistry Laboratory II** 2
- Quantitative measurements of physical chemical phenomena, detailed data analysis, and evaluation. Four laboratory hours per week. Prerequisites: CHEM 319 (with C- or better) for CHEM 371; CHEM 371 for CHEM 372. CHEM 361 is corequisite or prerequisite for CHEM 371; CHEM 362 is corequisite or prerequisite for CHEM 372. (CHEM 371 – winter; CHEM 372 – spring)
- CHEM 391-393** **Special Topics** 1 to 5
- CHEM 396** **Directed Study** 1 to 5
- CHEM 415** **Advanced Inorganic Chemistry** 3
- Advanced topics in inorganic chemistry, with particular attention to the transition metals, including their compounds, properties and biochemistry. Prerequisite: CHEM 361. (spring)
- CHEM 425** **Synthetic Inorganic Chemistry Laboratory** 2
- Synthesis and characterization of inorganic compounds involving a variety of laboratory techniques and instrumentation, including, high temperature, vacuum line or inert atmosphere and nonaqueous solvent syntheses and characterization by NMR, FTIR, conductivity, GC, magnetic susceptibility and UV-Vis spectroscopy. Four laboratory hours per week. Prerequisite: CHEM 319 (with C- or better). Corequisite: CHEM 415. (spring)
- CHEM 426** **Instrumental Analysis** 5
- Theory and techniques of instrumental methods representative of spectrometric, electroanalytical and chromatographic techniques. Two lecture and two four-hour laboratory periods per week. Prerequisites: CHEM 319 (with C- or better), 361. (spring)
- CHEM 436** **Advanced Organic Chemistry** 3
- Advanced topics in organic chemistry. Directed reading and/or lectures. Prerequisite: CHEM 361 and one year organic chemistry. (spring)
- CHEM 454** **Biochemistry I** 3
- Structure and function of amino acids, proteins, lipids, carbohydrates and nucleic acids. Kinetics and mechanisms of enzyme action. Molecular aspects of cell biology and function. Prerequisites: BIOL 165 or permission of chair; C- or better in CHEM 232 or CHEM 337. (fall)
- CHEM 455** **Biochemistry II** 2
- Mechanistic study of the biosynthesis of nucleic acids and proteins using directed readings. Two lecture hours per week. Prerequisite: CHEM 454. (winter)
- CHEM 456** **Biochemistry III** 3
- Intermediary metabolism: A study of the metabolism of carbohydrates, lipids, amino acids, and nucleic acids with emphasis on enzymology, thermodynamics, metabolic control mechanisms, and integration of control between metabolic pathways. Prerequisite: CHEM 454. (spring)

- CHEM 464 Biochemistry Lab I 2**
Current laboratory methods in biochemistry including amino acid analysis, enzyme kinetics, protein purification techniques, gel electrophoresis, immunoblotting, and fatty acid analysis. Prerequisites: CHEM 242 or CHEM 347; C- or better in CHEM 319. Corequisite: CHEM 454. (fall)
- CHEM 465 Biochemistry Lab II 1**
Methods of biotechnology including the polymerase chain reaction. Three laboratory hours per week. Prerequisites: CHEM 454 and CHEM 464. Corequisite: CHEM 455 (winter)
- CHEM 480-483 Interdisciplinary Core Course 3 to 5**
Title and content change each term.
- CHEM 488 Senior Synthesis Seminar I 1**
Initiation of a research project. Includes on-line chemical literature search, project formulation, annotated bibliography and preparation of a brief research proposal. Required as part of the senior synthesis core requirement for chemistry, biochemistry and medical technology majors. (fall)
- CHEM 489 Senior Synthesis Seminar II 1**
Presentation of the senior synthesis project. Includes oral and written presentation of the senior synthesis project according to the American Chemical Society guidelines for undergraduate research presentations. Required as part of the senior synthesis core requirement for chemistry, biochemistry and medical technology majors. Prerequisite: CHEM 488. (spring)
- CHEM 490 Senior Synthesis 1 to 3**
Capstone activity, usually a mini-internship at an approved clinical laboratory site. A minimum of four laboratory hours per week per credit. Prerequisite: CHEM 488. Permission of chair.
- CHEM 491-493 Special Topics 1 to 5**
- CHEM 496 Independent Study 1 to 5**
- CHEM 497 Directed Reading 1 to 5**
- CHEM 498 Directed Research 1 to 5**
Permission of chair required.
- CHEM 499 Undergraduate Research 1 to 6**
Literature and laboratory investigation of a research problem in collaboration with a chemistry department faculty member or approved external adviser. A minimum of four laboratory hours per week per credit. Prerequisite: CHEM 488. Permission of chair.

Civil and Environmental Engineering

Jean Jacoby, PhD, Chair

Objectives

Civil engineering is the knowledge of mathematical and physical sciences to provide structures, improve and protect the environment, and provide facilities for community living, industry, and transportation for the use of mankind.

The Civil and Environmental Engineering Department is dedicated to the education of professional civil and environmental engineers. This is accomplished by the application of the highest standards of excellence in education, performance of services, and ethical conduct. It recognizes that specialization in engineering subjects is integrative with courses that speak to the arts and culture of civilization and to the study of natural systems.

Analysis and design courses in the fields of environmental, geotechnical, hydraulic, structural, and water resources engineering are offered in addition to preparatory courses in sciences and basic mechanics. A broad base of theory is provided, along with its application to current practices of the profession.

The program objectives are:

- To provide competence in mathematics and the natural and engineering sciences which are the technical foundation of the profession.
- To expose all students to a comprehensive civil engineering curriculum which includes structural, environmental, geotechnical, and water resources engineering together with electives which will provide an opportunity for emphasis in these and related topics within the broad field of civil engineering.
- To give students a significant exposure to the humanities and social sciences in order to broaden their appreciation of the world and give them an understanding of the role of engineering in the larger society.
- To give students significant opportunities to apply engineering principles and tools to open-ended design problems.
- To instill in students an appreciation for the need to be life-long learners in a rapidly changing field.
- To develop in students an open-minded but critical approach to the analysis of problems, keeping in mind the technical, professional, social and ethical dimensions of any solution.
- To develop oral and written communication skills that allow one to be an effective advocate for one's point of view.
- To encourage the initiative and flexibility needed to function well either individually or as a member of a team when multidisciplinary skills must be brought to bear on a problem.

Degree Offered

Bachelor of Science in Civil Engineering

Majors Offered

Civil Engineering

Civil Engineering with Specialization in Environmental Engineering

Departmental Requirements

In addition to the prerequisites, departmental candidacy in one of the engineering departments is required for entry into 300- and 400-level courses. Candidacy is achieved by successfully completing all required 100- and 200-level engineering, chemistry, computer science, mathematics, and physics courses with a combined grade point average of at least 2.50, as well as ENGL 110. Only courses graded C (2.0) or better may be transferred into the department to offset degree requirements.

For graduation, a minimum 2.5 cumulative grade point average is required, as well as a minimum 2.5 average in Seattle University classes in science, computer science, physics, mathematics, and engineering courses.

Taking the Washington state Fundamentals of Engineering (FE) examination is required for the degree. The civil engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

Bachelor of Science in Civil Engineering

Major in Civil Engineering

In order to earn the bachelor of science in civil engineering degree, students must complete a minimum of 192 credits including 45 credits in core curriculum, with a cumulative and major/department grade point average of 2.5, including the following:

I. Core Curriculum Requirements

Students majoring in civil engineering must earn a minimum of 45 credits in the core curriculum.

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I (not economics)		5
Social Science II satisfied by CEEGR 402		
Theology and Religious Studies Phase II (200-299)		5
Ethics (upper division)		5
Theology and Religious Studies Phase III (300-399).....		5
Interdisciplinary satisfied within major.		
Senior synthesis filled by CEEGR 487, 488, 489.		

See detailed core curriculum information in this bulletin

II. Major Requirements

Seventy-five credits, including:

CEEGR 221	Strength of Materials I	4
CEEGR 222	Strength of Materials Lab I	2
CEEGR 311	Engineering Measurements	5
CEEGR 323	Strength of Materials II	4
CEEGR 324	Strength of Materials Lab II	2
CEEGR 331	Fluid Mechanics	4
CEEGR 335	Applied Hydraulics	4
CEEGR 337	Fluids Lab	2
CEEGR 351	Engineering Geology	3
CEEGR 353	Soil Mechanics	3
CEEGR 371	Water Resources I	3
CEEGR 402	Engineering Economy	3
CEEGR 445	Structural Mechanics	5
CEEGR 473	Principles of Environmental Engineering	5
CEEGR 487	Engineering Design I	4
CEEGR 488	Engineering Design II	4
CEEGR 489	Engineering Design III	4

Choose elective sequence a. or b. 10

- a. CEEGR 447 Structural Design I
 CEEGR 449 Structural Design II
- b. CEEGR 474 Water Supply and Waste Water Engineering
 CEEGR 475 Hazardous Waste Engineering

Choose one of the following four courses: 4

- CEEGR 343 Air Pollution Engineering
 CEEGR 425 Transportation Engineering
 CEEGR 455 Foundation Design
 CEEGR 472 Water Resources II

III. Other Major Department Requirements

CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
MEGR 105	Engineering Graphics and Design	3
MEGR 210	Statics	4
MEGR 230	Dynamics	5
MEGR 321	Thermodynamics	4
MEGR 381	Engineering Methods	4
MATH 134	Calculus I	5
MATH 135	Calculus II	5
MATH 136	Calculus III	5
MATH 232	Multivariable Calculus	3
MATH 233	Linear Algebra	3
MATH 234	Differential Equations	4
PHYS 200	Mechanics	5
PHYS 201	Electricity and Magnetism	5
PHYS 202	Waves, Optics, and Thermodynamics	5
Science elective	.....	5
Elective	(CEEGR 100 recommended)	2

Please Note: Fundamentals of Engineering (FE) examination is required for graduation.

Bachelor of Science in Civil Engineering Major in Civil Engineering with a Specialization in Environmental Engineering

In order to earn the bachelor of science in civil engineering degree with a specialization in environmental engineering, students must complete a minimum of 45 credits in core curriculum and 192 credits total. A cumulative 2.5 grade point average is required, in addition to a 2.5 average in major/department requirements, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	5
HIST 121	Studies in Modern Civilization	5
ENGL 120	Introduction to Literature	5
PHIL 220	Philosophy of the Human Person	5
Social Science I (not economics)		5
Social Science II satisfied by CEEGR 402		5
Theology and Religious Studies Phase II (200-299)		5
Ethics (upper division)		5
Theology and Religious Studies Phase III (300-399)		5
Interdisciplinary satisfied within major.		
Senior synthesis filled by CEEGR 487, 488, 489.		

Students majoring in civil engineering with an environmental engineering specialty must earn a minimum of 45 credits in the core curriculum. See detailed core curriculum information in this bulletin.

II. Major Requirements

Seventy credits, including:

CEEGR 221	Strength of Materials I	4
CEEGR 222	Strength of Materials Lab I	2
CEEGR 331	Fluid Mechanics	4
CEEGR 335	Applied Hydraulics	4
CEEGR 337	Fluids Lab	2
CEEGR 341	Biological Principles for Environmental Engineers	4
CEEGR 342	Environmental Engineering Chemistry	4
CEEGR 351	Engineering Geology	3
CEEGR 353	Soil Mechanics	3
CEEGR 371	Water Resources I	3
CEEGR 402	Engineering Economy	3
CEEGR 473	Principles of Environmental Engineering	5
CEEGR 474	Water Supply and Wastewater Engineering	5
CEEGR 475	Hazardous Waste Engineering	5
CEEGR 476	Environmental Law and Impact Studies	3
CEEGR 487	Engineering Design I	4
CEEGR 488	Engineering Design II	4
CEEGR 489	Engineering Design III	4

Choose one of the following four courses:4

CEEGR 343	Air Pollution Engineering
CEEGR 425	Transportation Engineering
CEEGR 455	Foundation Design
CEEGR 472	Water Resources II

III. Other Major Department Requirements

CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
CHEM 122	General Chemistry II	4
CHEM 132	General Chemistry Lab II	1
MEGR 105	Engineering Graphics and Design	3
MEGR 210	Statics	4
MEGR 230	Dynamics	5
MEGR 321	Thermodynamics	4
MEGR 381	Engineering Methods	4
MATH 134	Calculus I	5
MATH 135	Calculus II	5
MATH 136	Calculus III	5
MATH 232	Multivariable Calculus	3
MATH 233	Linear Algebra	3
MATH 234	Differential Equations	4
PHYS 200	Mechanics	5
PHYS 201	Electricity and Magnetism	5
PHYS 202	Waves, Optics, and Thermodynamics	5

Choose one of the following two courses:5

BIOL 101	Principles of Biology
BIOL 165	General Biology I

Elective (CEEGR 100 recommended)2

Please Note: Fundamentals of Engineering (FE) examination is required for graduation.

Civil and Environmental Engineering Courses

CEEGR 100 Introduction to Civil and Environmental Engineering 2

Investigation of some major themes of civil and environmental engineering at the introductory level. Survey of concepts of the profession through hands-on demonstrations and guest speakers (experiential learning). Recommended for students majoring in civil and environmental engineering. Open to all students wishing to explore the possibilities of civil and environmental engineering as a career. (fall)

CEEGR 221 Strength of Materials I 4

Mechanics of solid deformable bodies; relationships between the external forces acting on elastic bodies and the stresses and deformations produced. Members subjected to tension, compression, flexure, and torsion. Four lecture hours and one hour of recitation/quiz per week. Prerequisites: MEGR 230, MATH 232. (fall, spring)

- CEEGR 222** **Strength of Materials Laboratory I** **2**
Laboratory experiments on the mechanics of solid deformable bodies and the relationships between tension, compression, flexure, and torsion. Developing technical report writing skills; use of spreadsheets and computer graphics. Four hours per week. Pre- or corequisite: CEEGR 221. (fall, spring)
- CEEGR 291-293** **Special Topics** **1 to 5**
- CEEGR 311** **Engineering Measurements** **5**
Introduction to surveying and mapping. Concepts, instruments and practice of engineering measurements, topographic mapping, public land system, boundary surveys, aerial photogrammetry, and the global position system; error adjustment, earthwork, and highway curve design. Four lectures and one laboratory period per week. Prerequisites: MATH 120, 121, and MEGR 105. (spring)
- CEEGR 323** **Strength of Materials II** **4**
Continuation of the mechanics of solid deformable bodies. Beam topics, stability of columns, combined stresses and strains, fatigue and energy relationships. Four lecture hours and one hour of recitation/quiz per week. Prerequisites: CEEGR 221, MATH 234. (winter)
- CEEGR 324** **Strength of Materials Laboratory II** **2**
Laboratory experiments on the mechanics of solid deformable bodies and the stresses and deformations produced. Members under combined loads of tension, compression, torsion and flexure; behavior of composite beams, indeterminate beams and long slender columns. Improving technical writing skills; use of spreadsheets and computer graphics. Four hours per week. Prerequisite: CEEGR 222. Pre- or corequisite: CEEGR 323. (winter)
- CEEGR 331** **Fluid Mechanics** **4**
Fluid properties. Elementary mechanics of incompressible fluids. Hydrostatics and fluid kinematics. Continuity and energy equations. Fluid resistance phenomena and estimations for laminar and turbulent flows. Momentum equation and dynamic forces. Basic hydraulic machinery and power calculations. Pre- or corequisite: MEGR 230. (fall, winter)
- CEEGR 335** **Applied Hydraulics** **4**
Extension and application of fluid mechanics principles. Pipes in series and in parallel. Branching pipes and pipe networks. Pipeline system curves. Analysis of pumping systems. Dynamic similitude and hydraulic modeling. Basic open channel flow. Prerequisite: CEEGR 331. (winter, spring)
- CEEGR 337** **Fluids Laboratory** **2**
Experimental calibration of various flow meters, loss coefficients, and pipe friction factors. Experimental verification of various principles of fluid mechanics. One lecture and one four-hour laboratory per week. Prerequisite: CEEGR 331. (spring)

- CEEGR 341** **Biological Principles for Environmental Engineers** 4
Basic principles of microbiology and biochemistry as applied to environmental control and wastewater treatment. Kinetic and energetic aspects are emphasized. Effects of domestic and industrial water pollution on the biological characteristics of natural waters and aquatic life are studied. Prerequisite: BIOL 101 or BIOL 165 or equivalent. (fall)
- CEEGR 342** **Environmental Engineering Chemistry** 4
Principles of chemical kinetics and thermodynamics applied to fundamental understanding of aqueous environmental samples, including natural waters, wastewaters, and treated waters; factors controlling inorganic and organic chemical concentrations, acid-base equilibria, and absorption phenomena. Prerequisites: CHEM 121, CHEM 131, CHEM 122, CHEM 132, or equivalent. (winter)
- CEEGR 343** **Air Pollution Engineering** 4
Introductory course in air pollution and its control. Topics include air pollutants and their effects, sources, dispersion models, engineering control, and quality legislation. Junior standing in engineering recommended. (spring)
- CEEGR 351** **Engineering Geology** 3
Mineralogy of rocks; types of rocks, their formation, structure and engineering properties; plate tectonics; structural geology; seismicity; introduction to and use of topographic maps, aerial photographs and geologic maps in engineering projects. Geotechnical field exploration techniques. Slope stability issues. Erosional and depositional land forms of rivers and glaciers. Engineering geology in contemporary civil engineering projects. Three lecture hours and one hour of recitation/quiz per week. (fall)
- CEEGR 353** **Soil Mechanics** 3
Engineering properties and classification of soils; compaction, permeability, effective stress concept, consolidation, settlements and time rate of settlements, shear strength of soils, strength measurements of soils, field investigation. Three lecture hours and one laboratory session per week. Prerequisites: CEEGR 221, CEEGR 351. Pre- or corequisite: CEEGR 331. (winter)
- CEEGR 371** **Water Resources I** 3
Hydrologic data sources, collection, and analysis, including frequency analysis. Precipitation, runoff, evaporation, and transpiration. Analysis of stream flow, hydrographs, flood mitigation, and drainage basins. Prerequisite: CEEGR 331. (spring)
- CEEGR 391-393** **Special Topics** 1 to 5
- CEEGR 402** **Engineering Economy** 3
Elements of immediate and long-term economy of facility design, construction and maintenance; interest rates, present worth and prospective return on investment; depreciation and replacement studies. (fall, winter)

- CEEGR 403 Project and Systems Management 5**
Introduction to project and construction management. How to plan and organize these services. Network scheduling, contracting procedures, risk, analysis, and estimating. Senior standing recommended.
- CEEGR 425 Transportation Engineering 4**
Introduction to the fundamentals of highway transportation systems. Methods of predicting travel demand and capacity supply. Use of field surveys and statistical representation of traffic characteristics. Urban transportation planning and design. Roadway design. Prerequisite: Senior standing. (winter)
- CEEGR 445 Structural Mechanics 5**
Classical and matrix methods in structural mechanics. Basic structural theory in both classical and matrix notation. Introduction to structural computer programs. Prerequisite: CEEGR 323. (fall)
- CEEGR 447 Structural Design I 5**
- CEEGR 449 Structural Design II 5**
Design of basic structural members and connections. Specific structural design building codes. I. Steel design. II. Reinforced and prestressed concrete design. Prerequisite: CEEGR 445. (I. winter, II. spring)
- CEEGR 455 Foundation Design 4**
Design considerations for foundations. Introduction to bearing capacity theory and lateral earth pressures. Design of shallow and deep foundations. Design of retaining walls, temporary earth retaining structures, and engineered soils. Soil stability analysis. Subsurface investigation for determining soil properties. Prerequisite: CEEGR 353.
- CEEGR 472 Water Resources II 4**
Streamflow routing process. Hydrograph analysis and synthesis. Reservoir capacity, operation, and routing processes. Subsurface hydrology. Well hydraulics. Erosion and sedimentation. Prerequisite: CEEGR 371. (fall)
- CEEGR 473 Principles of Environmental Engineering 5**
Introduction to water and wastewater treatment processes, air pollution control and hazardous waste management through the understanding of physical, chemical, and biological processes as well as mass balance analyses. Four lectures and one laboratory or field trip per week. Prerequisites: CHEM 121, CHEM 131. (fall)
- CEEGR 474 Water Supply and Wastewater Engineering 5**
Physical, chemical, and biological process design for water supply and wastewater treatment. Four lectures and one laboratory or field trip per week. Prerequisite: CEEGR 473. (winter)
- CEEGR 475 Hazardous Waste Engineering 5**
Explores the fate and transport of hazardous materials in the environment. Regulatory considerations, programmatic criteria and remediation technologies are also evaluated. Prerequisite: CEEGR 473 or permission of instructor. (spring)

- CEEGR 476** **Environmental Law and Impact Studies** **3**
Social, economic, and engineering factors involved in environmental regulations. National and regional water policies, programs, and administration. Emphasis on national environmental policy act and its implementation. Terminology of environmental inventory, assessment, and impact statement. Senior standing recommended. (winter)
- CEEGR 477** **Selected Topics in Environmental Engineering** **5**
A comprehensive study of a topic in environmental engineering not covered in another course. Topics will vary to keep pace with current environmental risk assessment, technical advances, research developments, and the EPA's innovative technology program. Senior standing in engineering or science recommended.
- CEEGR 485** **Cold Regions Engineering** **4**
Engineering considerations in design of structures, utilities, and other facilities under cold climate conditions. Senior standing recommended.
- CEEGR 487** **Engineering Design I** **4**
Design process, problem solving and decision making, modeling and simulation, optimization, economics, forecasting, reliability. Four lecture hours per week. Senior standing required. (fall)
- CEEGR 488** **Engineering Design II** **4**
- CEEGR 489** **Engineering Design III** **4**
Group design project focusing on the integrative aspects of engineering subject matter. The project should focus on: (1) philosophy of design, a creative approach, and a comprehensive design project; planning, organizing and leading an engineering project, exercising judgment and considering economic factors; and (2) integrated aspects of creative design and analysis; case studies; design of a novel device or system. Two lecture and four design hours per week. The three-course series fulfills the senior synthesis core requirement. Prerequisite: CEEGR 487 for CEEGR 488; CEEGR 488 for CEEGR 489. (CEEGR 488, winter; CEEGR 489, spring)
- CEEGR 491-493** **Special Topics** **1 to 5**
- CEEGR 496** **Independent Study** **1 to 5**
- CEEGR 497** **Directed Reading** **1 to 5**
- CEEGR 498** **Directed Research** **1 to 5**

Computer Science/Software Engineering

William G. Poole, PhD, Chair

Objectives

The computer science program seeks to prepare students for careers that require sophisticated programming and computer applications in industrial, scientific, technical or educational settings, and to incorporate into the program the principles and techniques of software engineering. The program provides solid foundations for understanding the changing roles of computers in society and encourages students to apply their knowledge to solving a variety of problems through laboratory and project activities.

Recognizing that different people study computer science for different reasons, the department offers both bachelor of science and bachelor of arts degrees. The bachelor of science in computer science (BSCS) degree program provides a rigorous professional, technical educational background, appropriate for a career in software development or for entry into graduate study in computer science. A general option is available, as well as two specializations, the bachelor of science in computer science with a specialization in mathematics, and the bachelor of science in computer science with specialization in business. These specialized options within the BSCS degree program enable students to develop greater interdisciplinary expertise which will better equip them for jobs demanding such skills in the workplace.

The bachelor of arts (BA) degree program offers a sound foundation in computer science courses, while allowing greater flexibility in determining an area of application of the acquired computing skills. It is an excellent preparation for students interested in professional careers involving computer applications in less technical areas such as business or education.

Both the BSCS and BA degree programs require that all students complete a capstone experience, the year-long senior software engineering project which requires students to work in small groups to complete a substantial software system project, working with a faculty adviser and a sponsoring organization from business or industry. In addition to the bachelor's degree programs, the department offers a computer science minor, as well as computer literacy courses.

Degrees Offered

Bachelor of Arts

Bachelor of Science in Computer Science

Master of Software Engineering - See the Graduate Bulletin of Information

Majors Offered

Computer Science

Computer Science with Specialization in Mathematics

Computer Science with Specialization in Business

Minor Offered

Computer Science

Departmental Requirements

A grade of C (2.0) is required in all CSSE courses that are prerequisites to other required CSSE courses. Only courses graded C (2.0) or higher may be transferred to satisfy degree requirements. Transfer credits in the major require departmental approval. The MATH 134, 135, 136 sequence can be fulfilled by any three quarter or two semester calculus sequence from which Seattle University accepts the first course or courses as substitutes for MATH 134 and 135. Both the cumulative grade point average and grade point average for major/department courses completed at Seattle University must be at least 2.5 for graduation

Bachelor of Arts

Major in Computer Science

The bachelor of arts degree with a major in computer science requires students to complete a minimum of 180 quarter credits with both a cumulative grade point average and a major/department grade point average of 2.5 or better.

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course, see course descriptions).....	5
PHIL 220	Philosophy of the Human Person	5
Social Science I	.....	5
Social Science II	(different discipline from Social Science I).....	5
Theology and Religious Studies Phase II	(200-299)	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III	(300-399)	5
Interdisciplinary	.....	3
Senior Synthesis	filled by CSSE 487, 488, and 489.	

See detailed core curriculum information in this bulletin.

II. Major Requirements

Fifty-four credits in computer science, including:

CSSE 151	Fundamentals of Computer Science I.....	5
CSSE 152	Fundamentals of Computer Science II.....	5
CSSE 250	Data Structures	5
CSSE 251	Introduction to Computer Organization.....	5
CSSE 308	Technical Communication	3
CSSE 310	Design and Analysis of Algorithms	5

CSSE 320	Object-Oriented Development	5
CSSE 370	Introduction to Database Systems	5
CSSE 380	Organization of Programming Languages	5
CSSE 487	Software Engineering & Project Development I.....	5
CSSE 488	Software Engineering & Project Development II	3
CSSE 489	Software Engineering & Project Development III	3

III. Other Major Department Requirements

MATH 134	Calculus I.....	5
MATH 135	Calculus II.....	5

Choose one of the following two courses:5

- MATH 222 Discrete Structures
- MATH 310 Introduction to Advanced Mathematics

Choose one of the following two courses:5

- MATH 244 Fundamentals of Probability and Statistics.
- MATH 351 Probability

*Area of Application30

*Bachelor of arts degree students must complete a coordinated group of application area courses. These courses must include at least 30 credits of courses in an area of proposed application of computer science. These 30 credits may be those prescribed for a minor in another department, but may not include any credits already required by the Computer Science Department for the bachelor of arts degree. In areas of application where a minor is not prescribed, the Computer Science Department will define the acceptable application area courses, with the assistance of the appropriate departments.

**Bachelor of Science in Computer Science
Major in Computer Science - General Option**

The bachelor of science in computer science degree (BSCS) requires students to complete at least 180 quarter credits with both a cumulative grade point average and a major/department grade point average of 2.5 or better.

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5

Choose one of the following two courses:5

HIST 120	Origins of Western Civilization.	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
Fine Arts	(one approved 5 cr. course, see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5

Theology and Religious Studies Phase III (300-399).....	5
Interdisciplinary.....	3
Senior Synthesis filled by CSSE 487, 488, 489	

See detailed core curriculum information in this bulletin.

II. Major Requirements

Seventy-nine credits in computer science, including:

CSSE 151	Fundamentals of Computer Science I.....	5
CSSE 152	Fundamentals of Computer Science II	5
CSSE 250	Data Structures.....	5
CSSE 251	Introduction to Computer Organization.....	5
CSSE 308	Technical Communication.....	3
CSSE 310	Design and Analysis of Algorithms	5
CSSE 320	Object-oriented Development.....	5
CSSE 340	Operating Systems	5
CSSE 350	Automata, Computability and Formal Languages	5
CSSE 370	Introduction to Database Systems	5
CSSE 380	Organization of Programming Languages	5
CSSE 487	Software Engineering & Project Development I	5
CSSE 488	Software Engineering & Project Development II	3
CSSE 489	Software Engineering & Project Development III	3
CSSE	Electives (400-level)	15

III. Other Major Department Requirements

Forty-three credits in mathematics, physics, and science including:

MATH 134	Calculus I	5
MATH 135	Calculus II	5
MATH 136	Calculus III.....	5
MATH 233	Linear Algebra	3
PHYS 200	Mechanics	5
PHYS 201	Electricity and Magnetism	5
PHYS 202	Waves, Optics and Thermodynamics	5

Choose one of the following two courses:.....5

MATH 222	Discrete Structures
MATH 310	Introduction to Advanced Mathematics

Choose one of the following two courses:.....5

MATH 244	Fundamentals of Probability and Statistics
MATH 351	Probability

Bachelor of Science in Computer Science Major in Computer Science with a Specialization in Business

The specialization in business will prepare students for information management or information technology positions, which are increasingly critical in most companies. In addition to computer science requirements (54 credits), the student will take at least 45 credits of business foundation courses through the Albers School of Business and Economics.

This bachelor of science in computer science degree requires students to complete at least 180 quarter credits with both a cumulative grade point average and a major/specialization/department grade point average of 2.5 or better.

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person	5
Social Science I	(not economics)	5
Social Science II	filled by ECON 271	
Theology and Religious Studies	Phase II(200-299)	5
Ethics	(upper division)	5
Theology and Religious Studies	Phase III (300-399)	5
Interdisciplinary	.....	3
Senior Synthesis	filled by CSSE 487, 488, 489	

See detailed core curriculum information in this bulletin.

II. Major Requirements

Fifty-four credits in computer science, including:

CSSE 151	Fundamentals of Computer Science I.....	5
CSSE 152	Fundamentals of Computer Science II.....	5
CSSE 250	Data Structures.....	5
CSSE 251	Introduction to Computer Organization	5
CSSE 308	Technical Communication	3
CSSE 310	Design and Analysis of Algorithms	5
CSSE 320	Object-Oriented Development	5
CSSE 370	Introduction to Database Systems	5
CSSE 380	Organization of Programming Languages	5
CSSE 487	Software Engineering & Project Development I.....	5
CSSE 488	Software Engineering & Project Development II	3
CSSE 489	Software Engineering & Project Development III	3

III. Business Specialization Requirements

Forty-five credits in business courses, including:

(No course substitution/waiver is allowed within these requirements.)

ACCT 230	Principles of Accounting I (Financial).....	5
ACCT 231	Principles of Accounting II (Managerial)	5
ECON 271	Principles of Economics - Macro	5
ECON 272	Principles of Economics - Micro	5

Choose five of the following courses:

ECON 310	Quantitative Methods and Applications	
ECON 330	International Economic Events & Business Decisions	
	or	
MGMT 320	Global Environment of Business	

BLAW 370	Business and International Law
FINC 340	Business Finance
MGMT 380	Principles of Management
MKTG 350	Introduction to Marketing
OPER 360	Manufacturing and Service Operations
Elective	from ASBE (one 400-level course)

IV. Other Major Department Requirements

MATH 134	Calculus I	5
MATH 135	Calculus II	5

Choose one of the following two courses:5

MATH 222	Discrete Structures
MATH 310	Introduction to Advanced Mathematics

Choose one of the following three courses:5

MATH 244	Fundamentals of Probability and Statistics.
MATH 351	Probability
ECON 260	Business Statistics

Please Note: 1. BSCS business specialization students must meet all prerequisites for courses taken and must be at least at junior standing when enrolled in 300/400 level courses from Albers School of Business and Economics. One 300/400 level business course may be taken beyond the business core. These students must take the above specified business specialization requirements; no course may be waived by petition. 2 Students pursuing a BSCS degree with specialization in business may not also minor in business administration in the Albers School.

Bachelor of Science in Computer Science Major in Computer Science with a Specialization in Mathematics

This specialization requires students to take 64 credits in computer science and 50 credits in mathematics. The combination of mature skills in applied mathematics and strong computer applications skills is a rare and valuable combination.

This bachelor of science in computer science degree requires students to complete at least 180 quarter credits with both a cumulative grade point average and a major/specialization grade point average of 2.5 or better.

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5

Choose one of the following two courses:5

HIST 120	Origins of Western Civilization
HIST 121	Studies in Modern Civilization

ENGL 120	Masterpieces of Literature	5
Fine Arts	(one approved 5 cr. course; see course descriptions)	5
PHIL 220	Philosophy of the Human Person	5
Lab Science		5
Social Science I		5
Social Science II (different discipline from Social Science I)		5

Theology and Religious Studies Phase II (200-299).....	5
Ethics (upper division)	5
Theology and Religious Studies Phase III (300-399).....	5
Interdisciplinary	3
Senior Synthesis filled by CSSE 487, 488, 489	

See detailed core curriculum information in this bulletin

II. Major Requirements

Sixty-four credits in computer science courses, including:

CSSE 151	Fundamentals of Computer Science I.....	5
CSSE 152	Fundamentals of Computer Science II.....	5
CSSE 250	Data Structures	5
CSSE 251	Introduction to Computer Organization	5
CSSE 308	Technical Communication	3
CSSE 310	Design and Analysis of Algorithms	5
CSSE 320	Object-oriented Development.....	5
CSSE 340	Operating Systems.....	5
CSSE 350	Automata, Computability & Formal Languages	5
CSSE 370	Introduction to Database Systems	5
CSSE 380	Organization of Programming Languages	5
CSSE 487	Software Engineering & Project Development I	5
CSSE 488	Software Engineering & Project Development II	3
CSSE 489	Software Engineering & Project Development III	3

III. Mathematics Specialization Requirements

Fifty credits in mathematics courses, including:

MATH 134	Calculus I	5
MATH 135	Calculus II.....	5
MATH 136	Calculus III.....	5
MATH 232	Multivariable Calculus	3
MATH 233	Linear Algebra.....	3
MATH 234	Differential Equations.....	4

Choose one of the following two courses:

MATH 222	Discrete Structures	5
MATH 310	Introduction to Advanced Mathematics	5

Choose one of the following two courses:

MATH 244	Fundamentals of Probability and Statistics.	5
MATH 351	Probability	5

Choose three of the following four courses:

MATH 361	Applied Mathematics I	5
MATH 331	Introduction to Complex Variables	5
MATH 371	Introduction to Numerical Methods	5
MATH 461	Applied Mathematics II	5

Minor in Computer Science

In order to earn a minor in computer science, students must complete 30 quarter credits in computer science, selected from:

CSSE 151	Fundamentals of Computer Science I.....	5
CSSE 152	Fundamentals of Computer Science II.....	5

CSSE 250	Data Structures	5
CSSE 251	Introduction to Computer Organization	5
CSSE 310	Design and Analysis of Algorithms	5
CSSE 320	Object-oriented Development	5
CSSE 340	Operating Systems	5
CSSE 350	Automata, Computability & Formal Languages	5
CSSE 370	Introduction to Database Systems	5
CSSE 380	Organization of Programming Languages	5

See policy for minors on p. 55.

Advanced Placement Credit

Students who have taken the College Board advance placement test in computer science may petition the department for advanced placement credit on the basis of test results scored three or higher.

Teacher Education

The teacher preparation program is a graduate-level program only. Students interested in teaching should contact the Master in Teaching program at (206) 296-5759 or visit the Web site at seattleu.edu/soe/mit.

Computer Science Courses

CSSE 103 Introduction to Computers and Applications 5

An introduction to computer applications and concepts. Applications include word processing, spreadsheets, databases, electronic mail, and other Internet tools. Also covers historical development of computers. A brief introduction to hardware and software, and other concepts of modern computing. Computer-related social and ethical issues. No prior experience with computers required. (fall, winter, spring)

CSSE 151 Fundamentals of Computer Science I 5

Introduction to the fundamentals of computer science, including programming in a modern high-level language with emphasis on programming design and style. Algorithm development, stepwise refinement, control structures, functions, elementary search algorithms, primitive and aggregate data types. Prerequisite: MATH 134 *Calculus I*. (fall, winter)

CSSE 152 Fundamentals of Computer Science II 5

Continuation of the introduction to the fundamentals of computer science, including string processing, recursion, internal searching and sorting, abstract data types (ADTs), such as stacks, queues, linked lists and binary trees. Prerequisite: C (2.0) or better in CSSE 151 *Fundamentals of Computer Science I* (winter, spring)

CSSE 191 -193 Special Topics 1 to 5

- CSSE 230** **FORTRAN for Science and Engineering** **3**
Introduction to FORTRAN programming for science and engineering computing. Emphasis on algorithm development and stepwise refinement for solving science and engineering problems. Introduction to numerical techniques. Laboratory programming assignments will be taken primarily from the fields of engineering and science. Credit not granted for both CSSE 230 and CSSE 231. Prerequisites: MEGR 230; plus MATH 232 and 233.
- CSSE 231** **C Programming for Science and Engineering** **3**
Introduction to C programming, in a UNIX environment, for science and engineering computing. Emphasis on algorithm development, stepwise refinement for solving science and engineering problems. Programming assignments will be drawn from the fields of engineering and science. Credit not granted for both CSSE 230 and CSSE 231. Prerequisites: MEGR 230; plus MATH 232 and 233.
- CSSE 250** **Data Structures** **5**
Abstract data types. Big-Oh notation. Binary search trees, tree balancing techniques, and hash tables. Additional topics may include heaps, priority queues, hash functions, external searching and sorting, and graph algorithms. Prerequisite: C (2.0) or better in CSSE 152.
- CSSE 251** **Introduction to Computer Organization** **5**
Basic concepts of digital logic design, computer hardware (CPU components, memory hierarchies, I/O, interrupts), data representation (integer and floating point, characters, arrays, and structured data), Instruction Set Architectures (design trade-offs, RISC vs CISC, assembly language and machine language, realizations of high-level language constructs). Implementation via programming in an assembly language. Prerequisite: a C (2.0) or better in CSSE 152 *Fundamentals of Computer Science II*.
- CSSE 291-293** **Special Topics** **1 to 5**
- CSSE 296** **Directed Study** **1 to 5**
- CSSE 308** **Technical Communications** **3**
Communication skills for computer professionals. Writing, speaking, electronic communication. Structure and content of software documentation. CS Majors are to take this course concurrently with CSSE 487, the first quarter of the capstone software project course. Prerequisite: ENGL 110 Freshman English and C (2.0) or better in CSSE 250 *Data Structures* (fall)
- CSSE 310** **Design and Analysis of Algorithms** **5**
Advanced data structures (e.g. sets, graphs, priority queues) and their application; algorithm analysis and design techniques, such as divide and conquer, greedy methods, branch and bound, etc. Asymptotic analysis of algorithms and introduction to computability theory. Prerequisite: MATH 222 *Discrete Structures* or MATH 310 *Introduction to Advanced Mathematics* and C (2.0) or better in CSSE 250 *Data Structures* (fall, winter, spring)

- CSSE 320 Object-Oriented Development 5**
Fundamentals and principles of object-oriented development, including classes, containment, inheritance, overloading and polymorphism. Object-oriented analysis, design and programming. Prerequisite: C (2.0) or better in CSSE 250 *Data Structures* (winter, spring)
- CSSE 340 Operating Systems 5**
Computer system overview (devices, interrupts, memory hierarchy), operating system classification, and the basic concepts of operating systems including processes (scheduling, threads, synchronization, inter-process communication, deadlock), memory management (swapping, virtual memory), I/O subsystems and file systems. (formerly CSSE 440) Pre-requisites: a C (2.0) or better in CSSE 251 and CSSE 250.
- CSSE 350 Automata, Computability and Formal Languages 5**
An introduction to the formal mathematical basis of computer science. Topics include regular sets (finite automata, regular expressions, regular grammars, applications), context-free languages (grammars, pushdown automata, normal forms, applications), Turing machines, non-deterministic Turing machines, concepts of computability and computational complexity. Pre-requisite: a C (2.0) or better in CSSE 310 *Design and Analysis of Algorithms*.
- CSSE 370 Introduction to Database Systems 5**
Introduction to database management systems, architecture, and environment. Database design process and database data modeling include entity relationship (ER), enhanced ER techniques, relational and extended relational data models, object-oriented and object-relational data models. Fundamentals of transaction management, security and recovery control. Pre-requisite: a C (2.0) or better in CSSE 250 *Data Structures*.
- CSSE 380 Organization of Programming Languages 5**
Introduction to the structure and organization of programming languages; semantics; control structures; implementation considerations; garbage collection; parameter passing techniques. Imperative, functional and object-oriented programming paradigms. Prerequisite: C (2.0) or better in CSSE 250 *Data Structures*
- CSSE 391-393 Special Topics 1 to 5**
- CSSE 396 Directed Study 1 to 5**
- CSSE 444 Concurrent Systems 5**
Fundamentals of concurrent programming including: identification of race conditions and standard methods of prevention; correctness of concurrent programs; mutual exclusion; concurrent constructs such as threads, semaphores, monitors, rendezvous and remote procedural calls; and classic concurrent problems such as the reader-writer problem, the producer-consumer problem. Prerequisite: C (2.0) or better in CSSE 340 *Operating Systems*.

- CSSE 460** **Computer Networks** **5**
The principles of networking, client and server programming, with emphasis on the TCP/IP protocol suite upon which the Internet is based. Examples may include packet switched networks, layering of network protocols, ethernet, telnet, FTP and HTTP. Prerequisite: C (2.0) or better in CSSE 340 *Operating Systems*.
- CSSE 465** **Computer Graphics** **5**
Fundamentals of computer graphics. Techniques of computer image synthesis. Line-drawing and color raster graphics. Homogeneous coordinates, hidden line and surface, and smooth shading algorithms. Prerequisite: Either MATH 222 Discrete Structures or MATH 310 Introduction to Advanced Mathematics and C (2.0) or better in CSSE 250 *Data Structures*
- CSSE 470** **Artificial Intelligence** **5**
Principal ideas and developments in artificial intelligence, including knowledge representation, goal-directed problem solving, optimal and sub-optimal search, theorem proving, pattern matching. Additional topics may include expert systems, neural nets, simulated annealing, genetic algorithms. Prerequisite: C (2.0) or better in: CSSE 310 *Design and Analysis of Algorithms* and CSSE 380 *Organization of Programming Languages*
- CSSE 480** **Interdisciplinary Core Course** **3 to 5**
Title and content vary.
- CSSE 485** **Compiler Principles and Techniques** **5**
Lexical analyzers, top and bottom-up parsing and LL(k), LR, etc. grammars, symbol tables, internal forms and intermediate languages, code generation, code optimization, semantic specifications, error detection and recovery, comparison methods. Use of software tools for lexical analysis and parsing. Prerequisites: C (2.0) or better in CSSE 251, CSSE 350 and CSSE 380
- CSSE 487** **Software Engineering and Project Development I** **5**
Meets regularly in the fall quarter, to cover the principles of software engineering, and to initiate software project activities. Prerequisite: C (2.0) or better in CSSE 310 *Design and Analysis of Algorithms*, CSSE 320 *Object-Oriented Development*, CSSE 370 *Introduction to Database Systems*, and CSSE 380 *Organization of Programming Languages*, and a major GPA of 2.5 or higher. Co-requisite: CSSE 308 *Technical Communications*, to be taken concurrently with CSSE 487. (fall)
- CSSE 488** **Software Engineering and Project Development II** **3**
Meets as required to continue software project work initiated in the fall quarter. Prerequisite for 488: C (2.0) or better in: CSSE 487 *Software Engineering and Project Development I* (winter)

CSSE 489	Software Engineering and Project Development III	3
-----------------	---	----------

Meets as required to complete software projects by end of spring quarter. Prerequisite for 489: C (2.0) or better in: CSSE 488. (spring)

Principles of software engineering and their application in the planning and execution of a three-quarter-long software development project. Students work in teams to define and carry out software projects from initial requirements statements to final implementation. Activities include project planning and management, as well as analysis, design and implementation of the software project. In CSSE 487, projects are defined and requirements specifications developed by the project teams. The required software products are then designed and implemented in CSSE 488 and 489, culminating in a formal presentation of results at the end of the spring quarter. The three courses, CSSE 487, 488, and 489, must be taken as a continuous sequence and together, they fulfill the senior synthesis core requirement.

CSSE 491-493	Special Topics	1 to 5
CSSE 496	Independent Study	1 to 5
CSSE 497	Directed Reading	1 to 5
CSSE 498	Directed Research	1 to 5

Diagnostic Ultrasound

Jeff Pope, MEd, RDMS, RDCS Chair

Objectives

The diagnostic ultrasound program prepares students for the profession of diagnostic medical sonography. Founded on a concentration in basic sciences, the program affords simultaneous opportunities for receiving a liberal arts education, as well as didactic and practical exposure to a range of ultrasound specialties. This approach leads not only to competence in the practice of sonography, but also to the development of future leaders in the field.

Degree Offered

Bachelor of Science in Diagnostic Ultrasound

Major Offered

Diagnostic Ultrasound

Accreditation

The diagnostic ultrasound program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Departmental Requirements

Individuals may apply for the major of diagnostic ultrasound as freshmen or transfer students from other colleges. Transfer applicants and change of major students will be considered according to admission requirements of the School of Science and Engineering. Some supplementary materials are required with transfer student applications (please consult with department). Applicants are encouraged to participate in volunteer or paid health care related activities that promote the development of communication and interpersonal skills and provide an opportunity to evaluate their own suitability to work with patients and the public.

The major requirements as well as pathophysiology and PHYS 350 are taken the third and fourth year of the program. Prior to the third year of the program all students will have completed the math and science prerequisites and all but fifteen(15) credits of the core requirements. Advancement to the third year courses also involves review and approval by department chair and advisers. The final year of the program is twelve(12) months of internship in a health care facility which is arranged by a clinical coordinator.

Bachelor of Science in Diagnostic Ultrasound

In order to earn the bachelor of science in diagnostic ultrasound degree, students must complete a minimum of 181 quarter credits with a cumulative and major/program grade point average of 2.3, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I		5
Social Science II (different discipline from Social Science I)		5
Theology and Religious Studies Phase II (200-299)		5
Ethics (upper division) (prefer Health Care Ethics).....		5
Theology and Religious Studies Phase III (300-399).....		5
Interdisciplinary satisfied by DIUS 370		
Senior Synthesis satisfied by Ultrasound Internship		

See detailed core curriculum information in this bulletin.

II. Major Requirements

Eighty-one credits in diagnostic ultrasound, including:

DIUS 330	Diagnostic Ultrasound I	5
DIUS 331	Diagnostic Ultrasound II	5
DIUS 332	Echocardiography	5
DIUS 333	Methods of Cardiac Evaluation.....	2
DIUS 334	Vascular Evaluation and Doppler.....	5
DIUS 336	Research Design and Statistics	2
DIUS 355	Human Cross Section Anatomy	5
DIUS 370	Health Care Management and Professional Issues.....	3
DIUS 375	Ultrasound Instrumentation	4

Senior Synthesis: Ultrasound Internship*

DIUS 473	Clinical Orientation to Ultrasound*	10
DIUS 474	Clinical Experience in Ultrasound I* (must be taken three times, 8 credits each)	24
DIUS 487	Ultrasound Seminar I* (must be taken four times, 2 credits each)	8
DIUS 488	Basic Science of Ultrasound* (must be taken twice, 2 credits each)	4

*A calendar-year internship is necessary for entry into professional employment and certification. This internship is a part of the degree and follows after the academic course requirements are met. Because of the professional nature of the program, qualities other than a good grade point average are required of internship candidates.

Please Note: Students must provide verification from a physician of good health and immunization prior to ultrasound-specific courses.

III. Other Major Department Requirements

BIOL 165	General Biology (majors level biology, not 100/101)	5
BIOL 200	Anatomy and Physiology I	5
BIOL 210	Anatomy and Physiology II	5
BIOL	Elective (majors level biology, not 100/101)	5
CSSE 103	Introduction to Computers and Applications	5
NURS 204	Pathophysiology	5
PHYS 350	Physics of Diagnostic Ultrasound	3

Choose one of the following three options:5 or 10

MATH 131	Calculus for Life Sciences (preferred)(5)
MATH 130	Elements of Calculus for Business (5)
MATH 134 and 135	Calculus I and II (10)

Choose physics series a. or b.:10

a. PHYS 105	Mechanics and Sound
PHYS 106	Electricity, Magnetism, and Thermodynamics
b. PHYS 200	Mechanics
PHYS 201	Electricity and Magnetism

Please Note: 1. MATH 120 and MATH 121 are prerequisites to PHYS 105 and MATH 131. 2. Contact department regarding preferred course sequence.

Diagnostic Ultrasound Courses

DIUS 330 **Diagnostic Ultrasound I** **5**

DIUS 331 **Diagnostic Ultrasound II** **5**

Pathophysiology of organ systems evaluated by ultrasound and their ultrasonic appearance. Integration of ultrasound physics, instrumentation, and principles with hands-on experience. Practice in modes of equipment operation and safety. Prerequisites: BIOL 200, 210, DIUS 355, PHYS 350. (330 spring, 331 winter)

DIUS 332 **Echocardiography** **5**

Anatomy, physiology, and pathological conditions of the adult and pediatric heart, their visualization and evaluation with real-time 2-D imaging, Doppler, and M-mode echocardiography. Integration of ultrasound physics, instrumentation, and principles with hands-on experience. Practice in modes of equipment operation and safety. Prerequisites: BIOL 200, 210; DIUS 355; PHYS 350. (spring)

DIUS 333 **Methods of Cardiac Evaluation** **2**

Integration of various modes of cardiac evaluation with echocardiography. Cardiac catheterization, ECG, auscultation, and cardiac pharmacology are covered in addition to other pertinent topics. The course serves to expand students' knowledge of cardiac physiology and pathophysiology. (winter)

DIUS 334 **Vascular Evaluation and Doppler** **5**

Introduction to applications of Doppler ultrasound for the detection and evaluation of vascular disease. Vascular anatomy, physiology, and pathology. Additional methods of evaluating vascular disease which complement Doppler data. Integration of ultrasound physics, instrumentation, and principles with hands-on experience. Practice in modes of equipment operation and safety. Prerequisite: DIUS 355, PHYS 350. (winter)

- DIUS 336** **Research Design and Statistics** **2**
Introduction to basic scientific writing, study design and critique, statistical analysis, and formulation and testing of hypotheses. Open to all qualified majors. (winter or spring)
- DIUS 355** **Human Cross Section Anatomy** **5**
Survey of cross section anatomy with emphasis on organs of body amenable to ultrasound diagnostic techniques. Prerequisites: BIOL 200 and 210. (fall)
- DIUS 370** **Health Care Management and Professionalism Issues** **3**
Examination of ethical, legal, and psycho-social aspects of health care. Methods of budgeting, hiring, firing, and departmental administration. The sonographer's role in relation to the patient, physician, and staff. Fulfills interdisciplinary core requirement and is open to all qualified students. (fall)
- DIUS 375** **Ultrasound Instrumentation** **4**
Understanding the operation of diagnostic ultrasound equipment, including B-mode, M mode, 2-D/real-time and Doppler systems, quality assurance, and safety. Prerequisite: PHYS 350. (winter)
- DIUS 391-393** **Special Topics** **1 to 5**
- DIUS 396** **Directed Study** **1 to 5**
- DIUS 473** **Clinical Orientation to Ultrasound** **10**
Five days per week spent in a hospital environment learning patient care, practical medical ethics, observing and performing ultrasound procedures, and other diagnostic modalities. Prerequisite: Successful completion of all DIUS didactic courses and compliance with policy #81-3. Corequisite: DIUS 487.
- DIUS 474** **Clinical Experience in Ultrasound I** **8**
Five eight-hour days per week in an approved ultrasound department of a hospital. Prerequisite: Successful completion of all DIUS didactic courses and compliance with policy #81-3. Program requires this course be taken three times for a maximum of 24 credits. Corequisite: DIUS 487.
- DIUS 487** **Ultrasound Seminar I** **2**
Seminar to review and discuss cases performed by students and issues of professional interest. Seattle-based students meet one day every week. Students based outside Seattle area have projects assigned by correspondence, by the faculty and staff. Prerequisite: Clinical internship assignment. Program requires this course be taken four times for a maximum of eight credits. Corequisite: 473 or 474. Fulfills senior synthesis core requirement, together with DIUS 488.
- DIUS 488** **Basic Science of Ultrasound** **2**
Project of professional interest assigned by faculty involving critical examination of current literature and research techniques. Prerequisite: Successful completion of all DIUS didactic courses and compliance with policy #81-3. Program requires this course be taken for a maximum of four credits. Corequisite with second- and third-quarter internship, DIUS 474. Fulfills senior synthesis requirement, together with DIUS 487.

Electrical and Computer Engineering

Paul Neudorfer, PhD, Chair

Objectives

Electrical engineering is concerned with the use of electrical energy for the benefit of society. The profession of electrical engineering is scientifically based and design oriented. As such, its practice draws heavily upon the areas of mathematics, physics, and computer science as well as other branches of engineering and natural science.

The program strives to provide a broad foundation that will prepare graduates for a productive lifelong career in any of the various sub-fields of electrical engineering. The Electrical and Computer Engineering Department is teaching oriented and offers an undergraduate program that provides an integrated, contemporary perspective of the electrical engineering profession. The department's goals are contained within its mission statement and related objectives:

Mission Statement

Within the rich tradition of Jesuit education, it is the mission of the Electrical and Computer Engineering Department to teach and prepare liberally educated, socially responsible, articulate, and skilled engineers for leadership in electrical engineering and related fields.

Program Objectives

The department strives to:

1. Provide competence in mathematics and natural and engineering sciences which are the technical foundation of the profession.
2. Ensure that all students have a solid foundation in the core areas of circuits, linear systems, electronics, and digital and computer systems and to provide students with ample opportunity to explore advanced topics in electrical engineering through electives.
3. Give students significant exposure to the humanities, social sciences, and fine arts in order to broaden their appreciation of the world and give them an understanding of the role of engineering in the larger society.
4. Give students significant opportunities to apply engineering principles and tools to open-ended design problems.
5. Instill in students an appreciation of the need to be life-long learners in a rapidly-changing field.
6. Develop in students an open minded but critical approach to the analysis of problems, keeping in mind the technical, professional, societal, and ethical dimensions to any solution.
7. Develop oral and written communications skills that allow one to be an effective advocate for one's point of view.
8. Encourage the initiative and flexibility needed to function well either individually or as a member of a team when multidisciplinary skills must be brought to bear on a problem.
9. Offer our students an up-to-date program that reflects rapidly-changing technology and the contemporary standards of engineering practice.

Degree Offered

Bachelor of Science in Electrical Engineering

Majors Offered

Electrical Engineering

Electrical Engineering with Specialization in Computer Engineering

Minor Offered

Electrical Engineering

Departmental Requirements

In addition to individual course prerequisites, departmental candidacy in one of the engineering departments is required for entry into 300 and 400 level courses. Candidacy is achieved by successfully completing all required 100 and 200 level CSSE, ECEGR, MEGR, MATH, and PHYS courses and ENGL 110 with a combined grade point average of 2.50 or better. Only courses graded C (2.0) or better may be transferred from other institutions. Once enrolled in the department, 300 and 400 level courses may be transferred only with permission.

The BSEE degree is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

Electrical Engineering Curricular Blocks

Courses taken to fulfill requirements toward the Bachelor of Science in Electrical Engineering degree are grouped into four interrelated curriculum blocks. The foundations block includes courses in the natural sciences, mathematics, computer science, and introductory engineering. The electrical or computer engineering fundamentals blocks include the 100, 200, and 300 level ECEGR courses that are required in the two majors. The fundamentals block provides the basis for all advanced studies in the field. The advanced ECEGR block includes elective courses and the three-quarter senior design sequence. The advanced block allows students an opportunity to explore their individual interests within the field. Finally, the university core exposes students to a broad range of the humanities, social sciences, and fine arts. Please refer to the Electrical and Computer Engineering Student Handbook, available from the department, for additional information.

Bachelor of Science in Electrical Engineering

In order to earn the Bachelor of Science in Electrical Engineering degree with a major in electrical engineering students must complete a minimum of 180 quarter credits with cumulative and major/department grade point averages of 2.5 or greater. Courses must include the following:

I. Core Curriculum Requirements

Students majoring in electrical engineering must complete a minimum of 50 credits in the core curriculum, including:

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:	5
HIST 120 Introduction to Western Civilization	
HIST 121 Studies in Modern Civilization	
ENGL 120 Introduction to Literature	5
PHIL 220 Philosophy of the Human Person	5
Social Science I	5

Choose one of the following two courses:	5
Social Science II	
Fine Arts (one approved 5 cr. course, see course descriptions)	
Theology and Religious Studies Phase II (200-299)	5
Ethics (upper division)	5
Theology and Religious Studies Phase III (300-399)	5
Interdisciplinary satisfied by ECEGR 487, 488, and 489.	
Senior synthesis satisfied by ECEGR 487, 488, and 489.	

See detailed core curriculum information elsewhere in this bulletin.

II. Major Requirements

A minimum of sixty-eight credits of electrical and computer engineering, including:

ECEGR 100 Introduction to Electrical and Computer Engineering	3
ECEGR 201 Digital Operations and Computation	4
ECEGR 210 Electrical Circuits I	5
ECEGR 211 Electrical Circuits II	4
ECEGR 227 Electrical Circuits Laboratory	2
ECEGR 312 Linear System Analysis	4
ECEGR 317 Signals and Systems Laboratory	2
ECEGR 320 Electronics I	4
ECEGR 321 Electronics II	4
ECEGR 328 Electronic Circuits Laboratory	2
ECEGR 487 Engineering Design I	3
ECEGR 488 Engineering Design II	4
ECEGR 489 Engineering Design III	3
ECEGR Upper division electives (five lecture courses)	20
ECEGR Upper division electives (two laboratories)	4

III. Other Major Department Requirements

CSSE 151 Fundamentals of Computer Science I	5
MEGR 181 Innovative Design	2
MATH 134 Calculus I	5
MATH 135 Calculus II	5
MATH 136 Calculus III	5
MATH 232 Multivariable Calculus	3
MATH 233 Linear Algebra	3
MATH 234 Differential Equations	4
MATH 244 Prob. and Statistics for the Sciences and Engineering	5
PHYS 200 Mechanics	5
PHYS 201 Electricity and Magnetism	5
PHYS 202 Waves, Optics, and Thermodynamics	5
PHYS 330 Electromagnetic Field Theory	5
Elective Science/Engineering	5

Bachelor of Science in Electrical Engineering Major in Electrical Engineering with a Specialization in Computer Engineering

In order to earn the bachelor of science in electrical engineering degree with a specialization in computer engineering, students must complete a minimum of 180 quarter credits with cumulative and departmental/major grade point averages of 2.5 or greater. Courses must include the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
PHIL 220	Philosophy of the Human Person	5
Social Science I	.....	5
Choose one of the following two courses:		5
Social Science II		
Fine Arts (one approved 5 cr course, see course descriptions)		
Theology and Religious Studies Phase II (200-299)		5
Ethics (upper division)		5
Theology and Religious Studies Phase III (300-399)		5
Interdisciplinary satisfied by ECEGR 487, 488, and 489.		
Senior synthesis satisfied by ECEGR 487, 488, and 489.		

See detailed core curriculum information elsewhere in this bulletin.

II. Major Requirements

Seventy-six to eighty credits, including:

ECEGR 100	Introduction to Electrical and Computer Engineering	3
CSSE 151	Fundamentals of Computer Science I	5
CSSE 152	Fundamentals of Computer Science II	5
CSSE 250	Data Structures	5
CSSE 440	Operating Systems	5
ECEGR 201	Digital Operations and Computation	4
ECEGR 210	Electrical Circuits I	5
ECEGR 211	Electrical Circuits II	4
ECEGR 227	Electrical Circuits Laboratory	2
ECEGR 304	Microprocessor Design	4
ECEGR 320	Electronics I	4
ECEGR 321	Electronics II	4
ECEGR 328	Electronic Circuits Laboratory	2
ECEGR 487	Engineering Design I	3
ECEGR 488	Engineering Design II	4
ECEGR 489	Engineering Design III	3
ECEGR*	Electives	12-15
ECEGR*	Elective Lab	2

*Allowable electives consist of electrical and computer engineering and computer science courses approved by the computer engineering program director. These include ECEGR 312, 331, 404, 405, 440, 461, and CSSE 380 and 444. Electives must be selected to ensure that the student has the required 180 credits for graduation.

III. Other Program Requirements

MATH 134	Calculus I.....	5
MATH 135	Calculus II.....	5
MATH 136	Calculus III.....	5
MATH 222	Discrete Structures.....	5
MATH 232	Multivariable Calculus.....	3
MATH 233	Linear Algebra.....	3
MATH 234	Differential Equations.....	4
MATH 244	Prob. and Statistics for the Sciences and Engineering.....	5
PHYS 200	Mechanics.....	5
PHYS 201	Electricity and Magnetism.....	5
PHYS 202	Waves, Optics and Thermodynamics.....	5
MEGR 181	Innovative Design.....	2

Minor in Electrical Engineering

To earn a minor in electrical engineering, students must complete a minimum of 30 credits from among the following:

ECEGR 100	Introduction to Electrical Engineering.....	3
ECEGR 201	Digital Operations and Computation.....	4
ECEGR 210	Electrical Circuits I.....	5
ECEGR 211	Electrical Circuits II.....	4
ECEGR 227	Electrical Circuits Laboratory.....	2
ECEGR 312	Linear System Analysis.....	4
ECEGR 317	Signals and Systems Laboratory.....	2
ECEGR 320	Electronics I.....	4
ECEGR 321	Electronics II.....	4
ECEGR 328	Electronic Circuits Laboratory.....	2

See policy for minors on p. 55.

Electrical Engineering Courses

- ECEGR 100 Introduction to Electrical and Computer Engineering 3**
Investigation of some major themes of electrical engineering at the introductory level. Survey of concepts and subfields of the profession through discussion and experiential learning. Suitable for students wishing to explore the possibility of electrical engineering as a career. Open to all university students. (fall, winter) (formerly EEGR 100 and COMPE 100)
- ECEGR 201 Digital Operations and Computation 4**
Digital processing of information and data, number-systems, Boolean algebra; design of hardware for registers, counting, and arithmetic operations; organization of computers, storage, and input/output. Introduction to simple logic circuits. Elementary concepts of programming, assembly language, and computer simulation. Open to all university students. (fall, winter)

- ECEGR 210** **Electrical Circuits I** **5**
Fundamental concepts and units, Kirchhoff's laws, mesh and node analysis, equivalent circuits, linearity and superposition; first and second order circuits; natural and forced responses, initial conditions; sinusoidal analysis. Prerequisite: PHYS 201. Corequisite: MATH 233. (winter, spring)
- ECEGR 211** **Electrical Circuits II** **4**
Phasors and impedance; Laplace transforms; system functions and the s-plane; frequency response description, Bode diagrams; AC power; two-port analysis; introduction to the digital computer in circuit analysis and design. Prerequisite: ECEGR 210. Corequisite: MATH 234. (fall, spring)
- ECEGR 227** **Electrical Circuits Laboratory** **2**
A laboratory covering principles of electrical and electronic circuits. Test instrumentation and general laboratory practice. Technical communications. The course culminates in a class-wide team project. A one-hour lecture and one four-hour laboratory per week. Corequisite: ECEGR 211 (fall, spring)
- ECEGR 296** **Directed Study** **1 to 5**
- ECEGR 304** **Microprocessor Design** **4**
Design of digital components and systems that employ microprocessors. Assembly language programming, peripheral access, and memory, interfacing the microprocessor to external systems. Three lectures and one four-hour laboratory per week. Prerequisites: ECEGR 201 and CSSE 151.
- ECEGR 312** **Linear System Analysis** **4**
Linear systems and response type classifications. Time-domain and frequency-domain signal representations. System functions. Impulse response. Convolution. Fourier series and transforms. Signal spectra. Prerequisite: ECEGR 211, MATH 234, and junior candidacy. (fall, winter)
- ECEGR 315** **Elements of Electrical Engineering** **5**
An introduction to major areas of electrical engineering. Topics are selected from basic circuit theory; linear systems; electronics; digital logic; electromagnetics; and energy conversion and power. Intended for engineering and natural science students not majoring in electrical engineering; Prerequisite: MATH 234 and PHYS 201. (winter)
- ECEGR 317** **Signals and Systems Laboratory** **2**
Signal acquisition and analysis. Spectral content of signals and frequency response behavior of systems. Use of spectral and network analyzers. Use of MATLAB and other engineering analysis software. A one-hour lecture and one four-hour laboratory session per week. Prerequisite: ECEGR 227. Corequisite: ECEGR 312. (fall, winter)
- ECEGR 320** **Electronics I** **4**
Diodes and bipolar and field effect transistor characteristics. Analysis and design of elementary electronic circuits including diode circuits, transistor amplifiers, and ideal operational amplifier circuits. Prerequisite: ECEGR 211 and junior candidacy. (fall, winter)

- ECEGR 321 Electronics II 4**
Differential and multistage transistor amplifiers. Classes of amplifiers. Frequency response of transistor circuits. Introduction to feedback. Internal circuitry of the operational amplifier. Operational amplifier circuits. Prerequisite: ECEGR 320. (winter, spring)
- ECEGR 328 Electronic Circuits Laboratory 2**
Continuation of ECEGR 227. Investigation of electronic circuits focusing on the design of a discrete component operational amplifier. Prerequisite: ECEGR 227. Corequisite: ECEGR 321. (winter, spring)
- ECEGR 331 Distributed Systems 4**
Analysis of distributed systems; steady-state and transient analysis of loss-less lines, lossy lines; waveguides. Prerequisite: ECEGR 211 and PHYS 202.
- ECEGR 360 Communication Systems 4**
Analysis and design of signal transmission systems that include amplitude, phase, frequency, and pulse modulation. Subsystem synthesis and design with comparative analysis. Communication in the presence of noise. Prerequisite: ECEGR 312.
- ECEGR 391-393 Special Topics 1 to 5**
- ECEGR 396 Directed Study 1 to 5**
- ECEGR 401 VLSI: VHDL 4**
VHDL (Very high speed integrated circuit Hardware Description Language) as a digital system description tool. Digital design principles and their application to programmable logic devices. Use of VHDL as a design tool for PLD's is emphasized. Significant laboratory time outside of class is required. Prerequisite: ECEGR 201 and junior candidacy.
- ECEGR 403 Digital Signal Processing 4**
Linear, time invariant, discrete systems; finite moving average and recursive digital filters; Z-transform; discrete Fourier transform; fast Fourier transform. Prerequisite: ECEGR 312.
- ECEGR 404 Introduction to VLSI Circuit Design 4**
An introduction to the design of very large scale integrated (VLSI) circuits using silicon CMOS process technology and CAD software. Aspects of manufacturing, design, and testing are covered in lecture. The laboratory introduces students to professional-level software and culminates in a major circuit design. Three lectures and one three-hour laboratory per week. Prerequisite: ECEGR 201 and ECEGR 321.
- ECEGR 405 Advanced Digital Design 4**
Microprocessor-based systems design procedures; LSI circuit specifications and interconnect design; programmable logic; logic simulation; prototype construction; system debug techniques: hands-on design carried out in teams. Prerequisites: ECEGR 201 and ECEGR 304.

- ECEGR 414** **Active Networks and Filters** 4
Design of active filters. Operational amplifier circuits. Approximation of frequency response characteristics. Sensitivity. Frequency transformations. Active two-port networks. Simulation of passive elements. Switched capacitor filters. Prerequisite: ECEGR 312.
- ECEGR 421** **Analog CMOS Electronics** 4
Analog CMOS circuits including current sources, voltage references, and basic amplifier stages used in integrated circuits, the internal circuitry of operational amplifiers, and analog-to-digital and digital-to-analog converters. Feedback. Fundamentals of integrated circuit layout and fabrication. Prerequisite: ECEGR 321.
- ECEGR 424** **Power Electronics** 4
Basic topologies and operating principles of switching power converters. Half-wave, bridge, and polyphase rectifier circuits. Phase control converters. Output control and dynamic models. Prerequisite: ECEGR 312 and ECEGR 320.
- ECEGR 428** **Advanced Electronics Laboratory** 2
A special topics electronics laboratory focusing on practical applications in electrical and computer engineering. Design projects vary depending on the interests of the students and instructor. The iterative process of design, simulation, fabrication, and testing is emphasized. With permission the course may be repeated for credit. A one-hour lecture and one four-hour laboratory session per week. Prerequisites: ECEGR 321 and ECEGR 328.
- ECEGR 432** **Microwave Systems** 4
Propagation of electromagnetic waves and interaction with materials, guided waves, and passive and active devices, microstrip and integrated circuits. Prerequisite: ECEGR 312 and PHYS 330.
- ECEGR 433** **Introduction to Antennas** 4
Electromagnetic waves and radiating systems used in telecommunications. Software simulation of antenna radiation patterns. Frequency spectra used in modern communications and their effect on antenna design. Prerequisite: ECEGR 312 and PHYS 330.
- ECEGR 440** **Control Systems** 4
Fundamentals of classical and modern system theory; analysis and design of closed-loop systems with emphasis on stability and transient response using Nyquist, Bode, root-locus, and state-space techniques. Prerequisite: ECEGR 312.
- ECEGR 450** **Electromechanical Energy Conversion** 4
Electromechanical energy conversion principles and design. Application and details of electromechanical devices, such as relays, transformers, and rotating machinery. Prerequisite: ECEGR 211.
- ECEGR 451** **Power Systems** 4
Analysis of power systems: symmetrical components, power system parameters, steady-state operation, symmetrical and non-symmetrical faults. Prerequisite: ECEGR 450.

ECEGR 457 Electromechanical Energy Conversion Laboratory 2
A laboratory covering the principles and practice of electromechanical energy conversion devices. Corequisite: ECEGR 450.

ECEGR 461 Data Communications 4
An introduction to the concepts and methods of data communication. Systems, protocols, and controls used in data transfer. Media employed for data transmission and multiplexing techniques. Long-range and local networks used in data and computer communications. Prerequisite: ECEGR 201 or permission.

ECEGR 462 Modern Optics 4
Introduction to modern optics consisting of ray optics; scalar wave optics; diffraction; interferometry; vector wave optics and polarization; Gaussian beam optics; Fourier optics, including image processing, spatial filtering, and holography; optical waveguides and fibers; optical resonators; laser amplifiers and systems; semiconductor lasers and detectors; optical switching and computing. Optional labs in holography and fiber optics. Prerequisites: ECEGR 312 or PHYS 205 and PHYS 330.

ECEGR 463 Wireless Communications Systems 4
An introduction to issues and problems associated with modern wireless communications systems. Radio wave systems. Multipath and fading. Frequency planning. Cellular communications. Registration. Prerequisite: ECEGR 312 and PHYS 202.

ECEGR 467 Communications Laboratory 2
A laboratory covering basic principles of encoding, modulation, and transmission of electronic signals. One-hour lecture and one four-hour laboratory per week. Corequisite: ECEGR 360.

ECEGR 487 Engineering Design I 3

ECEGR 488 Engineering Design II 4

ECEGR 489 Engineering Design III 3

A year-long capstone team design project that draws upon all of the student's previous experience, both technical and non-technical. Projects require students to investigate and apply concepts not covered in coursework and to master engineering tools needed to complete the assigned task. Particular emphasis is placed upon project organization and management, principles of engineering design, oral and written communication, and professionalism and ethics. In ECEGR 487, student teams are formed and industrially-sponsored design problems are assigned. Project proposals are written, critiqued, and presented. In ECEGR 488 and 489, problem solutions are developed and implemented, culminating in a formal presentation of results. In addition to regularly-scheduled lectures, students are expected to devote significant time to design team activities. The three courses must be taken as a continuous sequence fulfilling the interdisciplinary and synthesis requirements of the University Core. Prerequisite: advanced junior or senior standing in engineering. (487, fall; 488, winter; 489, spring) (formerly EEGR 487, 488, 489 and COMPE 487, 488, 489)

ECEGR 491-493	Special Topics	1 to 5
ECEGR 496	Independent Study	1 to 5
ECEGR 497	Directed Reading	1 to 5
ECEGR 498	Directed Research	1 to 5

Independent work by student on topic of mutual interest to student and an instructor. Enrollment is limited and open only to students who have agreed upon a proposed topic or course of study with the instructor. May be used as an advanced elective with departmental permission.

General Science

Mara Rempe, PhD, Director

Objectives

The general science program provides special opportunities to students interested in interdisciplinary fields, such as ecology, environmental science, earth science, and premedical, pre dental, or preveterinary studies. The program provides a broad background in the basic sciences. Two tracks are available that allow students to specialize in different interdisciplinary areas: preprofessional and environmental science. Other curricula that do not fit these tracks can be customized for each student in consultation with the adviser. The prime objective is to enable students to gain a better understanding of the human ramifications of science and technology and to help them think realistically and creatively about intellectual, moral, and social issues related to science and technology.

Degree Offered

Bachelor of Science in General Science

Major Offered

General Science

Specializations Offered

Preprofessional
Environmental Science

Bachelor of Science in General Science

In order to earn the bachelor of science in general science degree with a major in general science, students must complete a minimum of 180 credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5

Interdisciplinary satisfied within major	
Senior Synthesis	3

See detailed core curriculum information in this bulletin.

II. Major Requirements

Ninety-five credits in mathematics, science, engineering, and computer science including:

*Primary concentration	30
*Secondary concentration	20
(May not include introductory mathematics and science courses)	
Science Electives (see department)	0 to 15

Courses used to satisfy the following requirements may, in some cases, be applied toward the primary or secondary concentrations.

CSSE Elective	5
Interdisciplinary Science-upper division	5

Choose two courses from the following five:

BIOL 165	General Biology I
BIOL 166	General Biology II
BIOL 167	General Biology III
BIOL 200	Anatomy and Physiology I
BIOL 210	Anatomy and Physiology II

Choose option a. or b.:

a. CHEM 101	Introductory General Chemistry
CHEM 102	Introductory Organic and Biochemistry
b. CHEM 121	General Chemistry I
CHEM 131	General Chemistry Lab I
CHEM 122	General Chemistry II
CHEM 132	General Chemistry Lab II

Choose one set of two courses from option a., b., c., or d.:

a. MATH 120	Precalculus: Algebra
MATH 131	Calculus for Life Sciences (note: MATH 121 is corequisite)
b. MATH 118	College Algebra for Business
MATH 130	Elements of Calculus for Business
c. MATH 134	Calculus I (note: MATH 121 is corequisite)
MATH 135	Calculus II
d. MATH 131	Calculus for Life Sciences (note: MATH 121 is corequisite)
PSYCH 201	Statistics I

Choose one set of two courses from option a. or b.:

a. PHYS 105	Mechanics and Sound
PHYS 106	Electricity, Magnetism, and Thermodynamics
b. PHYS 200	Mechanics
PHYS 201	Electricity and Magnetism

Please Note: 1. At least 20 credits of the 95 general science required credits must be from 300- or 400-level classes. An additional 10 credits must be from 300-level, 400-level, or approved 200-level courses. This may require prerequisites beyond the minimal degree requirements. PSYCH 330 is allowed for upper division science credit. The approved 200-level courses are CHEM 231/241, CHEM 232/242, MATH 232, MATH

233, MATH 234, PHYS 202, PHYS 204, PHYS 205, and BIOL 240. 2. No more than 15 credits from this major will be counted toward any minors. 3. Students must earn at least a C- in 100-200-level science and mathematics courses that apply to the major.

*Fields allowed: biology, chemistry, diagnostic ultrasound, engineering (all engineering courses are one field), mathematics, physics, computer science and interdisciplinary science. See department for approved science electives.

Bachelor of Science in General Science Preprofessional Specialization

This track is for students interested in preparing for post-graduate programs in professions such as medicine, dentistry, pharmacy, osteopathic medicine, and veterinary medicine. In order to earn the bachelor of science in general science degree in the pre-professional track, students must complete a minimum of 180 credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	

ENGL 120	Masterpieces of Literature	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I.....		5
Social Science II (different discipline from Social Science I).....		5
Theology and Religious Studies Phase II (200-299).....		5
Ethics (PHIL 352 recommended).....		5
Theological and Religious Studies Phase III (300-399)		5
Interdisciplinary satisfied within major		
Preprofessional Senior Synthesis		3

II. Major Requirements

Ninety-six credits in mathematics, science, and computer science, including:

BIOL 165	General Biology I	5
BIOL 166	General Biology II	5
BIOL 167	General Biology III	5

Choose any three among the following six biology courses:

BIOL 240	Genetics	
BIOL 300	Microbiology	
BIOL 310	Comparative Vertebrate Embryology	
BIOL 325	Comparative Anatomy of the Vertebrates	
BIOL 388	Animal Physiology	
BIOL 485	Cell Physiology	
CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
CHEM 122	General Chemistry II	4

CHEM 132	General Chemistry Lab II	1
CHEM 123	General Chemistry III	4
CHEM 133	General Chemistry Lab III	1
CHEM 335	Organic Chemistry I	3
CHEM 345	Organic Chemistry Lab I	2
CHEM 336	Organic Chemistry II	3
CHEM 346	Organic Chemistry Lab II	2
CHEM 337	Organic Chemistry III	4
CHEM 347	Organic Chemistry Lab III	2
CSSE	Elective	5
	Interdisciplinary Science Elective (300-400 level).....	5
Choose series a. or b.:.....		15
a. PHYS 105	Mechanics and Sound	
PHYS 106	Electricity, Magnetism, Thermodynamics	
PHYS 107	Survey of Modern Physics	
b. PHYS 200	Mechanics	
PHYS 201	Electricity and Magnetism	
PHYS 202	Waves, Optics, and Thermodynamics	
Choose option a., b., or c.:.....		10
a. MATH 120	Precalculus: Algebra	
MATH 131	Calculus for Life Sciences (MATH 121 is corequisite)	
b. MATH 131	Calculus for Life Sciences (MATH 121 is corequisite)	
PSYC 201	Statistics I	
c. MATH 134	Calculus I (MATH 121 is corequisite)	
MATH 135	Calculus II	

Please Note: 1. Strongly recommend taking CHEM 454, CHEM 455, and CHEM 456 as electives. 2. Students interested in preparing for professions such as chiropractic medicine, podiatry, and physical therapy may have adjustments made in these requirements. 3. No more than 15 credits from this major will be counted toward any minors. 4. Students must earn at least a C- in 100-200-level science and mathematics courses that apply to the major.

Bachelor of Science in General Science with Specialization in Environmental Science

In order to earn the bachelor of science in general science degree in the environmental science track, students must complete a minimum of 180 credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	Freshman English	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:.....		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Masterpieces of Literature	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I (not ECON or PLSC)	.....	5

Choose one of the following two courses for Social Science II:5

ECON 271	Principles of Economics-Macro	
PLSC 205	Introduction to American Politics	
	Theology and Religious Studies Phase II (200-299).....	5
	Ethics (upper division)	5
	Theology and Religious Studies Phase III (TRST 347 recommended)	5
	Interdisciplinary satisfied within major	
	Environmental Senior Synthesis.....	3

II. Major Requirements

One hundred credits in mathematics, science and computer science including:

BIOL 165	General Biology I	5
BIOL 166	General Biology II	5
BIOL 167	General Biology III	5
BIOL 470	General Ecology	5

Choose any two among the following six biology courses:10

(At least one must be a 300-level course)

BIOL 235	Invertebrate Zoology	
BIOL 252	Taxonomy of Flowering Plants	
BIOL 275	Marine Biology	
BIOL 385	Plant Physiology	
BIOL 388	Animal Physiology	
	Summer field studies; i.e., Aquatic Ecology, Marine Ecology (5)	

CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
CHEM 122	General Chemistry II	4
CHEM 132	General Chemistry Lab II	1
CHEM 123	General Chemistry III	4
CHEM 133	General Chemistry Lab III	1
CHEM 231	Fundamental Organic Chemistry I	4
CHEM 241	Fundamental Organic Chemistry Lab I	1
CHEM 232	Fundamental Organic Chemistry II	4
CHEM 242	Fundamental Organic Chemistry Lab II	1
CHEM 319	Quantitative Analysis.....	5
CSSE	Elective	5
ISSC 120	Introduction to Geology	5
	Interdisciplinary Science Elective (300-400 level).....	5

Choose one of the following two courses:5

PSYC 201	Statistics I	
MATH 244	Probability and Statistics for the Sciences and Engineering	

Choose series a. or b.:10

a. PHYS 105	Mechanics and Sound	
PHYS 106	Electricity, Magnetism, and Thermodynamics	
b. PHYS 200	Mechanics	
PHYS 201	Electricity and Magnetism	

Choose series a. or b.:10

a. MATH 120	Precalculus: Algebra	
MATH 131	Calculus for Life Sciences (MATH 121 is a corequisite)	
b. MATH 134	Calculus I (MATH 121 is a corequisite)	
MATH 135	Calculus II	

Please Note: 1. No more than 15 credits from this major will be counted toward any minors. 2. Students must earn at least a C- in 100-200-level science and mathematics courses that apply to the major.

Teacher Education

The teacher preparation program is a graduate-level program only. Students interested in teaching should contact the Master in Teaching program at (206) 296-5759 or visit the Web site seattleu.edu/soe/mit.

Interdisciplinary Science Courses

ISSC 110 **Science, Technology, and Society** **5**

The study of the nature and structure of science and technology, the interactions of science and technology, and the impact of science and technology on society. Four hours of lecture/discussion and three laboratory hours per week. (fall, winter, spring) Core Lab Science

ISSC 120 **Introduction to Geology** **5**

Study of the principles of modern geology, with consideration of both the physical and historical aspects. Topics will include modern plate theory, tectonics, uniform processes, and the fossil record. Four hours of lecture and three hours of laboratory per week. Arranged weekend field trips. (fall, spring) Core Lab Science

ISSC 191-193 **Special Topics** **1 to 5**

ISSC 202 **To See the Light** **5**

A hands-on approach to the nature and uses of light: the many faces of light as seen by philosophers, artists, and scientists; theories of color; physiology and psychology of perception, light, and color in art; laser optics; camera systems; current optical technology; student light projects. Three hours of lecture/discussion and one four-hour laboratory/field trip per week. Prerequisite: MATH 107 or 110 or above.

ISSC 205 **Biophysical Principles** **5**

Interrelationships between biology, earth science, and physical science as applied to the teaching of elementary level science. Credits not applicable for biology major. Three lecture and four laboratory hours per week. Prerequisite: MATH 107 or 110 or above.

ISSC 207 **Air and Water** **5**

Dynamics of air and water systems. Consideration of the causes and control of air and water pollution. Monitoring and standards for clean air and water. The role of technology in the deterioration of air and water quality. Four hours of lecture and three hours of laboratory per week. Prerequisite: Core Math. (spring) Core Lab Science

- ISSC 208** **Sun, Food, and People** **5**
Introduction to ecology. The flow of solar energy through the ecosystem and the effect of this on food production. The food chain. The supply and demand of food. Pesticides and fertilizers. Past, present, and future trends in human population. Not a core lab science. Prerequisite: MATH 107 or 110 or above.
- ISSC 209** **Energy and Mineral Resources** **5**
The supply, demand, and resources of energy and minerals. Patterns of energy use. Fossil fuels, water power, atomic energy, their use and abuse. Renewable forms of energy. Conservation. Program for the future. Mineral resource depletion, an embryonic crisis. Solid waste and recycling. Not a core lab science. Prerequisite: MATH 107 or 110 or above.
- ISSC 291-293** **Special Topics** **1 to 5**
- ISSC 296** **Directed Study** **1 to 5**
- ISSC 310** **Evolution: Development of a Theory** **5**
Basic statements and ideas of evolutionary theories from an interdisciplinary perspective. This will include both a historical perspective and a consideration of modern debates. Satisfies core interdisciplinary but is not a core lab science. Prerequisites: ISSC 110 and one laboratory science course; or two science courses, one with laboratory experience.
- ISSC 315** **Mineralogy** **5**
Examination of the many and varied forms that minerals take in the earth's crust, their formation, chemical composition, and environmental considerations. Four hours of lecture and three hours of laboratory per week. Prerequisites: ISSC 120, MATH 120, CHEM 121, 131, 122, 132.
- ISSC 320** **Geology and Mineralogy of the Pacific Northwest** **2**
The general geologic setting and basic mineralogy of the Northwest. Weekend field trips are in conjunction with the field biology course. Prerequisites: two laboratory science courses.
- ISSC 330** **Field Biology of Washington** **2**
Life zones, habitats, plants, and animals of special interest in the state. Weekend field trips are in conjunction with the geology and mineralogy course. Prerequisites: two laboratory science courses.
- ISSC 401** **The Human Response to Science and Technology** **5**
A comparative-historical approach to the scientization of culture and its contemporary and projected consequences; critical evaluation of competing claims about science and technology as enlightening allies of human progress; a personal search for appropriate intellectual and ethical perspectives on science as a way of knowing and on technology as a way of living. Seminar format; guest lectures; small-group paper conferences; student-led seminars. Prerequisites: junior standing or higher, PHIL 220; HIST 120 or 121. Interdisciplinary Core option.
- ISSC 480** **Interdisciplinary Core Course** **3 to 5**
Title and content vary.

ISSC 481	To Feed the World	5
<p>An interdisciplinary approach to the history, production, and distribution of food from the perspectives of paleontology, anthropology, biology, chemistry, and the social sciences; modes of scientific examination and interpretation are explored; interrelationships of science, technology, and human needs are emphasized. Active participation by students: lectures, movies, and small group discussions. Community service project required. Prerequisite: Phase II of core. Interdisciplinary Core option</p>		
ISSC 482-483	Interdisciplinary Core Course	3 to 5
ISSC 491-493	Special Topics	1 to 5
ISSC 496	Independent Study	1 to 5
ISSC 497	Directed Reading	1 to 5
ISSC 498	Directed Research	1 to 5

Mathematics

Donna G. Sylvester, PhD, Chair

Objectives

The Mathematics Department offers three distinct programs. The first two are very flexible programs that provide for work in a secondary field and lead to either the bachelor of arts or the bachelor of science degree. The third, leading to the bachelor of science in mathematics degree, prepares the student for advanced study and professional work in mathematics. For this third degree program the student chooses either a pure mathematics or an applied mathematics specialization.

Degrees Offered

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Mathematics

Major Offered

- Mathematics
- Mathematics, Specialization in Applied Mathematics
- Mathematics, Specialization in Pure Mathematics

Minor Offered

- Mathematics

Bachelor of Arts

Major in Mathematics

In order to earn the bachelor of arts degree with a major in mathematics, students must complete a minimum of 180 credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		
HIST 120	Origins of Western Civilization	5
HIST 121	Studies in Modern Civilization	5
ENGL 120	Introduction to Literature	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II	(different discipline from Social Science I)	5
Theology and Religious Studies	Phase II (200-299)	5
Ethics	(upper division)	5

Theology and Religious Studies Phase III (300-399).....	5
Interdisciplinary	3 to 5
Senior Synthesis satisfied by MATH 488, 489, 490	

See detailed core curriculum information in this bulletin.

II. Major Requirements

Fifty credits of mathematics, including:

MATH 134	Calculus I.....	5
MATH 135	Calculus II.....	5
MATH 136	Calculus III.....	5
MATH 232	Multivariable Calculus.....	3
MATH 233	Linear Algebra.....	3
MATH 234	Differential Equations.....	4
MATH 310	Introduction to Advanced Mathematics.....	5
MATH 488	Senior Synthesis I.....	2
MATH 489	Senior Synthesis II.....	2
MATH 490	Senior Synthesis III.....	1
MATH	Electives (300 or above).....	10

Choose one of the following two courses:.....5

MATH 411	Introduction to Abstract Algebra I
MATH 431	Introduction to Real Analysis I

III. Other Major Department Requirements

CSSE	Elective.....	5
Electives	Computer science, economics, psychology, and/or natural science approved by adviser.....	15

Please Note: All prerequisites for 300- and 400-level courses must be graded C (2.0), or better.

Bachelor of Science Major in Mathematics

In order to earn the bachelor of science degree with a major in mathematics, students must complete a minimum of 180 credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:.....5

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature.....	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5

Ethics (upper division)	5
Theology and Religious Studies Phase III (300-399).....	5
Interdisciplinary	3 to 5
Senior Synthesis satisfied by MATH 488, 489, 490	

See detailed core curriculum in this bulletin

II. Major Requirements

Sixty credits of mathematics, including:

MATH 134	Calculus I.....	5
MATH 135	Calculus II.....	5
MATH 136	Calculus III.....	5
MATH 232	Multivariable Calculus	3
MATH 233	Linear Algebra.....	3
MATH 234	Differential Equations	4
MATH 310	Introduction to Advanced Mathematics.....	5
MATH 488	Senior Synthesis I.....	2
MATH 489	Senior Synthesis II.....	2
MATH 490	Senior Synthesis III	1
MATH	Electives (300 or above)	10

Choose one of the following three courses:..... 5

MATH 351	Probability
MATH 361	Applied Mathematics I
MATH 371	Introduction to Numerical Methods

Choose two of the following five courses:..... 10

MATH 411	Introduction to Abstract Algebra I
MATH 412	Introduction to Abstract Algebra II
MATH 431	Introduction to Real Analysis I
MATH 432	Introduction to Real Analysis II
MATH 461	Applied Mathematics II

III. Other Major Department Requirements

CSSE	Elective	5
Electives	Computer science, engineering, natural science, and/or social science approved by adviser	25

Please Note: All prerequisites for 300 - 400-level courses must be graded C (2.0), or better. Under special circumstances, with approval from the department chair, MATH 244 may be substituted for MATH 351.

Bachelor of Science in Mathematics

In order to earn the bachelor of science in mathematics degree with a major in mathematics, students must complete a minimum of 180 credits with a cumulative and major/department grade point average of 2.50. Students must choose one of the following two options:

Pure Mathematics Specialization

This specialization should be chosen by any student planning to pursue graduate studies in pure or applied mathematics.

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
Lab Science	.....	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3 to 5
Senior Synthesis satisfied by MATH 488, 489, 490		

See detailed core curriculum in this bulletin

II. Major Requirements

Seventy to Seventy-two credits in mathematics, including:

MATH 134	Calculus I.....	5
MATH 135	Calculus II.....	5
MATH 136	Calculus III.....	5
MATH 232	Multivariable Calculus	3
MATH 233	Linear Algebra.....	3
MATH 234	Differential Equations.....	4
MATH 310	Introduction to Advanced Mathematics.....	5
MATH 411	Introduction to Abstract Algebra I.....	5
MATH 412	Introduction to Abstract Algebra II.....	5
MATH 431	Introduction to Real Analysis I.....	5
MATH 432	Introduction to Real Analysis II.....	5
MATH 488	Senior Synthesis I.....	2
MATH 489	Senior Synthesis II	2
MATH 490	Senior Synthesis III	1
MATH 498	Directed Research*	0 to 2
MATH	Electives (numbered 222 or above).....	10

Choose one of the following four courses:5

- MATH 244 Fundamentals of Probability and Statistics
- MATH 351 Probability
- MATH 361 Applied Mathematics I
- MATH 371 Introduction to Numerical Methods

III. Other Major Department Requirements

- CSSE Elective5
- Electives Computer science, economics and/or natural science approved by adviser15

Please Note: 1. In certain circumstances, with approval of the chair, 10 credits of upper-division work in computer science or a physical science may be substituted for 10 credits in mathematics. 2. All prerequisites for 300- and 400-level courses must be graded C (2.0), or better. 3. *The MATH 498 requirement will be waived for a student who completes a National Science Foundation Research Experience for Undergraduates, senior design project, or approved research project in another department.

Applied Mathematics Specialization

This specialization is appropriate for students planning to pursue a career in industry.

I. Core Curriculum Requirements

- ENGL 110 College Writing: Inquiry and Argument5
- PHIL 110 Introduction to Philosophy and Critical Thinking.....5

Choose one of the following two courses:5

- HIST 120 Origins of Western Civilization
- HIST 121 Studies in Modern Civilization
- ENGL 120 Introduction to Literature5
- Lab Science5
- Fine Arts (one approved 5 cr. course; see course descriptions).....5
- PHIL 220 Philosophy of the Human Person.....5
- Social Science I.....5
- Social Science II (different discipline from Social Science I)5
- Theology and Religious Studies Phase II (200-299).....5
- Ethics (upper division)5
- Theology and Religious Studies Phase III (300-399).....5
- Interdisciplinary3 to 5
- Senior Synthesis satisfied by MATH 488, 489, 490

See detailed core curriculum information in this bulletin.

II. Major Requirements

Seventy to seventy-two credits in mathematics, including:

- MATH 134 Calculus I.....5
- MATH 135 Calculus II.....5
- MATH 136 Calculus III.....5
- MATH 232 Multivariable Calculus3
- MATH 233 Linear Algebra.....3
- MATH 234 Differential Equations.....4

MATH 310	Introduction to Advanced Mathematics.....	5
MATH 361	Applied Mathematics I.....	5
MATH 461	Applied Mathematics II.....	5
MATH 488	Senior Synthesis I.....	2
MATH 489	Senior Synthesis II.....	2
MATH 490	Senior Synthesis III.....	1
MATH 498	Directed Research*.....	0 to 2
MATH	Elective (222 or above).....	5

Choose two of the following four courses:10

(Cannot take both MATH 244 and MATH 351)

MATH 244	Fundamentals of Probability and Statistics
MATH 331	Introduction to Complex Variables
MATH 351	Probability
MATH 371	Introduction to Numerical Methods

Choose two of the following four courses:10

MATH 411	Introduction to Abstract Algebra I
MATH 412	Introduction to Abstract Algebra II
MATH 431	Introduction to Real Analysis I
MATH 432	Introduction to Real Analysis II

III. Other Major Department Requirements

PHYS 200	Mechanics.....	5
CSSE	Elective.....	5
Electives	Computer science, economics, and/or natural science approved by adviser.....	10

Please Note: 1. In certain circumstances, with approval of the chair, 10 credits of upper division work in computer science or a physical science may be substituted for 10 credits in mathematics. 2. All prerequisites for 300- and 400-level courses must be graded C (2.0), or better. 3. *The MATH 498 requirement will be waived for a student who completes a National Science Foundation Research Experience for Undergraduates, senior design project, or approved research project in another department.

Minor in Mathematics

In order to earn a minor in mathematics, students must complete 30 credits in mathematics, including:

MATH 134	Calculus I.....	5
MATH 135	Calculus II.....	5
MATH 136	Calculus III.....	5
	Approved mathematics courses (222 or higher).....	15

See policy for minors on p. 55.

Advanced Placement in Calculus

Students who have completed a college-level course in calculus in high school and have taken the advanced placement test in calculus of the College Entrance Examination Board may petition the department for placement on the basis of their test

results. Advanced placement and credit may be granted to students whose test scores are 3 or above. Advanced placement may also be obtained through departmental testing.

Teacher Education

The teacher preparation program is a graduate-level program only. Students planning to teach in elementary or secondary schools should contact the Master in Teaching program at (206) 296-5759 or visit the Web site seattleu.edu/soe/mit.

Proper Sequence for Taking Courses

The normal sequence of elementary mathematics courses is MATH 110; MATH 118 or MATH 120; MATH 130 or MATH 131 or MATH 134. A student who has received a 2.0 or better in any course of this sequence or its equivalent cannot subsequently receive credit for a course which appears before it in the sequence. A student may not receive credit for more than two courses among MATH 107, MATH 110, and MATH 200. A student may not receive credit for more than one course from each of the following groups: MATH 118 and 120; MATH 130, MATH 131, and MATH 134; MATH 244 and MATH 351. A student who has taken MATH 130 or MATH 131 and, due to a change of major, is required to take MATH 134 as preparation for MATH 135 will receive credit for both MATH 130 (or MATH 131) and MATH 134. In these cases credit for MATH 134 will be contingent on completing MATH 135 with a 2.0 or better.

Mathematics Courses

Eligibility to remain in courses for which students are registered will be based on the criteria listed within each course description, and will be determined by the instructor after the first day of class.

MATH 107 **Mathematics: A Practical Art** **5**

General introduction to logic, sets, probability, statistics, algorithmic processes and other selected topics. Hands-on experience with technology. Emphasis on development of quantitative skills. Prerequisite: One year each of high school algebra and geometry. (fall, winter, spring)

MATH 110 **Functions and Algebraic Methods** **5**

Functions including linear, quadratic, other polynomial, and exponential. Modeling applications and problem solving emphasized. Supporting topics include equations, inequalities, systems of equations, rational expressions, exponents and radicals. Graphing calculator required. Prerequisite: University mathematics entrance requirements or satisfactory score on the Mathematics Placement Exam. (fall, winter, spring)

MATH 118 **College Algebra for Business** **5**

Sets; relations and functions, graphing; linear, quadratic, exponential, logarithmic functions; systems of linear equations; inequalities; linear programming; applications to business. Graphing calculator required. Prerequisite: a grade of C- or better in MATH 110 or satisfactory score on SAT or ACT or Mathematics Placement Exam. Credit not granted for both MATH 118 and MATH 120. (fall, winter, spring)

- MATH 120** **Precalculus: Algebra** 5
A study of functions including polynomial, rational, exponential, and logarithmic functions; composite and inverse functions; theory of polynomial equations; other selected topics. Provides review and extension of basic algebraic methods for solving equations and inequalities. Problem solving and mathematical writing are emphasized as well as algebraic skill. Graphing calculator required. Prerequisite: A grade of C- or better in MATH 110, or a satisfactory score on SAT or ACT or the Mathematics Placement Exam. Credit not granted for both MATH 118 and 120. (fall, winter, spring)
- MATH 121** **Precalculus: Trigonometry** 2
Radian measure, trigonometric functions and their graphs, identities, trigonometric equations, inverse trigonometric functions. Graphing calculator required. Prerequisite: A grade of C- or better in MATH 118 or MATH 120, or a satisfactory score on SAT or ACT or the Mathematics Placement Exam. (fall, winter, spring)
- MATH 130** **Elements of Calculus for Business** 5
Limits; continuity; rate of change; derivative, basic differentiation formulas, extrema; area under a curve; the definite integral and applications. Graphing calculator required. Prerequisite: a grade of C- or better in MATH 118 or MATH 120, or satisfactory score on SAT or ACT or the Mathematics Placement Exam. (fall, winter, spring)
- MATH 131** **Calculus for Life Sciences** 5
Limits; rate of change; derivatives, basic differentiation formulas, extrema; the definite integral. Applications to the life and social sciences. Graphing calculator required. Prerequisite: a grade of C- or better in MATH 120 or satisfactory score on SAT or ACT or the Mathematics Placement Exam. Corequisite: MATH 121, unless exempted by qualifying examination. (winter, spring)
- MATH 134** **Calculus I** 5
Limits and derivatives of rational, exponential, and trigonometric functions; applications of limits and derivatives. Computer laboratory component. Graphing calculator required. Prerequisite: a grade of C- or better in MATH 120, or satisfactory score on SAT or ACT or the Mathematics Placement Exam. Corequisite: MATH 121, unless exempted by qualifying examination. (fall, winter, spring)
- MATH 135** **Calculus II** 5
Theory, techniques, and applications of integration; differentiation and integration of trigonometric, exponential, and logarithmic functions; indeterminate forms; improper integrals. Graphing calculator required. Prerequisite: a grade of C- or better in MATH 134. (fall, winter, spring)
- MATH 136** **Calculus III** 5
Infinite series; Taylor's theorem; vectors; polar coordinates; solid analytic geometry. Graphing calculator required. Prerequisite: a grade of C- or better in MATH 135. (fall, winter, spring)
- MATH 200** **Mathematics for K-8 Teachers** 5
Systems of numeration; algorithms; elementary logic; sets; introduction to probability and statistics. Emphasis on logic and problem solving. Prerequisite: MATH 110 or 107 or equivalent. (winter of even years)

MATH 222	Discrete Structures	5
Introduction to methods of proof, based on logic; set theory, quantifiers, mathematical induction, functions; equivalence relations and partitions; algebraic structures, including Boolean algebras; combinatorics; graph theory and other applications to computer science used as context for proof. Graphing calculator required. Prerequisites: a grade of C- or better in MATH 135 or permission of instructor; a computer programming course. (fall, winter, spring)		
MATH 232	Multivariable Calculus	3
Partial derivatives, multiple integration, and applications. Graphing calculator required. Prerequisite: a grade of C- or better in MATH 136. (fall, winter, spring)		
MATH 233	Linear Algebra	3
Matrices, determinants, vector spaces, linear transformations, eigenvalues. Graphing calculator required. Prerequisite: a grade of C- or better in MATH 136. (fall, winter, spring)		
MATH 234	Differential Equations	4
First and second order differential equations; linear differential equations; systems of differential equations; power series solutions. Prerequisites: a grade of C- or better in MATH 233. Corequisite or prerequisite: MATH 232. (fall, winter, spring)		
MATH 244	Probability and Statistics for the Sciences and Engineering	5
Probability models; discrete and continuous random variables, basic concepts of descriptive and statistical inference; applications. The course will include use of computer software. Prerequisite: a grade of C- or better in MATH 135, or permission of instructor. (winter, spring) Cannot apply both MATH 244 and MATH 351 toward a mathematics major.		
MATH 291-293	Special Topics	1 to 5
MATH 296	Directed Study	1 to 5
MATH 310	Introduction to Advanced Mathematics	5
Logic and proofs; quantifiers; basic notions of set theory; induction, Cartesian products and relations; equivalence relations; functions; cardinality. Prerequisite: MATH 136. (spring)		
MATH 321	Euclidean and Modern Geometries	5
An axiomatic approach to finite geometries and basic Euclidean geometry; straight-edge and compass constructions; problems of antiquity; special topics in Euclidean geometry. Geometric transformations, the fifth postulate and non-Euclidean geometries. Prerequisite: MATH 135. (winter of odd years)		
MATH 331	Introduction to Complex Variables	5
The complex number system; analytic functions including exponential, logarithmic, and trigonometric functions; series; residues. Prerequisite: MATH 234. (fall of even years)		

MATH 488	Senior Synthesis I	2
<p>Exploration of mathematical problems and applications. Each student will choose a topic to pursue. Library research. Development of student portfolio. Investigation of relationship between major and Core. Oral and written presentations. Required for all mathematics majors. Prerequisite: permission of instructor granted on first day of class. (fall)</p>		
MATH 489	Senior Synthesis II	2
<p>Continued development of synthesis topic and portfolio. Academic self-assessment. Additional mathematical topics including the history of mathematics. Required for all mathematics majors. Prerequisite: MATH 488. (winter)</p>		
MATH 490	Senior Synthesis III	1
<p>Presentation of the Senior Synthesis project, including both an oral and written presentation. Required for all mathematics majors. The sequence MATH 488, 489, 490 satisfies the Senior Synthesis requirement of the Core. Prerequisite: MATH 489. (spring)</p>		
MATH 491-493	Special Topics	1 to 5
MATH 496	Independent Study	1 to 5
MATH 497	Directed Reading	1 to 5
MATH 498	Directed Research	1 to 5

Mechanical Engineering

Robert E. Cornwell, PhD, PE, Chair

Objectives

Mechanical engineers design, build, develop, maintain and modify the tools of our technological society. The mechanical engineer's domain is the wide realm of motion, as well as the forces and energy required for motion. In short, if it moves it was probably designed by a mechanical engineer.

Mechanical engineers work in industry, consulting practice, government, and universities. They may work in classrooms, factories, offices, laboratories or testing facilities as teachers, managers, designers or researchers. Many hold managerial positions in their companies. Whether working on a new design or in corporate headquarters, these engineers are solving the technological problems of today and tomorrow.

The mission of the Department of Mechanical Engineering is to prepare qualified students for a professional career in engineering; to provide them with a solid background in the engineering sciences while emphasizing engineering design and the development of sound engineering judgement; and to inspire them, in the Jesuit tradition of liberal education, to lifelong intellectual, professional and humane growth. Specifically the Department adheres to the following objectives:

- To provide competence in mathematics and the natural and engineering sciences which are the technical foundation of the profession.
- To provide students with basic knowledge in both thermal and mechanical systems and the opportunity to expand that knowledge through more advanced courses in these areas.
- To give students a significant exposure to the humanities and social sciences in order to broaden their appreciation of the world and give them an understanding of the role of engineering in the larger society.
- To give students significant opportunities to apply engineering principles and tools to open-ended design problems.
- To instill in students an appreciation for the need to be life-long learners in a rapidly changing field.
- To develop in students an open-minded but critical approach to the analysis of problems, keeping in mind the technical, professional, social and ethical dimensions of any solution.
- To develop oral and written communication skills that allow one to be an effective advocate for one's point of view.
- To encourage the initiative and flexibility needed to function well, either individually or as a member of a team, when multidisciplinary skills must be brought to bear on a problem.

Degree Offered

Bachelor of Science in Mechanical Engineering

Majors Offered

Mechanical Engineering

Departmental Requirements

In addition to the prerequisites, departmental candidacy is required for entry into 300- and 400-level courses. Candidacy is achieved by successfully completing all required 100 and 200 level CEEGR, CHEM, MEGR, MATH, and PHYS courses with a combined grade point average of at least 2.50, and completing ENGL 110. Only courses graded C (2.0) or better may be transferred to offset degree requirements. Both the cumulative grade point average and the School of Science and Engineering grade point average must be at least 2.50 for graduation. Before entering the design sequence (MEGR 487) you must take a comprehensive exam (for details, refer to the ME Student Handbook). Taking the Fundamentals of Engineering (FE) examination is required for the degree. This degree is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

Bachelor of Science in Mechanical Engineering Major in Mechanical Engineering

In order to earn the bachelor of science in mechanical engineering degree with a major in mechanical engineering, students must complete a minimum of 180 credits including at least 45 credits in the core curriculum. A cumulative 2.5 grade point average is required, in addition to a science and engineering grade point average of 2.5, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
PHIL 220	Philosophy of the Human Person	5
Social Science I (not economics)		5
Social Science II satisfied by CEEGR 402		
Theology and Religious Studies Phase II (200-299)		5
Ethics (upper division)		5
Theology and Religious Studies Phase III (300-399).....		5
Interdisciplinary satisfied within major.		
Senior Synthesis filled by MEGR 487, 488, 489.		

See detailed core curriculum information in this bulletin.

II. Major Program Requirements

Sixty-seven credits in mechanical engineering, including:

MEGR 105	Engineering Graphics and Design	3
MEGR 181	Innovative Design	2
MEGR 210	Statics.....	4

MEGR 230	Dynamics	5
MEGR 250	Materials Science	5
MEGR 304	Basics of Computer Aided Engineering	4
MEGR 321	Thermodynamics	4
MEGR 324	Heat Transfer	4
MEGR 371	Machine Elements	5
MEGR 381	Engineering Methods	4
MEGR 424	Thermal Systems Lab	2
MEGR 435	Dynamic Systems	5
MEGR 487	Engineering Design I	3
MEGR 488	Engineering Design II	4
MEGR 489	Engineering Design III	3
	Engineering Electives (approved by department)	10

III. Other Major Department Requirements

CEEGR 221	Strength of Materials I	4
CEEGR 222	Strength of Materials Lab I	2
CEEGR 331	Fluid Mechanics	4
CEEGR 402	Engineering Economy	3
CHEM 121	General Chemistry I	4
CHEM 131	General Chemistry Lab I	1
EEGR 315	Elements of Electrical Engineering	5
MATH 134	Calculus I	5
MATH 135	Calculus II	5
MATH 136	Calculus III	5
MATH 232	Multivariable Calculus	3
MATH 233	Linear Algebra	3
MATH 234	Differential Equations	4
PHYS 200	Mechanics	5
PHYS 201	Electricity and Magnetism	5
PHYS 202	Waves, Optics and Thermodynamics	5
	Science or Math Elective	5

Please Note: 1. A minimum of 45 credits in core curriculum courses is required for graduation. 2. The Fundamentals of Engineering (FE) examination is required for graduation. 3. MATH 244 preferred for science/math elective; alternates include BIOL 165, CHEM 122-32; PHYS 204, 205 or 330.

Mechanical Engineering Courses

Please Note: All courses are numbered under a system that relates the technical content of lectures and laboratory courses to the subfields of the mechanical engineering and manufacturing engineering professions. The left digit indicates the nominal year in which the course is scheduled. The middle digit denotes the technical topic area according to the following listing. The right digit specifies the course uniquely and indicates the sequence within a subject area.

Left Digit	Middle Digit	Right Digit
1 Freshman	0 Computer Oriented	0-9 Course sequence number
2 Sophomore	1 Statics	
3 Junior	2 Energy	
4 Senior	3 Dynamics	
	4 Manufacturing	
	5 Materials	
	6 Aerothermodynamics	
	7 Machine Element Design	
	8 System Design	
	9 Special Topics and Independent Study	

Sample:

MEGR 230

left digit middle digit right digit

MEGR 230 means: sophomore class; dynamics; first course

- | | | |
|--|--|----------|
| MEGR 105 | Engineering Graphics and Design | 3 |
| Technical sketching. Isometric, orthographic, auxiliary, and sectional views. Dimensioning. Introduction to computer-aided drafting (CAD) and solid modeling. Includes design project using CAD. Three two-hour sessions per week. Laboratory. (fall, winter, spring) | | |
| MEGR 181 | Innovative Design | 2 |
| The design process, including performance prediction and prototype construction and testing. Includes a guided class project, team evaluation of an existing engineering design, and a major team design project. Final exam will consist of an oral presentation and performance demonstration of the team design. Two two-hour sessions per week. Laboratory. (fall, winter, spring) | | |
| MEGR 210 | Statics | 4 |
| Vector algebra. Equilibrium of forces and moments, distributed forces, hydrostatics, friction, virtual work; all applied to simple bodies. Four lectures per week. Prerequisites: MATH 135, PHYS 200. (fall) | | |

- MEGR 381 Engineering Methods 4**
 Modern methods using computers to solve problems encountered in mechanical and civil engineering. Examples are stress analysis and beams (numerical integration, matrix methods, systems of simultaneous equations), stability of mechanical systems and columns (differential equations), and stress and heat transfer (finite difference models). Three lectures and one three-hour laboratory per week. Prerequisite: MEGR 230 and MATH 234. (fall, winter)
- MEGR 391-393 Special Topics 1-5**
- MEGR 396 Directed Study 1-5**
- MEGR 401 Principles of Instrumentation 2**
 Review of the elements of instrumentation systems: sensors; cables; potentiometers; filters; and display devices. Further study of each system element to find sources of unwanted signals and/or noise. Study of methods to eliminate or minimize unwanted signals and noise. One lecture and one three-hour laboratory per week. Pre- or co-requisite: MEGR 304.
- MEGR 421 Applied Thermodynamics 4**
 Thermodynamics applied to ideal and real cycles, internal and external combustion engines, fans, blowers, compressors, nozzles, refrigeration, air conditioning. Design problem. Four lectures per week. Prerequisite: MEGR 321. (Formerly MEGR 425)
- MEGR 424 Thermal Systems Laboratory 2**
 Laboratory experiments in various thermal systems such as refrigeration system, air conditioning system, internal combustion engine, etc. Experimental verification of heat transfer principles. One lecture and one three-hour laboratory per week. Prerequisites: MEGR 321. Pre- or co-requisite: MEGR 324. (fall)
- MEGR 426 Heat/Ventilation/Refrigeration 4**
 Psychometrics; space heating and cooling loads; air conditioning; fans and ducts; heat exchangers; solar systems; refrigeration. Four lectures per week. Prerequisites: MEGR 321, MEGR 324.
- MEGR 431 Vehicle Dynamics 4**
 Application of the principles of engineering mechanics to the dynamics of ground vehicles. Familiarization with methods to analyze, predict and design for vehicle dynamic performance. Acceleration and braking performance, aerodynamics and road loads, ride, directional response, rollover. Four lectures per week. Prerequisite: Mechanical Engineering candidacy.
- MEGR 435 Dynamic Systems 5**
 Modeling of mechanical, thermal, hydraulic, pneumatic, and electrical linear and non-linear systems. Introduction to computer modeling and simulation using existing symbolic computer programs. Laplace transforms, stability criteria, and frequency response. Four lectures and one three-hour laboratory per week. Prerequisite: EEGR 315 and MEGR 381; Pre- or co-requisite: MEGR 324. (formerly MME 434 and MME 436) (fall)

- MEGR 438** **Control Systems** 4
Feedback control system analysis. Proportional, integral and derivative control. Control system design, compensation. Root locus, Nyquist and Bode plots. Analog and digital simulation. Four lectures per week. Prerequisite: MEGR 435.
- MEGR 443** **Manufacturing Automation** 4
An overview of manufacturing automation and assembly including hard automation, flexible automation, NC machine, automated inspection systems, and programmable logic controllers. Applications of digital and analog controls to manufacturing systems. Four lectures per week. Prerequisites: MEGR 304 and MEGR 435. (winter)
- MEGR 444** **Computer Integrated Manufacturing (CIM)** 2
Fundamental components of computer integrated manufacturing. Topics include networking, relational databases, integration of CAD/CAM and inventory control, shop floor control, and applications to concurrent engineering. Two lectures per week. Prerequisite: MEGR 304. (fall)
- MEGR 454** **Fracture Mechanics** 2
Modern fracture theory - stress intensity functions, including environmental effects and applications to fatigue. Two lectures per week. Prerequisite: MEGR 371.
- MEGR 461** **Compressible Flow** 4
One-dimensional gas dynamics. Flow in nozzles and diffusers, normal shocks, frictional flows, and flows with heat transfer and energy release. Design problem. Four lectures per week. Prerequisites: MEGR 321, CEEGR 331.
- MEGR 463** **Gas Turbines** 4
Basic gas dynamics, Brayton cycle, gas turbine engines, parametric and performance analysis, design principles of components. Design problem. Four lectures per week. Prerequisite: MEGR 321.
- MEGR 465** **Turbomachinery** 4
Design operation of turbines and compressors, principles of turbine and compressor types, off-design operation, pumps, cavitation, fans. Design problem. Four lectures per week. Prerequisite: MEGR 321.
- MEGR 471** **Kinematics and Dynamics of Machinery** 4
Analysis and synthesis of mechanisms based on combinations of linkages and cams. Considers geometry of motion, velocity and acceleration profiles, and associated forces. Uses manual analytical and graphical methods as well as more advanced computer methods. Four lectures per week. Prerequisite: Mechanical Engineering Candidacy.
- MEGR 487** **Engineering Design I** 3
- MEGR 488** **Engineering Design II** 4

MEGR 489 Engineering Design III 3

Group design project focusing on the integrative aspects of engineering subject matter. The project should focus on: (1) philosophy of design, a creative approach, and a comprehensive design project; planning, organizing and leading an engineering project; exercising judgment and considering economic factors; and (2) integrated aspects of creative design and analysis; case studies; design of a novel device or system. Two one-hour lectures per week in addition to individual team design time. The three courses must be taken as a continuous sequence and fulfill the senior synthesis core requirement. Prerequisites: MEGR 181 and department permission for 487; 487 for 488; 488 for 489. (487, fall; 488, winter; 489, spring)

MEGR 491-493 Special Topics 2-5

MEGR 496 Independent Study 1-5

MEGR 497 Directed Reading 1-5

MEGR 498 Directed Research 1-5

Physics

David A. Boness, PhD, Chair

Objectives

The Physics Department offers two degree programs. For those who wish a career in physics, the bachelor of science in physics program takes the student from classical mechanics through quantum mechanics, including advanced laboratory courses emphasizing modern physics. The curriculum is designed to prepare students for advanced work in pure and applied physics or for graduate study, but the degree is also excellent preparation for careers in engineering or computer programming, or for admission to medical, dental, law, or business school. The bachelor of arts program is ideal for those who desire a solid background in physics but also want the flexibility to pursue other interests.

Degrees Offered

- Bachelor of Arts
- Bachelor of Science in Physics

Major Offered

Physics

Minor Offered

Physics

Bachelor of Arts Major in Physics

In order to earn the bachelor of arts degree with a major in physics, students must complete a minimum of 180 credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5
Choose one of the following two courses:		5
HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I	.....	5
Social Science II (different discipline from Social Science I)	.....	5
Theology and Religious Studies Phase II (200-299)	.....	5
Ethics (upper division)	.....	5
Theology and Religious Studies Phase III (300-399)	.....	5
Interdisciplinary	.....	3 to 5

Senior Synthesis	3
------------------------	---

See detailed core curriculum information in this bulletin.

II. Major Requirements

Forty-five credits in physics, including:

PHYS 200	Mechanics.....	5
PHYS 201	Electricity and Magnetism.....	5
PHYS 202	Waves, Optics, and Thermodynamics	5
PHYS 204	Relativity.....	2
PHYS 205	Introduction to Quantum Physics.....	3
PHYS 310	Intermediate Mechanics I.....	5
PHYS 330	Electromagnetic Field Theory	5
PHYS	Electives (not 100 level).....	15

III. Other Major Department Requirements

MATH 134	Calculus I.....	5
MATH 135	Calculus II.....	5
MATH 136	Calculus III.....	5
MATH 232	Multivariable Calculus.....	3
MATH 233	Linear Algebra.....	3
MATH 234	Differential Equations.....	4
	Related science electives (approved by department)	15

Please Note: No 100-level physics courses may be counted toward the major.

Bachelor of Science in Physics

In order to earn the bachelor of science in physics degree, students must complete a minimum of 180 credits with a cumulative and major/department grade point average of 2.0, including the following:

I. Core Curriculum Requirements

ENGL 110	College Writing: Inquiry and Argument.....	5
PHIL 110	Introduction to Philosophy and Critical Thinking.....	5

Choose one of the following two courses:

HIST 120	Origins of Western Civilization	
HIST 121	Studies in Modern Civilization	
ENGL 120	Introduction to Literature	5
Fine Arts	(one approved 5 cr. course; see course descriptions).....	5
PHIL 220	Philosophy of the Human Person.....	5
Social Science I.....		5
Social Science II (different discipline from Social Science I).....		5
Theology and Religious Studies Phase II (200-299).....		5
Ethics (upper division)		5
Theology and Religious Studies Phase III (300-399).....		5
Interdisciplinary		3 to 5
Senior Synthesis		3

See detailed core curriculum information in this bulletin.

II. Major Requirements

Sixty credits in physics, including:

PHYS 200	Mechanics.....	5
PHYS 201	Electricity and Magnetism.....	5
PHYS 202	Waves, Optics, and Thermodynamics.....	5
PHYS 204	Relativity.....	2
PHYS 205	Introduction to Quantum Physics.....	3
PHYS 310	Intermediate Mechanics I.....	5
PHYS 311	Intermediate Mechanics II.....	3
PHYS 330	Electromagnetic Field Theory.....	5
PHYS 331	Electromagnetic Waves.....	3
PHYS 484	Thermodynamics and Statistical Physics.....	5
PHYS 485	Quantum Mechanics.....	5
PHYS	Electives (not 100 level).....	14

III. Other Major Department Requirements

MATH 134	Calculus I.....	5
MATH 135	Calculus II.....	5
MATH 136	Calculus III.....	5
MATH 232	Multivariable Calculus.....	3
MATH 233	Linear Algebra.....	3
MATH 234	Differential Equations.....	4
	Related Science Electives (approved by department).....	10

Please Note: No 100-level physics courses may be counted toward the major.

Minor in Physics

In order to earn a minor in physics, students must complete 30 credits in physics, including:

PHYS 200	Mechanics.....	5
PHYS 201	Electricity and Magnetism.....	5
PHYS 202	Waves, Optics, and Thermodynamics.....	5
PHYS 205	Introduction to Quantum Physics.....	3
PHYS	Electives (200-level and above).....	12

Please Note: No 100-level physics courses may be counted toward the minor. See policy for minors on p. 55.

Teacher Education

The teacher preparation program is a graduate-level program only. Students interested in teaching should contact the Master in Teaching program (206) 296-5759 or visit the Web site seattleu.edu/soe/mit.

Physics Courses

Please Note: PHYS 101, PHYS 102, PHYS 105, PHYS 106, PHYS 107, PHYS 120, PHYS 200, PHYS 201, and PHYS 202 combine lectures and laboratory sessions.

PHYS 101 Astronomy: The Solar System 5
Description of the motions of celestial objects as seen from earth. Explanation of the motions from the early Greeks through the moderns. Survey of the physical properties and origins of the solar system, including the latest findings of space probes. Prerequisite: core mathematics or placement in MATH 120 or higher. (fall)

PHYS 102 Astronomy: Stars, Galaxies, and Cosmology 5
Light and telescopes; the distance motion, and brightness of stars; the birthplace of the stars; red giants, white dwarfs, and black holes; galaxies both normal and abnormal; quasars; the big bang, the expanding universe, curved space, and the end of everything. Prerequisite: core mathematics requirement. (spring)

PHYS 105 Mechanics and Sound 5
Non-calculus survey of classical mechanics. Statics, kinematics, and dynamics of particles and systems; fluids; harmonic motion, waves, and sound. Prerequisites: MATH 120, MATH 121 or equivalent. (fall)

PHYS 106 Electricity, Magnetism, and Thermodynamics 5
Survey of electromagnetism. Electrostatics, magneto-statics, electromagnetic fields, dc and ac circuits, introduction to thermodynamics. Prerequisite: PHYS 105. (winter)

PHYS 107 Survey of Modern Physics 5
Optics, including reflection refraction, interference, diffraction and polarization. Introduction to atomic and nuclear physics. Prerequisite: PHYS 106. (spring)

PHYS 120 Science as a Human Process 5
How science is actually done by real people; history of physics; concepts of relativity and quantum physics and their effect on society; recent controversies in earth science, such as global warming, ozone depletion, or what caused the death of the dinosaurs. Includes lab and satisfies the core phase I science requirement. Prerequisite: core mathematics.

PHYS 200 Mechanics 5
Vector mathematics; kinematics; conservation of momentum and collisions; relative motion and reference frames; force and Newton's laws; work, energy, and power; rotational dynamics; rigid body motion, gravitation. Prerequisites or corequisite: MATH 135. (winter, spring)

PHYS 201 Electricity and Magnetism 5
Electric charge, forces, field, flux; Gauss' law; electric potential; conductors, dielectrics, capacitance; current and resistance; DC circuits; magnetic forces, fields; inductance. Prerequisites: PHYS 200, MATH 135. (fall, spring)

- PHYS 202** **Waves, Optics, and Thermodynamics** **5**
Harmonic motion; mechanical, and electromagnetic waves; reflection, refraction, dispersion, interference, diffraction and polarization. Temperature, ideal gases, kinetic theory, second law of thermodynamics. Prerequisites: PHYS 201, MATH 136. (fall, winter)
- PHYS 204** **Relativity** **2**
An introduction to special relativity. The Lorentz transformation; relativistic kinematics and dynamics. Prerequisite: PHYS 202. (spring)
- PHYS 205** **Introduction to Quantum Physics** **3**
Evidence for the quantization of light, matter, and energy; the nuclear atom; wave-particle duality; the uncertainty principle; the Schrödinger equation and its applications. Prerequisites: PHYS 202; MATH 232. (spring)
- PHYS 230** **Computing Tools for Physical Science** **3**
An introduction to scientific computer programming. Emphasis is on numerical and symbolic computation methods with applications in the physical sciences. Instruction in the use of programming languages such as MATLAB, Fortran 90, and Mathematica are given at an elementary level. Elementary programming skills required for doing scientific computation, such as numerical evaluation of functions, plots of functions, statistical analysis of data, plots of data, numerical computations (sorting, quadrature, solving ODEs, etc.) and symbolic calculations (algebra, calculus, etc.), will be emphasized. Co-requisite: PHYS 202. Prerequisite: MATH 136. (winter)
- PHYS 291-293** **Special Topics** **1 to 5**
- PHYS 296** **Directed Study** **1 to 5**
- PHYS 310** **Intermediate Mechanics I** **5**
Vector calculus; single-particle Newtonian mechanics; linear oscillations; nonlinear oscillations and chaos; gravitation; calculus of variations; Lagrangian and Hamiltonian dynamics. Prerequisites: PHYS 200, MATH 234. (fall)
- PHYS 311** **Intermediate Mechanics II** **3**
Central force motion; systems of particles; noninertial reference frames; dynamics of rigid bodies; coupled oscillations. Prerequisite: PHYS 310. (spring)
- PHYS 330** **Electromagnetic Field Theory** **5**
Static electric and magnetic fields in vacuum and linear isotropic media; time-varying fields and Maxwell's equations; the wave equation and boundary conditions; propagation of electromagnetic waves in non-conducting media. Prerequisites: PHYS 201, MATH 234. (fall)
- PHYS 331** **Electromagnetic Waves** **3**
Further development of the theory of the propagation of electromagnetic waves; radiation of electromagnetic waves by moving charges; solutions of Laplace's and Poisson's equations in curvilinear coordinates. Prerequisite: PHYS 330. (spring)

- PHYS 340 Nonlinear Dynamical Systems and Chaos 4**
 Coupled linear and nonlinear difference equations; coupled linear and nonlinear ordinary differential equations; fixed points; equilibrium points; stability; bifurcations; limit cycles; logistic equation; Feigenbaum scaling; fractals; Hausdorff dimension; dissipative and Hamiltonian systems; Liapunov's method; strange attractors; nonlinear oscillations; perturbation theory; Lorenz equations; chaos; predictability; computer programming and graphics. Prerequisites: PHYS 202, MATH 234.
- PHYS 350 Physics of Diagnostic Ultrasound 3**
 The physics of pulsed ultrasound, including its production and detection by transducers, characteristics of pulses and sound beams, interaction of ultrasound with tissue including attenuation, impedance, reflection, refraction, scattering, ranging, and Doppler effect; introduction to ultrasonic instrumentation. Prerequisites: PHYS 106 or equivalent; MATH 131 or 134; enrollment in diagnostic ultrasound or permission. (fall)
- PHYS 363 Introduction to Geophysics 4**
 Earth formation; plate tectonics; geomagnetism; continuum mechanics; earthquakes and seismology; volcanoes; physical properties of the deep earth; high-pressure geophysics. Prerequisites: PHYS 202, MATH 234.
- PHYS 370 Modern Physical Measurement 4**
 Historical modern physics experimental lab course with emphasis on state-of-the-art data acquisition techniques using computers. Chaotic pendulum; magnetic moments; black-body radiation and spectrophotometry; atomic physics. Prerequisites: PHYS 205, MATH 234. (spring)
- PHYS 391-393 Special Topics 1 to 5**
- PHYS 396 Directed Study 1 to 5**
- PHYS 430 Modern Optics for Physicists and Engineers 4**
 Introduction to modern optics consisting of ray optics; scalar wave optics; diffraction; interferometry; vector wave optics and polarization; Gaussian beam optics; Fourier optics, including image processing, spatial filtering, and holography; optical waveguides and fibers; optical resonators; laser amplifiers and systems; semiconductor lasers and detectors; optical switching and computing. Optional labs in holography and fiber optics. Prerequisites: PHYS 205, PHYS 330.
- PHYS 470 Solid-State Physics 4**
 Symmetry; crystal structure; x-ray and neutron diffraction; types of solids and bonding; vibrations in solids—phonons; electronic band structure; metals and semiconductors; p-n junctions. Prerequisites: PHYS 205, MATH 234. (formerly PHYS 483)
- PHYS 480-483 Interdisciplinary Core Courses 3 to 5**
 Title and content change each term.
- PHYS 484 Thermodynamics and Statistical Physics 5**
 Temperature; work; heat; internal energy; entropy; thermodynamic equilibrium; first and second laws; ideal gases; heat engines and refrigerators; reversible processes; thermal properties of matter and radiation; phase transitions; partition function; critical phenomena. Prerequisites: PHYS 205, MATH 234. (winter)

- PHYS 485** **Quantum Mechanics** 5
Wave-particle duality, the state function, the Schrödinger equation, one-dimensional problems, the operator formalism, matrices, central forces, angular momentum, spin, identical particles. Prerequisites: PHYS 205, MATH 234. (winter)
- PHYS 486** **Particle and Nuclear Physics** 5
Historical introduction to the elementary particles; symmetries and conservation laws; quantum electrodynamics; the weak interaction; introduction to quantum chromodynamics; properties of nuclei; nuclear radiations and their detection; nuclear structure and nuclear models. Prerequisites: PHYS 330, PHYS 485. (formerly PH 490)
- PHYS 487** **Senior Synthesis** 3
Capstone course integrating physics and the humanities through investigation of one or more themes. Readings, classroom discussion, essays, and student presentations. Satisfies core senior synthesis requirement. Does not count for physics elective credit. Prerequisite: Permission of chair.
- PHYS 491-493** **Special Topics** 1 to 5
- PHYS 496** **Independent Study** 1 to 5
- PHYS 497** **Directed Reading** 1 to 5
- PHYS 498** **Directed Research** 1 to 5
- PHYS 499** **Undergraduate Research** 1-6
Literature search and laboratory or computer investigation of a research problem in physics under the supervision of a faculty member. Preparation of a written report. Prerequisite: permission of department chair.

Premedical and Predental

Margaret L. Hudson, PhD, Adviser

If you are interested in careers in medicine, dentistry, veterinary medicine, optometry, or biomedical research, please meet with Dr. Hudson early during your first year at Seattle University, and after that on a regular basis, so that we can work together toward your professional goals. It is important to meet regularly with your academic adviser in your major department. You will probably want to get involved in the PreHealth Club, which sponsors speakers, outings, and projects of interest to students preparing for careers in the health professions.

Most of Seattle University's premedical, predental, preveterinary, and preoptometry students major in biology, chemistry, biochemistry, physics, general science, or psychology, but you may choose any academic major at Seattle University as long as you complete at least the minimum science course work listed below. Within the framework of any one of these undergraduate degree programs, students obtain strong backgrounds in the liberal arts through the core curriculum.

Most medical, dental, and veterinary schools require the following undergraduate science sequences: CHEM 121, 122, 123, 131, 132, 133, 335, 336, 337, 345, 346, 347; BIOL 165, 166, 167; PHYS 105, 106, 107. Schools of optometry generally require less organic chemistry. Professional schools also recommend or require calculus, cell physiology, and biochemistry. Check the bulletins of the professional schools of interest to you to learn about specific requirements. Most professional schools require, as a part of the application process, nationally standardized exams which draw on your college science background. These exams are taken a year to a year and a half in advance of the time you expect to enroll in the professional school, so planning the timing of required science courses is important.

Competition for entrance into medical, dental, veterinary, and optometry schools is strong. The schools look for evidence of intellectual ability, understanding of the profession based on your own direct experience, a sense of service, and personal qualities appropriate to the profession. Since academic coursework and professional demands are high, it is important that you regularly assess whether your original goal is still right for you.

The application process for entering graduate programs or professional school should start at least a year in advance of enrollment and your adviser is available to assist you. The standardized tests such as the Medical College Admissions Test (MCAT), and Optometry Admission Test (OAT) are administered locally twice a year. The Graduate Record Exam (GRE) and the Dental Admission Test (DAT) are administered more frequently. You will be asked to provide transcripts and individual letters of recommendation from people who are able to speak directly about your strengths.

The Premedical/Predental Advisory Committee is available to conduct an interview with each applicant and subsequently will write a supportive letter of evaluation for each qualified applicant.

Special Academic Programs

Culture and Language Bridge Program

Eli Hinkel, Ph.D., Director

Objectives

The Culture and Language Bridge Program is designed to prepare non-native speakers of English for a productive academic career at Seattle University. The primary goal of the program is to provide admitted Seattle University students with the background in the American academic culture and language skills essential for success in their studies. The courses offered in the program are highly advanced, with a specific focus on university-level reading, writing, listening, and speaking skills.

Description of Courses

During their first quarter at Seattle University, students at the beginning of their academic careers are usually expected to take courses in English Syntax for Writing (CLBR 086), Academic Reading and Writing (CLBR 087), Classroom Communication (CLBR 088), and one additional class based on the recommendation of their adviser. In their second quarter, first-year students are usually required to take Basic Writing (ENGL 101) and two additional courses.

Students who transfer to Seattle University during their subsequent years of study, as well as graduate students, are expected to take courses that advance their strategic vocabulary, grammar and reading (CLBR 080), reading and writing (CLBR 090), and academic speaking skills (CLBR 091) essential for success in their disciplines. Transfer and graduate students with TOEFL scores ranging from 190/520 to 210/547 are required to take the Academic Vocabulary and Grammar course (CLBR 080) *before* they can enroll in Advanced Academic Writing (CLBR 090). In addition, the coursework for transfer and graduate students concentrates on the American academic culture and specific preparation for requirements at Seattle University. Undergraduate business majors and graduate students enrolled in the Albers School of Business attend a supplemental course in conjunction with a five-credit-hour class, Management 280. These students are required to take Advanced Academic Discourse (CLBR 091) during their first quarter at Seattle University and have the option of taking Advanced Academic Writing (CLBR 090) in the same or the subsequent quarter.

The Program Schedule

The program is offered during the fall, winter, and spring quarters. Courses for undergraduate students are not offered in the summer, and summer classes for graduate students are taught when there is sufficient need.

Admission Requirements

All non-native speakers of English whose TOEFL (Test of English as a Foreign Language) score is between 190 and 233 (520 and 577 paper-based score) are required to take the Placement Essay Test upon their arrival at Seattle University. Students are

supported by the Culture and Language Bridge Program when their writing skills as demonstrated on the Placement Essay Test, combined with their TOEFL scores at admission, indicate that their academic success at Seattle University requires it.

Placement Essay Test

The purpose of the Placement Essay Test is to allow students an opportunity to demonstrate the quality of their writing. Placement Essay Tests are evaluated by the university faculty and the staff of the Culture and Language Bridge Program based on such considerations as language fluency, rhetorical development, logical organization, and sentence structure.

Students whose writing skills require additional improvement need to take courses in the Culture and Language Bridge Program. If students' writing in English appears to be in need of substantial work, they may be required to enroll in Academic Reading and Writing (CLBR 087) and the CLBR section of Basic Writing (English 101). Moderate writing skills, as determined by the essay evaluators, require students to take the Basic Writing course (English 101 CLBR section). On the other hand, students whose writing abilities are deemed sufficient for success in their academic studies do not need to enroll in the program.

Students whose TOEFL scores are 237/580 or above are not expected to take the Placement Essay Test or enroll in the Culture and Language Bridge Program. However, they have the option of taking classes in the program if they choose to.

Program Requirements

In the Culture and Language Bridge Program, students' work is evaluated with the goal of preparing non-native speakers for success in their studies at Seattle University. In keeping with this objective, the grading of the CLB section of English 101 follows the University grading system. All other courses required in the CLB program are graded on a pass/fail basis, although a letter grade will appear on the student's permanent record. A grade of C or above is considered to be passing. Grades below C are considered to be failing and demand a repetition of the course. Successful completion of English 101 allows undergraduate students to earn five elective credits toward their graduation. All other required CLBR courses, however, are not applicable toward graduation requirements.

Culture and Language Bridge Program Courses

Courses for students at the beginning of their academic careers

CLBR 086

English Syntax for Writing

3

The class meets twice a week and concentrates on syntactic structures, such as sentence constructions and phrase-level grammar, essential in the production of English academic writing. The course is specifically geared toward lexical and grammatical regularities in English syntax that can facilitate writing clarity and cohesion.

CLBR 087 Academic Reading and Writing 5

The class meets daily and focuses on the interaction between reading, writing, and critical thinking. Paraphrasing, summary writing, library research, and the writing process as it pertains to American academic writing, as well as effective reading are examined. Issues of sentence structure and style are also addressed.

CLBR 088 Classroom Communication 2

The class meets two times a week and concentrates on the interaction of culture and language in the classroom. Informal and formal speech varieties, lecture comprehension, classroom participation, intelligibility, and oral presentations are examined.

Courses for Transfer and Graduate Students**CLBR 080 Academic Vocabulary and Grammar 5**

The class meets five times a week and concentrates on essential academic vocabulary and grammar features fundamental in formal academic reading and writing in English. The course specifically focuses on essential academic lexis and syntax in English academic prose that can enhance reading fluency and comprehension, as well as writing clarity and cohesion.

CLBR 090 Advanced Academic Writing 3

The class meets three times a week and presents various concepts fundamental in academic writing in English (reasoned and objective argumentation, information synthesis, writing from sources, and the essential elements of the essay structure). Paraphrasing and vocabulary development represent ongoing supplementary course goals.

CLBR 091 Advanced Academic Discourse 3

Focuses on American cultural values and assumptions as an intrinsic part of the discourse in American academic settings. Provides an avenue for improving students' global speaking and listening skills, discourse-level construction of presentations, as well as academic discussion and participatory skills.

CLBR 092 Supplemental CLBR 0

Required for business majors and graduate students in the Albers School of Business. This student-centered workshop includes lecture and discussion in support of an academic course (Management 280). Mandatory CR/F grading with minimum achievement level equal to C grade.

The Institute on Character Development

The Institute on Character Development is dedicated to preparing Seattle University students to help middle and high school students through times of confusion, uncertainty and growth. SU students work with youth in local community and church organizations to help develop their views of purpose in life, relationships, dealing with suffering, and character development. They do this by organizing retreats, giving special presentations in class rooms, and being present in community based and recreational settings. Students are prepared for these internships in teaching and working with youth by a special ethics course (Ethics and Character Development) which fulfills the core ethics requirement. Emphasis is given to student ownership, building community around shared ideals, and serving the community through presence, teaching, spirit, and friendship. Interested students should contact the student coordinators at 296-5463.

Executive Leadership Program

Phone: (206) 296-5374

E-mail: execleader@seattleu.edu

Objectives and Program Description

The Executive Leadership Program was founded in 1998 in response to the request of senior executives at several large and successful companies headquartered in the Pacific Northwest. It provides an academically rigorous, values-based program of study. Its aim is to accelerate the development of proven managers into values-based leaders capable of handling the complexities and conflicts inherent in increasingly responsible company roles.

Eligibility

Because of the collaborative nature and academic rigor of this program, it is important that each participant possess the following set of minimum qualifications,

- endorsement from the company's senior management agreeing to release candidates on class days and cover program fees
- a baccalaureate degree from an accredited college or university. (Under special circumstances, non-degreed applicants with outstanding work experience may be admitted.)
- ten or more years of business/professional experience, including mid- or senior-level management experience
- ability to complete graduate-level coursework
- willingness and ability to commit required time and energy
- demonstrated leadership ability

Application Procedure

To apply to the program, submit an Executive Leadership Application form and one letter of recommendation from your endorsing official. Early application is encouraged due to limited space. Mail, fax or e-mail the application, letter of recommendation and personal essay to:

Program Coordinator
Executive Leadership Program
Seattle University
900 Broadway, Pigott 431
Seattle, WA 98122-4340

An admission interview with the program director is required. Call the program coordinator at (206) 296-5374 to schedule the interview. Admission to each fall cohort is limited to 24 participants. Qualified applicants who are not admitted will be placed on a waiting list or offered early admission for the following year.

The director is available for advising and consultation with interested officials at corporations or organizations and may be contacted at (206) 296-5374 or via e-mail at: execleader@seattleu.edu

Program Requirements

The 17 credit program is recognized by an official transcript and upon completion of the five required courses a certificate is issued by Seattle University. The program fee of \$19,200 covers the complete program experience: tuition, books, materials, technology fees, parking, library privileges, hosted social events, access to campus athletic facilities, invitations to special university events, and the certificate.

Course Descriptions

- EXLR 409 Leadership: Vision and Practice 4**
Consider the changing cultural context of managerial practice and its implications for the formation and practice of the art of leadership by addressing the issues of "vision" in unprecedented conditions and the critical dimensions of purpose and motivation. Participants explore the functions of authority, distinctions between authority and leadership and their necessary relationship; trust in the face of complexity, the development of power and efficacy, and the significance of listening and reflection.
- EXLR 410 Team Building and Leadership 3**
Build the individual and group capacity for learning and critically examine the role of teams and leadership in the effective organization. Participants engage in self-assessment and learn a variety of team-building skills. In an outdoor experiential laboratory, participants face personal and team challenges during a three-day off-site retreat. Activities include small group discussion, short case analyses and a service project.
- EXLR 411 Effective Enterprise 3**
Building on earlier modules, participants collectively forge links among the team building, ethical decision-making, leadership and general management issue that firms will encounter in the 21st century. Guest executive speakers and active discussions of recent cases and articles will provide opportunities for participants to teach and learn from each other.
- EXLR 412 Ethical Leadership 3**
Participants gain skills and information needed to develop ethical goals, resolve ethical problems in a global marketplace, address ethical responsibilities as a leaders and maintain ethical standards with pluralistic organizations. Participants examine leadership, decision-making and personal fulfillment models and study their use in real-life settings.
- EXLR 413 Leadership Practice and Synthesis 4**
Integrates and applies leadership theory to the realities of the workplace. Participants review their leadership history, assess personal strengths, create a leadership development plan and implement their learning in concert with an executive coach from Seattle University. Begins in the Fall and continues as a integrated process throughout the program. Participants articulate and implement their vision of effective leadership, team building, future goals, ethics and values and mission. Intercultural communication skills are inter-woven.

International Development Internship Program

Janet Quillian, DPH, Director

Phone: (206) 296-2683

E-mail: jquill@seattleu.edu

Objectives

The international development internship program was inaugurated in 2001 as a university-wide initiative under the auspices of the associate provost. The goal of the program is to instill in participating students an understanding of and commitment to the values of the worldwide Jesuit mission of service, leadership, and the promotion of social justice. Through academic analysis, reflection, and active participation with non-government organizations (NGOs) from developing countries in Africa, Asia and Latin America; students will be challenged to explore such development issues as the causes of poverty, abuse of human rights, environmental impoverishment, consequences of debt on developing countries, impact of the lack of adequate health care and education, mal-distribution of consumption and investment, corruption in high offices, population growth, and lack of sustainable development.

Admission and Program Description

The program design requires that the development activities undertaken by students be done as part of the academic curriculum, and that the personal and spiritual growth resulting from service and social justice work be integrated into the intellectual challenges presented by academic courses. Applications are available to full-time enrolled students from all disciplines who have reached their junior year. Applicants will be selected by the director and an advisory committee. Students may earn 17 credits over three quarters that includes a fall preparatory seminar of 3 credits, a winter field practicum of 12 credits and the spring seminar of 2 credits. Partner organizations and projects to which students are assigned will mirror as closely as possible the major career goals and interests of participating students.

International Development Internship Program Courses

INIP 400	International Internship Seminar I	3
Academic preparation for the challenges of the field internship (fall)		
INIP 401	Field Internship	12
Field work will be with an international or local non-governmental organization (NGO) in a developing country. (winter)		
INIP 402	International Internship Seminar II	2
Academic reflection on the internship through social analysis, integrating personal and spiritual growth. (spring)		

Graduate Programs

Seattle University first offered graduate education in 1948. Since then, new graduate degree programs have been added over the years as the university strives to meet the changing needs of working professionals. The university added the School of Law in 1994 and today graduate students account for over 40 percent of total university enrollment.

Graduate Degrees Offered

See the *Graduate Bulletin of Information* for further details.

College of Arts and Sciences

Master of Arts in Psychology

Center for Nonprofit and Social Enterprise Management

Executive Master of Not-For Profit Leadership

Institute of Public Service

Master of Public Administration

Albers School of Business and Economics

Master of Business Administration

Master of International Business

Master of Professional Accounting

Master of Science in Finance

Post-Master's Certificates

School of Education

Master of Arts in Education

Master of Education

These degrees may be earned in the following programs: adult education and training, counseling and school psychology, curriculum and instruction, education administration, literacy for special needs, special education, student development administration, teacher education, and teaching English to speakers of other languages.

Master in Teaching

Educational Specialist

This degree may be earned in educational administration, school psychology, or special education

Doctor of Education

Post-Master's Certificates

School of Law

Juris Doctor (see the *Law Bulletin* for more information)

Joint Degrees with Albers School of Business and Economics

JD/MBA

JD/MIB

JD/MSF

School of Nursing

Master of Science in Nursing
Post-Master's Certificates

School of Science and Engineering

Master of Software Engineering

School of Theology and Ministry

Master of Arts in Pastoral Studies
Master of Arts in Transforming Spirituality
Master of Divinity
Post-Master's Certificates

Information

For admission, program requirements, and information on specializations, see the *Graduate Bulletin of Information* or contact the Admissions Office, Seattle University, 900 Broadway, Seattle, WA 98122-4340, telephone: (206) 296-2000; fax: (206) 296-5656; Internet: www.seattleu.edu.

University Governance

Board of Trustees

Steven W. Hooper

Chair

Partner
Ignition Corporation

Carolyn S. Kelly

Vice Chair

President and Chief Operating Officer
The Seattle Times

Gerald T. Cobb, S.J.

Secretary

Associate Professor of English
Seattle University

Stephen V. Sundborg, S. J.

Ex Officio
President, Seattle University

Phyllis J. Campbell

Chair, Community Board
US Bank of Washington

Martha C. Choe

Director
WA State Office of Trade & Economic
Development, Olympia WA

Scott L. Coble, S.J.

Jesuit Community
Gonzaga University, Spokane, WA

Theodore J. Collins

Of Counsel, Perkins Coie, LLP

Boh A. Dickey

Woodinville, WA

James D. Dwyer

President and CEO
Washington Dental Service

Peter B. Ely, S.J.

Rector of the Jesuit Community
Seattle University

Patrick M. Fahey

Chairman, President and CEO
Pacific Northwest Bank

Anne V. Farrell

President and CEO
The Seattle Foundation

Patrice M. Fersch

Mercer Island, WA

Joseph M. Gaffney

Dorsey & Whitney, LLP

Paul A. Janowiak, S.J.

Jesuit Community
University of San Francisco

Kent L. Johnson

Chairman and Managing Director
Alexander Hutton Venture Partners LP

Gordan A. McHenry, Jr.

Director, Government &
Community Relations
Commercial Airplanes Group
The Boeing Company

John W. Meisenbach

President
MCM, A Meisenbach Company

Charles H. Mitchell

President
Seattle Central Community College

Dan W. Murphy

President, Central Pre-Mix Concrete
Spokane, WA

Dennis R. Parnell, S.J.

Rector of the Jesuit Community
Santa Clara University

Stephen A. Privett, S.J.

President
University of San Francisco

Rick C. Redman

Chairman
Sellen Construction

Stuart T. Rolfe

President, Wright Hotels, Inc

Judith M. Runstad

Of Counsel, Foster Pepper &
Shefelman

James D. Sinegal

President & CEO, Costco Wholesale

Cynthia P. Sonstelie

Scottsdale, Arizona

Trustees Emeriti

Rhoady R. Lee, Jr

Bellevue, WA

Robert D. O'Brien

Bainbridge Island, WA

Ann Wyckoff

Seattle, WA

Board of Regents

Walter T. Hubbard, Jr.

Chair
Strategic Advisor
Seattle Fire Department

Kip J. Toner

President, Kip Toner Benefit Auctions

William J. Sullivan, S.J.

Ex Officio
Chancellor, Seattle University

Stephen V. Sundborg, S.J.

Ex Officio
President, Seattle University

Thomas Parker

Ex Officio
President, Alumni Board of Governors
President, Parker Northwest
Associates

Sean O'Neill

Ex Officio
President of ASSU, Seattle University

Gregory K. Alex

Director, Matt Talbot Day Center

William F. Almon

Broker/Attorney, Almon Realty, Inc.

Maureen Benoliel

Kirkland, WA

Robert C. Blethen

Vice President of Marketing
The Seattle Times

Patrick H. Brady

Major General U.S.A. (Ret.)
Sumner, WA

Robert M. Braukus

President
Hydro Energy Development Corp.

Terrence A. Carroll

Partner
Judicial Dispute Resolution

Dorene M. Centioli-McTigue

Founder, Pagliacci Corporation

Paul T. Chiles

President, Chiles & Co., Inc.

Marilyn D. Clement

Executive Director
Clement Family Foundation

Dennis J. Colleran

General Manager
Cascade Express, Albany, OR

Robert E. Craves

Senior Vice President
Membership and Marketing
Costco Wholesale

John W. David

Vashon, WA

Marilyn Dennehy

Seattle, WA

Anthony DiRe, D.D.S.

Seattle, WA

James J. Dykeman

President
Management Recruiters of
Mercer Island

Thomas H. Elzey

Co-Founder
Alexander Hutton, Inc.

Theresa M. Gallant

Development Director
Holy Names Academy

Brenda Gomez-Corby

Owner
Pachanga
Bothell, WA

Myra Hanover

Mercer Island, WA

Anton Harris, S.J.

Vice President for
Mission and Ministry
Seattle University

James F. Henriot

Gig Harbor, WA

Michael P. Hosterman

Senior Consultant
ClearPoint

Dianne W. Irwin

Development Director
O'Dea High School

Helen M. Jolly

Edmonds, WA

Hon. Richard A. Jones

Superior Court Judge
King County Courthouse

Robert L. Jones

Senior Vice President - Local Network
Qwest Communications

Kenyon P. Kellogg

Attorney
K.P. Kellogg & Assoc. LLC

Colleen Kinerk

Attorney, Cable, Langenbach,
Kinerk and Bauer, LLP

Rosalyn Kwan

Vice President
Worldwide Imports, Inc.

Patrick R. Mahoney

Mt. Vernon, WA

Hon. Ricardo Martinez

Magistrate, U.S. District Courthouse

Randy Massengale

Chief Executive Officer
Spinoza Technology, LLC

P. Gerry Maurer

Financial Representative
Northwestern Mutual Financial
Network

Michael M. McHugh

Proprietor
Mick McHugh's Restaurants

Jody Sheppard Mullally

Seattle, WA

Larry Nejasnich

President
Marelich Mechanical Co., Inc.

Susan E. Picht

Realtor, Coldwell Banker Bain
Associates

Robert A. Ratliffe

Vice President, Eagle River, Inc.
Kirkland, WA

Charles E. Riley

Seattle, WA

Thomas W. Roach

Attorney, Roach and Ramming Law
Offices, LLP
Pasco, WA

Mary Ann Sauvage

Hope Heart Institute, Seattle, WA

Boyd E. Sharp, Jr.

Rigel Capital Management
Seattle, WA

John W. Southall

Seattle, WA

Samuel R. Sperry

Gogerty Stark Marriotto
Seattle, WA

Joseph Straus

Attorney
Bullivant Houser Bailey, PC

Nick G. Tarlson

C.P.A. Owner
Tarlson and Associates
San Francisco, CA

Michael L. Torre

Chairman, Sunshine Disposal, Inc.
Spokane, WA

Ruth A. Tressel

Seattle, WA

Peter B. Truex

Senior Vice President
The Staubach Company

Enid Tyler

Moor Park, CA

Greg Van Pelt

Vice President and Chief Executive
Providence Health System -
Washington Region

Arthur Wahl

Managing Director, CB Richard Ellis

John R. Walsh, Jr.

Partner, Walsh and Associates

Frederic S. Weiss

President, The Weiss Company

Martha Wyckoff

The Trust for Public Land,
Seattle, WA

Regents Emeriti**Joseph R. Curtis**

Seattle, WA

Ralph M. Davis

Bellevue, WA

Executive Team

- Stephen V. Sundborg, S.J., PhD**
President
- John D. Eshelman, PhD**
Provost
- Mary Kay McFadden, BA**
Vice President
University Advancement
- Denis S. Ransmeier, MBA, MEd**
Vice President
Finance and Investment
- Anton T. Harris, S.J., EdD**
Vice President
Mission and Ministry
- Timothy P. Leary, PhD**
Vice President
Student Development
- Susan L. Secker, PhD**
Associate Provost
Vice President for Planning
- Catherine L. Walker, JD**
Vice President
Administration & University Counsel

Administration

- Catherine L. Walker, JD**
Vice President
Administration & University Counsel
- James E. Fowler, MS**
Executive Director/CIO
Information Services
- Judith Sharpe, MA**
Director
Auxiliary Services
- Phil Irwin, MSW**
Associate Vice President
Human Resources
- Bob Spencer, BS**
Manager
University Bookstore
- Elizabeth Fenn, BA**
Director
Event Support Services

Planning

- Susan L. Secker, PhD**
Associate Provost &
Vice President for Planning

Academic Affairs

- John D. Eshelman, PhD**
Provost
- Susan L. Secker, PhD**
Associate Provost &
Vice President for Planning
- Arthur L. Fisher, PhD**
Dean
Matteo Ricci College
- Rudolph C. Hasl, JD, LLM**
Dean
School of Law
- Patrick J. Howell, S.J., DMin**
Dean
School of Theology and Ministry
- Wallace D. Loh, PhD**
Dean
College of Arts and Sciences
- Joseph M. Phillips, PhD**
Dean
Albers School of Business and
Economics
- John P. Popko, MSLS**
University Librarian
- Sue A. Schmitt, EdD**
Dean
School of Education
- George M. Simmons, PhD**
Dean
School of Science and Engineering
- Mary K. Walker, PhD**
Dean
School of Nursing
- Dannette M. Sullivan, MEd**
Assistant Provost for Enrollment
Services and Student Success
- Robert Dullea, PhD**
Assistant Provost for
Academic Administration
- Michael K. McKeon, MA**
Dean
Admissions
- Georgia McRae, BA**
University Registrar
- Janet Shandley, MS**
Director
Graduate Admissions
- James R. White, MA**
Director
Student Financial Services

Finance and Investment

- Denis S. Ransmeier, MBA, MEd**
Vice President
Finance and Investments
- James I. Adolphson, BABA**
Associate Vice President
Finance
- Jerome C. Pederson, MBA**
Associate Vice President
Facilities Administration
- Joe Conner, MBA**
Director
Facilities Design and Construction
- Robert W. Fenn, MPA**
Director
Facilities Operations & Public Safety

Mission and Ministry

- Anton T. Harris, S.J., EdD**
Vice President
Mission and Ministry
- Joe Orlando, MSW, MDiv**
Director, Office of Jesuit Identity
- Mary Romer Cline, MDiv**
Director
Campus Ministry
- Patrick O'Leary, S.J., PhD**
Chaplain for Faculty and Staff

Student Development

- Timothy P. Leary, PhD**
Vice President
Student Development
- Nancy Gerou, EdD**
Associate Vice President
Student Development
- Faizi Ghodsi, EdD**
Director
International Student Center
- Susan Hawkins, JD, PsyD**
Director
Counseling Center
- Scott F. Smith, PhD**
Director
Residence Life and Housing
- Darlene DuBose, MEd**
Director
Multicultural Student Affairs

Michelle René Etchart, MEd
Director
Leadership Programs and
Community Service

Helen A. La Bouy, MBA
Director
Career Development Center

Maura O'Connor, ARNP
Director
Student Health Center

Beth Pang, MS
Director
Student Activities

Laurie Prince, BA
Director
New Student Programs

Todd Schilperoort, MSPE
Director
Athletics

Diane Schmitz, M.Div
Director
Commuter Student Services

Carol Schneider, MA
Director
Learning Center

University Advancement

- Mary Kay McFadden, BA**
Vice President
University Advancement
- William F. LeRoux, S.J., MA, STD**
Assistant to the Vice President
- Mark Burnett, MPA**
Associate Vice President for
University Advancement/Planning
and Operations
- Sarah Finney, BA**
Assistant Vice President for
University Advancement/Director
of Development
- Richard P. Giacchetti, MEd**
Assistant Vice President for
University Advancement/Marketing
and Communications
- Linda Hulten, MEd**
Assistant Vice President for
Advancement Services and
Annual Giving
- Barbara A. Toomey, BA**
Assistant Vice President
Director, Alumni Relations

Faculty

The year in parenthesis following faculty names indicates initial appointment to the university. Asterisk (*) denotes tenured faculty.

Kola Abimbola, PhD (2002)

Assistant Professor, Department of Philosophy, College of Arts and Science
BA Philosophy, Obafemi Awolowo University, Nigeria; PhD Philosophy and LLB Law,
London School of Economics and Political Science, England; England; PhD Law of
Evidence, 2000, University of Birmingham, England.

Bryan L. Adamson, JD (2002)

Assistant Professor, Director of the Law Clinic, School of Law
BS Mass Communications and PhD Interdisciplinary Studies, Miami University, Ohio; MA
Communications, Purdue University; JD, 1990, Case Western Reserve University Law
School

Mara B. Adelman, PhD* (1994)

Associate Professor, Department of Communication, College of Arts and Sciences
BA Speech Communication, University of California, Los Angeles; MA Speech
Communication and PhD Speech Communication, 1986, California State University, San
Diego

Josef C. Afanador, EdD* (1975)

Associate Professor, Department of Counseling and School Psychology, School of Education
BA Psychology, Butler University; MS Counseling and Guidance, Purdue University; EdD
Rehabilitation Counseling, 1971, University of Arizona

Janet E. Ainsworth, JD* (1988)

Associate Dean for Faculty Development and Professor, School of Law
BA magna cum laude and Louis Dembitz Brandeis Scholar, Brandeis University; MA East
Asian Studies, Yale University; JD cum laude, 1980, Harvard Law School

Mary A. Alberg, PhD* (1979)

Professor, Department of Physics, School of Science and Engineering
BA Physics, Wellesley College; MS Physics and PhD Physics, 1974, University of
Washington

Timothy G. Amen, PhD (1988)

Lecturer, Department of Political Science, College of Arts and Sciences
BA Political Science cum laude, University of San Francisco; MA Political Science and PhD
Political Science, 1984, University of Washington

Jeffrey B. Anderson, PhD* (1991)

Associate Professor, Department of Teaching and Learning, School of Education
BA Psychology, University of Minnesota; MA Special Education, College of St. Thomas;
PhD Curriculum Leadership, 1990, University of Denver

Kathryn L. Anderson, PhD, RN* (1985)

Director of the Graduate Program and Professor, School of Nursing
BSN, University of Virginia; MN, University of Washington; PhD Nursing, 1993, Oregon
Health Sciences University

Phyllis B. Anderson, PhD (1998)

Associate Dean, Assistant Professor and Director of the Institute for Ecumenical
Theological Studies, School of Theology and Ministry
BA, Sacramento State College; MS, Wartburg Theological Seminary; PhD, 1984, Aquinas
Institute of Theology

Michael Andrews, PhD (2002)

Assistant Professor, Department of Philosophy, College of Arts and Science
BA Theology, Georgetown University; MA Religion, Yale University; PhL and MPhil,
Pontifical Gregorian University; PhD, 2002, Villanova University

Al Ansari, PhD* (1985)

Professor, Department of Management, Albers School of Business and Economics
BS Industrial Operations, Tehran College of Insurance; MBA Production and Operations,
University of Detroit; MS Operational Research and Quality Control, and PhD Production
and Operation Management and Industrial Engineering, 1984, University of Nebraska,
Lincoln

Constance G. Anthony, PhD* (1988)

Associate Professor, Department of Political Science, College of Arts and Sciences
BA Politics with Honors, University of California, Santa Cruz; PhD Political Science, 1982,
University of California, Berkeley

David W. Arnesen, JD* (1986)

Chair and Associate Professor, Department of Management, Albers School of Business and
Economics
BA Economics, University of Washington; JD, 1977, University of Puget Sound
School of Law

Gary L. Atkins, MA* (1978)

Associate Professor, Department of Communication, College of Arts and Sciences
BA Communications/Journalism, Loyola University; MA Communications/ Journalism,
1972, Stanford University

Vidya N. Awasthi, PhD, CFM, CMA, CPA* (1996)

Associate Professor, Department of Accounting, Albers School of Business and Economics
BS Biology and MA Political Science, Meerut University; MBA, California State University,
Fresno; PhD Managerial Accounting, 1988, University of Washington

Robert S. Balas, PhD (2001)

Professor and Director, Modern Languages Laboratory, Department of Modern Languages
and Literatures, College of Arts and Sciences
BA, Upsala College; MA, University of Nebraska; PhD, 1971, University of Wisconsin

Lorraine K. Bannai, JD (1996)

Legal Writing Instructor, School of Law
BA with Honors, University of California, Santa Barbara; JD, 1979, University of San
Francisco

Philip L. Barclift, PhD (1995)

Visiting Associate Professor, Department of Theology and Religious Studies,
College of Arts and Sciences
BA Biblical Studies, BS Physical Sciences, Northwest Christian College; MDiv with Honors,
Emmanuel School of Religion; PhD Historical Theology, 1992, Marquette University

Arthur P. Barnes, MA (1986)

Lecturer, Department of Fine Arts, College of Arts and Sciences
BA cum laude Piano Performance and MA Music, Brigham Young University;
DMA Studies with Bela Sika, 1969-1972, University of Washington

Karen A. Barta, PhD* (1983)

Professor, Department Theology and Religious Studies, College of Arts and Sciences
BS Education, Marian College of Fond du Lac; MA Theology and PhD Theology, 1979,
Marquette University

John C. Bean, PhD* (1986)

Professor, Department of English, and Consulting Professor of Academic Writing,
College of Arts and Sciences
BA English with Honors, Stanford University; PhD, 1972, University of Washington

Sarah M. Bee, MBA (1996)

Instructor, Department of Accounting, Albers School of Business and Economics
BS, Central Washington University; MBA, 1993, Seattle University

Kay E. Beisse, PhD (1999)

Assistant Professor, Department of Counseling and School Psychology,
School of Education
BA Psychology, PhD Education, 1993, University of Washington

Marilyn J. Berger, JD* (1978)

Professor, School of Law
BS Economics and Industrial Labor Relations, Cornell University; JD with Honors Moot
Court Program, 1970, University of California, Berkeley

Michael Bisesi, EdD (2001)

Director of the Joint Center for Non-Profit and Social Enterprise Management, the NPL
Program, and Professor, College of Arts and Sciences
BS in Speech, University of Texas, Austin; MS Education, Indiana University; EdD, 1980,
University of Houston

Janet L. Bishop, MLS (2000)

Instructor Librarian, Reference Department, A.A. Lemieux Library
BA History, Princeton University; BFA Graphic Design, University of Washington; MLS,
1984, University of Pittsburgh

Christine P. Black, PhD (1999)

Assistant Professor, Department of Mathematics, School of Science and Engineering
BS Mathematics and Computer Science, University of Puget Sound; MS Mathematics, and
PhD Mathematics, 1998, University of Massachusetts

David Boerner, LLB* (1981)

Associate Professor, School of Law
BS, University of Illinois; LLB, 1963, University of Illinois

Jeffrey L. Boersema, PhD (2001)

Assistant Professor, Department of Mathematics, School of Science and Engineering
BA Mathematics and Philosophy, Calvin College; MS Mathematics and PhD Mathematics,
1999, University of Oregon

James E. Bond, SJD* (1986)

University Professor, School of Law
AB Wabash University; Harvard University; LLM and SJD University of Virginia (1972)

David A. Boness, PhD* (1990)

Chair and Associate Professor, Department of Physics, School of Science and Engineering
BA/BS Philosophy and Physics, Yale University; MS Geophysics and PhD Geophysics,
1991, University of Washington

Doris M. Boutain, PhD (2001)

Assistant Professor, School of Nursing
BSN with honors General Nursing, Southern University, Louisiana; MN Advanced
Community Health, University of Washington; PhD Nursing Science, 2000, University of
Washington

Bonnie H. Bowie, MBA, MSN (2000)

Lecturer, School of Nursing
ADN, Shoreline Community College, Seattle; BS Nursing cum laude, MBA, and MSN, 1986,
University of San Diego

Mary Bowman, JD (2001)

Legal Writing Instructor, School of Law
BA Philosophy, Seattle University; JD, 1998, Stanford University Law School

Sandra F. Brandt, MLIS (1994)

Associate Librarian, Reference Department, A.A. Lemieux Library
BA, University of Iowa; MLIS, 1980 University of Missouri, Columbia

Melinda J. Branscomb, JD* (1989)

Associate Professor, School of Law
BA cum laude Vanderbilt University; JD First in Class, 1980, University of Tennessee
School of Law

Mary Kay Brennan, MSW (2002)

Clinical Assistant Professor, Department of Society, Culture, and Justice
College of Arts and Science
BS Special Education, Western Michigan University; MSW, 19882, University of Michigan

Flora Wilson Bridges, PhD (2002)

Assistant Professor, School of Theology and Ministry
BS, Communications, University of Illinois; MA, Religion, Yale Divinity School; PhD,
Religion, 1999, Vanderbilt University

Lisa E. Brodoff, JD (1994)

Assistant Clinical Professor, School of Law
BA History, University of Vermont; JD Criminal Law, 1980, Hofstra University

Peter A. Brous, PhD* (1992)

Associate Professor, Department of Finance and Economics,
Albers School of Business and Economics
BS Finance, University of Connecticut; PhD Finance, 1989, University of Oregon

Patrick D. Brown, JD, PhD (1999)

Legal Writing Instructor, School of Law
BA English and Philosophy summa cum laude and MA Philosophy, Boston College; JD,
1993, University of Washington; PhD Philosophy, 2000, Boston College

David C. Brubaker, PhD* (1980)

Associate Professor, Department of Biology, School of Science and Engineering, and
Program Director, Ecological Studies Program, College of Arts and Sciences
BS Biology, University of Redlands; MS Zoology and PhD Zoology, 1972, University of
Michigan

Minako Brunelle, BA (1990)

Instructor, Department of Modern Languages and Literatures, College of Arts and Sciences
AD English Literature, Biaka College, Japan; BA Sociology, Seattle University; Certification,
Teaching Japanese, 1973, Kobe YWCA College, Japan

June J. Bube, PhD (1996)

Lecturer, Department of English, College of Arts and Sciences
BA English with Distinction and MA Education, Stanford University; MA English with
Honors and PhD English, 1995, Mills College

Maria Bullon-Fernandez, PhD* (1995)

Associate Professor, Department of English, College of Arts and Sciences
BA English Literature and Language, Universidad de Sevilla; PhD Medieval Studies, 1995,
Cornell University

Chauncey A. Burke, PhD* (1977)

Assistant Professor, Department of Management, Albers School of Business and
Economics
BSBA Accounting, Mt. St. Mary's College; MBA Marketing and PhD Communications,
1987, University of Washington

J. Patrick Burke, PhD* (1967)

Professor, Department of Philosophy, College of Arts and Sciences
BA, Gonzaga University; MA, St. Louis University; PhD, 1978, University of Louvain

Stephen L. Burnett, JD, MSLS (2001)

Associate Dean for Information Services and Professor, School of Law
BA History, University of California, Los Angeles; JD, 1973, University of Connecticut
School of Law; MSLS, Southern Connecticut State College

Daniel E. Burnstein, PhD* (1995)

Associate Professor, Department of History, College of Arts and Sciences
BA History cum laude, University of Texas, Austin; MSW, Tulane University; PhD History,
1992, Rutgers University

Robert E. Callahan, PhD* (1977)

Associate Professor, Department of Management, Albers School of Business and
Economics
BS Commerce and Engineering and MBA, Drexel University; PhD Organizational Behavior,
1977, Case Western Reserve University

Sharon J. Callahan, EdD (1990)

Associate Dean and Assistant Professor, School of Theology and Ministry
BFA Drama, Fort Wright College; MA Speech and Drama, Ball State University; MA Adult
Christian Community Development, Regis College; EdD Educational Leadership, 1996,
Seattle University

Maria T. Carl, PhD* (1996)

Associate Professor, Department of Philosophy, College of Arts and Sciences
BA, St. Mary's College; PhD, 1989, Marquette University

Angela L. Carlson, PhD (1999)

Assistant Professor, Department of Philosophy, College of Arts and Sciences
BA Philosophy and Music with Honors, Vassar College; MA Philosophy and PhD
Philosophy, 1998, University of Toronto

Christine M. Caron-Gebhardt, MA (2002)

Instructor, Department of Theology and Religious Studies, College of Arts and Sciences
BA, Medical Ethics and Pre-medical Program, College of the Holy Cross; MTS Clinical
Ethics and Pastoral Care, MA Religion, Ethics and Society, 1999, Vanderbilt University

Thomas E. Carpenter, Jr, PhD (2000)

Assistant Professor, Department of Computer Science and Software Engineering,
School of Science and Engineering
BA Electrical Engineering and MS Mathematics University of Louisville; PhD Mathematics,
1992, and PhD, 2000, Computer Science and Engineering, University of Louisville

David F. Carrithers, MBA (1984)

Lecturer, Department of Economics and Finance,
Albers School of Business and Economics
BA Philosophy and English, Iowa State University; MBA Finance, 1984, University of
Washington

Rev. Emmett H. Carroll, SJ, DA* (1973)

Associate Professor, Department of English, College of Arts and Sciences
BA Philosophy, Gonzaga University; Licentiate in Sacred Theology, Gregorian University;
MA English, Rutgers University; DA English and Creative Writing, 1980, Carnegie-Mellon
University

John D. Carter, PhD, (2001)

Assistant Professor, Department of Mathematics, School of Science and Engineering
BS Mathematics, University of Puget Sound; MS, Applied Mathematics and PhD, 2001,
University of Colorado

Gary L. Chamberlain, PhD* (1979)

Professor, Department of Theology and Religious Studies, College of Arts and Sciences
BA Philosophy summa cum laude and PhL, St. Louis University; MA Political Science,
University of Chicago; PhD Religion and Society, 1973, Graduate Theological Union

Stephen T. Chan, PhD* (1996)

Assistant Professor, Department of Theology and Religious Studies, College of Arts and
Sciences
BD, Chinese University, Hong Kong; MA, University of Chicago; PhD, 1998, University of
Chicago

John P. Chattin-McNichols, PhD* (1979)

Chair, Program Director of Curriculum and Instruction, and Associate Professor,
Department of Teaching and Learning, School of Education
AB Psychology, University of California, Los Angeles; PhD Child Development and Early
Education, 1979, Stanford University

Maria L. Chavez-Pringle, Ph.D. (2003)

Assistant Professor, Department of Political Science and Institute of Public Service, College
of Arts and Sciences
BA Social Science cum laude, California State University Chico; MA Political Science,
California State University Chico; PhD, 2002, Political Science, Washington State University

Xusheng Chen, PhD* (1988)

Professor, Department of Electrical Engineering, School of Science and Engineering
BSEE, Institute of Power Engineering, Shanghai; MSEE, Jiao Tong University; MSEE,
Louisiana State University; PhD, 1987, Washington State University

Kristin A. Cheney, JD (1994)

Executive Librarian and Law Librarian, School of Law
BS Social Psychology summa cum laude, Northern Michigan University; MLS, University
of Washington; JD, 1984, University of Puget Sound School of Law

Eric A. Chiappinelli, JD* (1985)

Professor, School of Law
BA cum laude, Claremont Men's College; JD, 1978, Columbia University School of Law

Percy H. Chien, PhD* (1976)

Associate Professor, Department of Civil and Environmental Engineering,
School of Science and Engineering
BSCE, National Taiwan University; MSCE, University of Houston; PhD, 1972, Clemson
University

Mark A. Chinen, JD* (1996)

Associate Professor, School of Law
BA cum laude, Pomona College; MDiv magna cum laude, Yale Divinity School; JD cum laude, 1988, Harvard Law School

Margaret Chon, MHA, JD* (1996)

Professor, School of Law
AB Biology, Cornell University; MHA and JD cum laude, 1986, University of Michigan

Terry F. Cicero, RN, MSN, CCRN (1993)

Instructor, School of Nursing
BSN, Eastern Washington University; MSN, 1982, University of Washington

Annette E. Clark, MD, JD* (1989)

Associate Dean for Academic Affairs and Associate Professor, School of Law
BS Zoology summa cum laude, Washington State University; MD with Honors, University of Washington School of Medicine; JD summa cum laude, 1989, University of Puget Sound School of Law

Carol Wolfe Clay, MFA* (1987)

Chair and Associate Professor, Drama, Department of Fine Arts, College of Arts and Sciences
BA Interior Design, California State University, Fresno; MFA Dramatic Art, 1985, University of California, Davis

Rev. Gerald L. Cobb, SJ, PhD* (1988)

Chair and Professor, Department of English, College of Arts and Sciences
BA summa cum laude English, Gonzaga University; MA English, University of Washington; MDiv and STM, Jesuit School of Theology, Berkeley; PhD English, 1987, University of Washington

Roddrick A. Colvin, PhD (2001)

Assistant Professor, Institute of Public Service, College of Arts and Sciences
BA Philosophy and Political Science, Indiana University; MPA Seattle University; PhD Public Administration and Policy, 2002, University at Albany

Kathleen E. Cook, PhD (2002)

Assistant Professor, Department of Psychology, College of Arts and Sciences
BA Music Education, University of Louisville; PhD Psychology, 2002, University of Washington

Robert E. Cornwell, PhD (2001)

Chair and Associate Professor, Department of Mechanical Engineering, School of Science and Engineering
BS Civil Engineering with Honors and MS Engineering, University of Texas; PhD Engineering Mechanics, 1991, University of Wisconsin

John Culbertson, DBA (1989)

Instructor, Department of Management, Albers School of Business and Economics
BS Economics, University of Wisconsin; MBA, University of Maryland; DBA, 1965, Harvard University

Sharon L. Cumberland, PhD* (1994)

Associate Professor, Department of English, College of Arts and Sciences
BA English, Coe College; MA English, Drake University; PhD English, 1994, City University of New York

Richard G. Cunningham, DMin (1995)

Director of Field Education and Assistant Professor, School of Theology & Ministry
BA, Northwest Christian College; MA Religious Education, Pacific School of Religion; MA,
Divinity, Pacific School of Religion; DMin, 1981, Drew University Theological School

Steven E. Curtis, PhD (1999)

Assistant Professor, Department of Teaching and Learning, School of Education
BA Psychology, University of California, Los Angeles; MS School Psychology and PhD
Professional-Scientific Psychology, 1992, Utah State University

Patricia D. Daniels, PhD* (1986)

Associate Dean and Professor, Electrical Engineering Department,
School of Science and Engineering
BS and PhD Electrical Engineering and Computer Science, 1974, University of California,
Berkeley
Registered Professional Engineer

Vinay T. Datar, PhD* (1994)

Associate Professor, Department of Economics and Finance, Albers School of Business
and Economics
BT Mechanical Engineering, Indian Institute of Technology; PhD, 1994, University of Florida

Robert E. Davies, PhD (2000)

Lecturer, Department of Physics, School of Science and Engineering,
BS Physics, South Dakota State University; BS Meteorology, Texas A&M University; MS
Physics, 1996, and PhD Physics, 1999, Utah State University

Mary deCheseny, DSN, RN, CS, FAAN (2002)

Professor, Endowed Chair, School of Nursing
BS, Nursing, College of St. Teresa; MS, Psychiatric Nursing, Rutgers University; DSN,
1982, Community-Mental Health Nursing

C. Frederick DeKay, PhD* (1980)

Associate Professor, Department of Finance and Economics,
Albers School of Business and Economics
BA Economics magna cum laude, University of Washington; MA Political Economy and
PhD Political Economy, 1979, Johns Hopkins University

Sidney W. DeLong, JD* (1984)

Associate Professor, School of Law
BA Philosophy, Vanderbilt University; JD, 1974, Yale University School of Law

Robert J. Deltete, PhD* (1983)

Professor, Department of Philosophy, College of Arts and Sciences
BA History and Philosophy, Seattle University; MA Philosophy and PhD Philosophy, 1983,
Yale University

Pamela L. Detrick, PhD, ARNP-C, RN

Assistant Professor, School of Nursing
BS, MS and PhD University of South Florida

John W. Dienhart, PhD* (1999)

Professor, Department of Management, and Frank Shrontz Endowed Chair of Professional
Ethics, Albers School of Business and Economics
BA, Roosevelt University; AM and PhD, 1979, University of Illinois, Urbana

Shusen Ding, PhD (1999)

Assistant Professor, Department of Mathematics, School of Science and Engineering
MS Mathematics, Harbin Institute of Technology; PhD Mathematics, 1996, Florida State
University

Adair D. Dingle, PhD* (1995)

Associate Professor, Department of Computer Science and Software Engineering,
School of Science and Engineering
BS Mathematics cum laude, Duke University; MS Computer Science, Northwestern
University; PhD Computer Science, 1989, University of Texas/Dallas

Daniel A. Dombrowski, PhD* (1988)

Professor, Department of Philosophy, and Pigott-McCone Chair of the Humanities, College
of Arts and Sciences
BA summa cum laude, University of Maine; PhD, 1978, St. Louis University

Daniel J. Doyle, MRE (1993)

Lecturer, Department of English, College of Arts and Sciences
BA English and MRE, 1985, Seattle University

Michelle L. DuBois, PhD (2002)

Assistant Professor, Department of Biology, School of Science and Engineering
BS Biochemistry, BA Chemistry, North Carolina State University; PhD Molecular, Cellular
and Developmental Biology, 1996, University of Colorado, Boulder

Theresa M. Earenfight, PhD (1998)

Assistant Professor, Department of History, College of Arts and Sciences
BA English, University of Minnesota; MA Medieval European History and PhD Medieval and
Early Modern History, 1997, Fordham University

Rev. James E. Eblen, PhD (1982)

Associate Professor, School of Theology and Ministry
AB Philosophy, St. Thomas Seminary; STL Licentiate in Theology, Pontifical Gregorian
University, Rome; PhD Religion, 1987, Claremont Graduate School; Ordained Roman
Catholic Priest 1964

Mary B. Ehlers, PhD* (1974)

Associate Professor, Department of Mathematics, School of Science and Engineering
BA Mathematics, Western Washington State College; MA Mathematics and PhD
Mathematics, 1969, Washington State University

Gregory M. Ellis, PhD (1999)

Visiting Assistant Professor, Department of Economics and Finance,
Albers School of Business and Economics
BS Economics, Oregon State University; PhD Agricultural and Resource Economics, 1992,
University of California, Berkeley

Rev. Peter B. Ely, SJ, PhD (1998)

Associate Professor, Department of Theology and Religious Studies, College of Arts and
Sciences
BA Sacred Theology and MDiv, Regis College; PhD Theology, 1974, Fordham University

Barbara B. Endicott-Popovsky, MS (1998)

Instructor, Department of Computer Science and Software Engineering,
School of Science and Engineering
BA, University of Pittsburgh; MBA International Business, University of Washington; MS
Information Systems Engineering, 1987, Seattle Pacific University

David E. Engdahl, SJD* (1981)

Professor, School of Law

BA Art cum laude, University of Kansas; LLB, University of Kansas Law School; SJD, 1969, University of Michigan Law School

Anne M. Enquist, MAT (1980)

Legal Writing Advisor, School of Law

BA English magna cum laude and BS Secondary Education magna cum laude, New Mexico State University; MAT English, 1977, University of Washington

Jacque Ensign, PhD (2001)

Associate Professor, Department of Teaching and Learning, School of Education

BA Psychology, Eckerd College; MEd, Virginia Commonwealth University; PhD Social Foundations of Education, 1996, University of Virginia

Suzanne M. Erickson, PhD* (1986)

Associate Professor, Department of Economics and Finance,

Albers School of Business and Economics

BA, University of Washington; MBA, Seattle University; PhD, 1987, University of Washington

John D. Eshelman, PhD* (1969)

Provost, Seattle University, and Professor,

Department of Economics and Finance, Albers School of Business and Economics

BSBA Business Administration, Harding College; MA Economics and PhD Economics, 1971, University of Washington

Ming Feng, PhD (2002)

Assistant Professor, Department of Modern Languages and Literatures, College of Arts and Science

BA English Linguistics, Shanghai Institute of Foreign Languages; MEd, TESOL, and PhD, 1997, Second Language Acquisition, State University of New York, Buffalo

Arthur L. Fisher, PhD* (1987)

Dean, Matteo Ricci College, and Associate Professor, Department of History,

College of Arts and Sciences

BA Spanish, Stanford University; MA Spanish, New York University; PhD History, 1978, University of California, Berkeley

C. Patrick Fleenor, PhD* (1973)

Professor, Department of Management,

Director of Institute for Global e-Commerce and Innovation, and International Business Programs, Albers School of Business and Economics

BA, Boise State College; MBA, PhD, 1975, University of Washington

Paul W. Fontana, PhD (2002)

Assistant Professor, Department of Physics, School of Science and Engineering

BA, French and BS Physics and Mathematics, Michigan State University; MS Physics and PhD Physics 1999, University of Wisconsin, Madison

Theodore N. Fortier, PhD (1995)

Assistant Professor, Anthropology, Department of Society, Justice, and Culture,

College of Arts and Sciences

BA Archaeology, Simon Fraser University; MA Philosophy, Gonzaga University; MDiv and ThM, Jesuit School of Theology, Berkeley; PhD Anthropology, 1996, Washington State University

Rev. John F. Foster, SJ, MA (1975)

Executive Assistant to the Dean and Assistant Professor, Matteo Ricci College
BA Philosophy, Education, and English, Gonzaga University; MA Sacred Theology, Santa Clara University; MA English, 1970, Seattle University

Terry N. Foster, JD, MBA (1991)

Lecturer, Department of Management, Albers School of Business and Economics
BA German, University of Oregon; MBA, Seattle University; JD, 1976, University of Puget Sound

Sheldon S. Frankel, JD, LLM* (1974)

Professor, School of Law
AB, University of Connecticut; JD and LLM, 1968, Boston University

John J. Gardiner, PhD* (1991)

Professor, Department of Professional Studies, School of Education
BA Mathematics and PhD Educational Leadership, 1973, University of Florida

Pierre C. Gehlen, PhD* (1982)

Associate Professor, Department of Mechanical Engineering, School of Science and Engineering
BS, Universite de l'Etat a Liege; PhD, 1966, Northwestern University

Anne O. George, PhD (2001)

Assistant Professor and Assistant Director, Modern Languages Laboratory, Co-Director, French in France Program, Department of Modern Languages and Literatures, College of Arts and Sciences
BA English and French, BAEd, and MA English Language Learning, Central Washington University; PhD Comparative Literature, 1997, University of Washington

Lane A. Gerber, PhD* (1980)

Director of the Graduate Program and Professor, Department of Psychology,
College of Arts and Sciences
BS, Franklin and Marshall College; PhD, 1968, University of Chicago

Jeff Gilles, MS (2001)

Instructor, Department of Computer Science and Software Engineering,
School of Science and Engineering
BA Film and Broadcasting, BS Computer Science, and MS Computer Science with Honors, 1988, University of Iowa

Karen A. Gilles, MLS (1981)

Associate Librarian, Reference Department, A.A. Lemieux Library
BA, University of Illinois; MLS, 1978, University of Washington

Anunciacion B. Gimeno, MA, Ph(c) (1991)

Instructor, Department of Modern Languages and Literatures, College of Arts and Sciences
BA English, University of Zaragoza, Spain; MA Spanish Literature, 1980, University of Wisconsin; Ph(c) Spanish Literature, University of Washington

Nirmala Gnanapragasam, PhD* (1993)

Associate Professor, Department of Civil and Environmental Engineering, School of Science and Engineering
BS Civil Engineering, University of Moratuwa; MS Civil Engineering and PhD, 1993, Northwestern University, Registered Professional Engineer

Carmen G. Gonzalez, JD (1999)

Associate Professor, School of Law
BA Political Science, Yale University; JD, 1988, Harvard Law School

Karen "Ki" A. Gottberg, MFA* (1988)

Associate Professor, Drama, Department of Fine Arts, College of Arts and Sciences
BA, Fairhaven College, Western Washington University; MFA, 1983, University of
Washington

Gareth P. Green, PhD (2000)

Assistant Professor, Department of Economics and Finance,
Albers School of Business and Economics
BA Economics, University of Washington; MS Agricultural and Resource Economics and
PhD Agricultural and Resources Economics, 1995, University of California, Berkeley

Jo Anne Latimer Grunow, DNSc (2000)

Assistant Professor, School of Nursing
AA Nursing, Clemson University; BS Nursing and MN/FNP, University of South Carolina;
DNSc, 1991, Rush University

Catherine Grupp, PhD (2002)

Assistant Professor, School of Nursing
BSN University of Colorado; MA Community Health Nursing and PhD, 2000, University of
Washington

Kristin E. Guest, PhD* (1976)

Professor and Program Coordinator, School Psychology Program,
Department of Counseling and School Psychology, School of Education
BA Communications and BS, University of Minnesota; MA Communications and PhD
School Psychology, 1970, University of Wisconsin

Tomas Guillen, MA* (1994)

Director of Urban Journalism and Associate Professor,
Department of Communication, College of Arts and Sciences
BA Journalism, University of Arizona; MA Communication, 1990, University of Washington

Gabriella Gutierrez y Muhs, PhD (2000)

Assistant Professor, Department of Modern Languages and Literatures, College of Arts
and Sciences
BA French and Spanish, Occidental College; MA Spanish and Portuguese and PhD
Chicana/o Literature, 2000, Stanford University

Reed A. Guy, PhD* (1975)

Professor, Department of Physics, School of Science and Engineering
BS Physics, University of Alabama; PhD Theoretical Nuclear Physics, 1970, University of
Virginia

Wynne A. Guy, MA* (1979)

Assistant Professor, Department of Mathematics, School of Science and Engineering
BA Mathematics, University of Alabama; MA Mathematics, 1969, University of Virginia

Haejeong Hazel Hahn, PhD (2000)

Assistant Professor, Department of History, College of Arts and Sciences
BA History, Phi Beta Kappa, Wellesley College; MA History and PhD History, 1997,
University of California, Berkeley

Mary S. Hall, PhD (1995)

Professor, Joint Center for Non-Profit and Social Enterprise Management,
College of Arts and Sciences
BS Liberal Arts and Journalism; MA Public Administration and PhD Psychology, 1973,
University of Oregon; MBA Executive Leadership, 1984, Seattle University

Christian M. Halliburton, JD (2002)

Assistant Professor, School of Law

BA Anthropology, University of California, Berkeley; JD, 1998, Columbia University School of Law

Steen Halling, PhD* (1976)

Professor, Department of Psychology, College of Arts and Sciences

BA Psychology, York University; MA Psychology and PhD Clinical Psychology, 1976, Duquesne University

J. Hutchinson Haney, MTS* (1974)

Chair, Assistant Professor, and Program Coordinator, Counseling Program,
Department of Counseling and School Psychology, School of Education

BA Psychology, University of Denver; MS Rehabilitation Counseling, University of Arizona;
AOS Art/Visual Communications, Northwest College of Art; MTS Theological Studies, 1993, Seattle University

Jacalyn D. Harden, PhD (1999)

Assistant Professor, Anthropology, Department of Society, Justice, and Culture,
College of Arts and Sciences

BA Economics cum laude, Florida A&M University; MS Justice Studies, Arizona State University; Certificate in Women's Studies and PhD Anthropology, 1999, Northwestern University

Jannette S. Hartley, MILS (1999)

Head of Technical Services and Assistant Librarian, A.A. Lemieux Library

BA English, Washington College; MILS, 1990, University of Michigan, Ann Arbor

Rebecca L. Hartley, PhD* (1990)

Associate Professor, Department of Biology, School of Science and Engineering

BS Biology magna cum laude, University of Washington; PhD Zoology, 1989, Indiana University

Rudolph C. Hasl, JD, LL.M* (2000)

Dean and Professor, School of Law

HAB Classics, Xavier University; JD cum laude, St. Louis University School of Law; LL.M, 1974, New York University School of Law

Robert G. Heeren, PhD* (1983)

Professor, Department of Electrical Engineering, School of Science and Engineering

BSEE, Purdue University; MSEE and PhD, 1968, University of Illinois

Jacqueline B. Helfgott, PhD* (1993)

Associate Professor, Criminal Justice, Department of Society, Justice, and Culture, College of Arts and Sciences

BA Psychology/Society and Justice, University of Washington; MA and PhD Administration of Justice, 1992, Pennsylvania State University

Brian E. Henderson, MS (1992)

Lecturer, Department of Mathematics, School of Science and Engineering

BS Education, Mathematics, and Physics, Bowling Green State University; MS Mathematics, 1987, University of North Carolina, Chapel Hill

Bridget G. Hiedemann, PhD* (1994)

Associate Professor, Department of Economics and Finance,

Albers School of Business and Economics

BA Economics, University of Virginia; MA Economics and PhD Economics, 1992, Duke University

Eli Hinkel, PhD (1997)

Director and Instructor, Culture and Language Bridge Program
BA, University College; MA and PhD, 1984, University of Michigan

James B. Hogan, PhD* (1976)

Professor, Department of Political Science, College of Arts and Sciences
BA Political Science, California State, Long Beach; MA Political Science, University of California, Los Angeles; PhD Political Science, 1970, Cornell University

Thomas J. Holdych, JD* (1972)

Professor, School of Law
BA Political Science summa cum laude, Rockford College; JD with Honors, 1970, University of Illinois

Betsy R. Hollingsworth, JD (1986)

Clinical Professor, School of Law
BA cum laude, Occidental College; JD, 1975, University of Washington

Leanna L. Holmer, PhD* (1995)

Associate Professor, Institute of Public Service, College of Arts and Sciences
BA Economics, MPA and PhD Public Policy and Management, 1993, Ohio State University

Burt C. Hopkins, PhD* (1989)

Professor, Department of Philosophy, and Director, University CORE, College of Arts and Sciences
BA Philosophy, Allegheny College; MA Philosophy, Ohio University; PhD Philosophy, 1988, DePaul University

Rev. Patrick J. Howell, SJ, DMin (1986)

Dean, Professor, and Director, Institute for Catholic Theological Studies, School of Theology and Ministry
BS Mathematics with Honors, Gonzaga University; MA English Literature, Boston College; MAT, Lewis and Clark College; Educational Administration Certificate, University of Chicago; DMin Pastoral Theology, 1985, Catholic University of America

Margaret L. Hudson, PhD* (1974)

Associate Professor, Department of Biology, School of Science and Engineering
BS Botany and PhD Botany, 1974, University of Washington

Ivan L. Hutton, PhD (1989)

Associate Dean and Assistant Professor, School of Education
BA Philosophy and MA Philosophy, Gonzaga University; MEd, Jesuit School of Theology; PhD Administration, 1987, Stanford University

Le Xuan Hy, PhD* (1999)

Associate Professor, Department of Psychology, College of Arts and Sciences
BS Psychology summa cum laude and BA Philosophy summa cum laude, St. Louis University; MA Psychology and PhD Psychology, 1986, Washington University, St. Louis

Troy A. Hyatt, PhD, CPA (1999)

Assistant Professor, Department of Accounting, Albers School of Business and Economics
BS Accounting magna cum laude, MAcc, Brigham Young University; PhD Accounting, 1995, University of Arizona

Nalini Iyer, PhD* (1993)

Associate Professor, Department of English, College of Arts and Sciences
BA Literature, University of Madras, Stella Maris College, India; MA English and PhD English, 1993, Purdue University

Susan C. Jackels, PhD* (1995)

Professor, Department of Chemistry, School of Science and Engineering
BA Chemistry, Carleton College; PhD Inorganic Chemistry, 1973, University of Washington

Jean M. Jacoby, PhD* (1991)

Chair and Professor, Department of Civil and Environmental Engineering,
School of Science and Engineering
BS Natural Resources, University of Wisconsin, Stevens Point; MS and PhD Civil and
Environmental Engineering, 1986, University of Washington

Beth Ann Jackson, EdD (2001)

Assistant Dean, Professional Development Programs, School of Education
BA English, University of California, Davis; Med Educational Administration, University of
Washington; EdD Educational Administration, 1975, Seattle University

Rev. Paul A. Janowiak, SJ, PhD* (1994)

Associate Professor, School of Theology and Ministry
BA magna cum laude, Loyola University; MA English, Gonzaga University; MDiv and ThM,
Jesuit School of Theology, Berkeley; PhD Theology, 1995, Graduate Theological Union,
Berkeley

Edward J. Jennerich, PhD (1987)

Professor, Institute for Public Service, College of Arts and Sciences
BA History, Trenton State College; MS Library Science, Drexel University; PhD Higher
Education Administration, 1974, University of Pittsburgh

Christine M. Jensen, EdD, NCC, NCSC (1998)

Associate Professor, Department of Counseling and School Psychology, School of
Education
BA Biological Science cum laude and MS Guidance and Counseling, Western Oregon
University; Principal's Certificate, University of Washington; EdD Counseling and Human
Resource Management, 1987, East Texas State University

Sharon K. Jensen, MN, RN (1994)

Instructor, School of Nursing
BS, Michigan State University; MN, 1993, University of Washington

Sonora Jha-Nambiar (2003)

Assistant Professor, Department of Communication and Journalism, College of Arts and
Sciences
Bachelor of Commerce, Narsee Monjee College of Commerce and Economics, Mumbai,
India; Post-Graduate Diploma in Social Communications Media, Sophia Polytechnic,
Mumbai, India; PhD, 2003,

Beverly K. Johnson, PhD (2001)

Associate Professor, School of Nursing
BSN University of Minnesota; MN, Family and Community Health, Emory University; PhD
Gerontology and Adult Health, 1986, University of Texas at Austin

Rosa Joshi, MFA (2000)

Assistant Professor, Department of Fine Arts, College of Arts and Sciences
BA Psychology and Theater summa cum laude, Bucknell University; MFA Directing, 1994,
Yale School of Drama

David Joslin, PhD (2002)

Assistant Professor, Department of Computer Science and Software Engineering,
School of Science and Engineering
BS Electrical Engineering; MS Computer Science and Applications, Virginia Technical
Institute and State University, PhD, 1996, University of Pittsburgh

Lily Kahng, LLM, JD (2001)

Associate Professor, School of Law
AB Philosophy, Princeton University; JD, Columbia University; LLM Taxation, 1991, New
York University

William H. Kangas, PhD (1996)

Lecturer, Department of History, College of Arts and Sciences
BA History, Whitman College; MA History and PhD History, 1993, University of Washington

Rev. Michael M. Kelliher, SJ, DCrim* (1972)

Associate Professor, Criminal Justice, Department of Society, Justice, and Culture,
College of Arts and Sciences
BA Philosophy, Gonzaga University; BA Theology, University of Santa Clara; MCrim and
DCrim, 1972, University of California, Berkeley

Paul E. Kidder, PhD* (1989)

Chair and Associate Professor, Department of Philosophy, College of Arts and Sciences
BA Philosophy cum laude, University of Washington; MA Philosophy and PhD Philosophy,
1987, Boston College

Paulette W. Kidder, PhD* (1989)

Associate Dean for Academic Affairs and Associate Professor, Department of Philosophy,
College of Arts and Sciences
BA, University of Washington; MA and PhD, 1990, Boston College

Bonn-Oh Kim, PhD* (1999)

Associate Professor, Department of Management, Albers School of Business and
Economics
BA Law, Seoul National University, Korea; MBA Management Information Systems and
Finance, University of Washington; PhD Information and Decision Sciences, 1991, Carlson
School of Management, University of Minnesota

John B. Kirkwood, JD (2002)

Assistant Professor, School of Law
BA Economics, Yale University; MPP, Harvard University; JD, 1974, Harvard Law School

Constance M. Krontz, JD (1994)

Legal Writing Instructor, School of Law
BA, University of Washington; JD magna cum laude, 1989, Seattle University

Kevin C. Krycka, PsyD* (1989)

Chair and Associate Professor, Department of Psychology, College of Arts & Sciences
BA, Aquinas College; PsyD, 1988, Illinois School of Professional Psychology

Kelly M. Kunsch, MLS, JD (1987)

Law Librarian, School of Law
BA Political Science and English summa cum laude, Gonzaga University; JD and MLS,
1985, University of Washington

George Kunz, PhD* (1971)

Professor, Department of Psychology, College of Arts and Sciences
BA Philosophy, Gonzaga University; MA Psychology, Marquette University; PhD
Psychology, 1975, Duquesne University

Marianne LaBarre, EdD (1986)

Assistant Professor, School of Theology and Ministry
BA Education cum laude, Marylhurst College; MA, St. Mary's College of California; EdD,
1996, Seattle University

Gail A. Lasprogata, JD, LLM (1999)

Assistant Professor, Department of Management, Albers School of Business and
Economics
BS, cum laude, Boston College; JD, cum laude, Villanova University Law School; LLM,
1994, New York University School of Law

S. Kathleen LaVoy, PhD* (1988)

Associate Professor, Department of Psychology, College of Arts and Sciences
BA General Psychology and MA Developmental Psychology, California State University; MS
Personality Psychology and PhD Social/Personality Psychology, 1989, University of CA,
Santa Cruz

Charles F. Lawrence, PhD* (1989)

Associate Dean for Student Affairs, College of Arts and Sciences, Associate Professor,
Sociology, Department of Society, Justice, and Culture
BA Sociology, Whitman College; MA and PhD, 1981, New School for Social Research

Lynne E. Fleming Leach, EdD, RN (2000)

Associate Dean and Associate Professor, School of Nursing
BS Ed, Millersville University; MS Nursing Maternal-Child Health, University of Delaware;
EdD, 1994, Widener University

Jacqueline W. Leibsohn, PhD* (1991)

Associate Professor, Department of Counseling and School Psychology, School of
Education
BA Psychology, University of California, San Diego; MS Counseling Psychology and PhD
Counseling Psychology, 1989, Colorado State University

Rev. David J. Leigh, SJ, PhD* (1983)

Professor, Department of English, College of Arts and Sciences
BA Classics and MA English, Gonzaga University; MA Theology, Regis College, Toronto;
PhD English, 1972, Yale University

Maria Paloma Pascale Leon, PhD (1996)

Lecturer, Department of Modern Languages and Literatures, College of Arts and Sciences
BA Applied Foreign Languages and MA Specialized Translation, University de Grenoble III,
France; PhD French Literature, 1996, University of Washington

Kari A. Lerum, PhD (1997)

Instructor, Sociology, Department of Society, Justice, and Culture, College of Arts and
Sciences
BA Sociology cum laude, Pacific Lutheran University; MA and PhD, 2000, University of
Washington

Valerie A. Lesniak, PhD (1999)

Director of Formation and Assistant Professor, School of Theology and Ministry
BA History and Theology, Carlow College; MA Systematic Theology, and PhD Christian
Spirituality, 1991, Graduate Theological Union, Berkeley

Kan Liang, PhD* (1995)

Associate Professor, Department of History, and Director, East Asian Studies Program,
College of Arts and Sciences
BA History and MA History, Nanjing University; MPhil History, Yale University; PhD History,
1995, Yale University

Raven C. Lidman, JD (1987)

Clinical Professor, School of Law
BA, Cornell University; JD, 1977, University of Puget Sound School of Law

Russell M. Lidman, PhD (2000)

Director and Professor, Institute of Public Service, College of Arts and Sciences
BS Electrical Engineering, Cornell University; MPA, Princeton University; MS Economics
and PhD Economics, 1972, University of Wisconsin, Madison

Erica Lilleleht, PsyD (1999)

Assistant Professor, Department of Psychology, College of Arts and Sciences
BS Psychology/Biology, The College of William and Mary; PsyD Clinical Psychology, 1997,
Rutgers, The State University of New Jersey

Teresa Wai-Ching Ling, PhD (1996)

Lecturer, Department of Economics and Finance, Albers School of Business and
Economics
BS Mathematics, Seattle University; MA Mathematics, Washington State University; MS
Engineering Science and PhD, 1982, University of California, Berkeley

Sharon A. Lobel, PhD* (1987)

Professor, Department of Management, Albers School of Business and Economics
BA Psychology/Sociology, Brandeis University; MA Social Psychology and PhD Social
Psychology, 1984, Harvard University

Diane L. Lockwood, PhD* (1981)

Associate Professor, Department of Management, Albers School of Business and
Economics
BS Speech Communication, MA Business Communication and PhD Business
Administration, 1981, University of Nebraska

Wallace D. Loh, PhD, JD* (1999)

Dean, College of Arts and Sciences,
Professor, Department of Psychology and the Institute of Public Service
BA Psychology, Grinnell College; MA Psychology, Cornell University; Research
Assistantship/Psychology, Universiteit te Leuven, Belgium; PhD Social Psychology, 1971,
University of Michigan; JD, 1974, Yale School of Law

Madeline L. Lovell, PhD* (1992)

Associate Professor, Social Work, and Director, Bachelors of Social Work Program,
Department of Society, Justice, and Culture, College of Arts and Sciences
BA Sociology and MSW, University of Toronto; PhD Social Welfare, 1986, University of
Washington

Diana R. Luna, MA (2000)

Instructor, Department of Modern Languages and Literatures, College of Arts & Sciences
BA Spanish and Latin American Literature and MA Romance Languages and Literature,
1992, University of Washington

Paula Lustbader, JD (1988)

Director of Academic Resources, School of Law
BS Education and Criminology cum laude, Southern Oregon State College; JD cum laude,
1988, University of Puget Sound School of Law

David W. Madsen, PhD* (1981)

Associate Professor, Department of History, and Director of the Honors Program,
College of Arts and Sciences
BA Seattle University; MA and PhD, 1981, University of Washington

Gregory M. Magnan, PhD* (1992)

Associate Professor, Department of Management, Albers School of Business and
Economics
BA Financial Administration, MBA Management Science and PhD, 1994, Michigan State
University

Sandra Marulanda, MA (2000)

Instructor, Department of Modern Languages and Literatures, College of Arts and Sciences
BA Spanish cum laude, York College of the City University of New York; MA Spanish, 1988,
University of Washington

David Marshak, EdD* (1992)

Professor, Department of Teaching and Learning, School of Education
BA, Yale University; MAT, University of New Hampshire; EdD Teaching, Curriculum and
Learning Environments, 1985, Harvard University

Natasha T. Martin, JD (2002)

Assistant Professor, School of Law
BS Computer Information Systems, Xavier University, Louisiana; JD, 1994, University of
Notre Dame

Gregory S. Mason, PhD* (1993)

Associate Professor, Department of Mechanical Engineering, School of Science and
Engineering
BS Mechanical Engineering, Gonzaga University; MS Mechanical Engineering and
Computer Integrated Manufacturing, Georgia Institute of Technology; PhD Mechanical
Engineering, 1992, University of Washington

Daniel B. Matlock, PhD* (1984)

Associate Professor, Department of Biology, School of Science and Engineering
BS Biology, University of California; MS Zoology and PhD Zoology/Cell Biology, 1978,
Oregon State University

Michael V. Matriotti, ThD (1999)

Instructor, Matteo Ricci College
BA Philosophy and History of Philosophy and BD Systematic Theology, St. Thomas
Seminary; ThD Philosophy of Religion, 1984, Graduate Theological Union

Lawrence Y. Matsuda, PhD (2000)

Visiting Professor, Department of Professional Studies, Educational Administration,
School of Education
BA Education and MA Educational Administration and PhD Higher Education, 1978,
University of Washington

Susan K. McClellan, JD (1992)

Legal Writing Instructor, School of Law
BA, University of Washington; MEd, University of Alaska; JD with Honors, 1988, University
of Washington School of Law

David D. McCloskey, PhD* (1971)

Associate Professor, Sociology, Department of Society, Justice, and Culture, College of Arts and Sciences
BS, University of Oregon; MA Sociology, The New School For Social Research; PhD Sociology, 1978, University of Oregon

Sean McDowell, PhD (2002)

Assistant Professor, Department of English, College of Arts and Science
BJ Journalism and BA English Literature, University of Missouri, Columbia; MA and PhD, 2000, English Literature, Indiana University

Henry W. McGee, Jr, JD, LLM* (1994)

Professor, School of Law
BS, Northwestern University; JD, 1957, DePaul University; LLM, 1970, Columbia University

Heather C. McGilvray, PhD (1999)

Assistant Professor, Department of Mathematics, School of Science and Engineering
BS Mathematics cum laude, Texas A&M University; MS Mathematics and PhD Computational Algebra, 1998, Virginia Polytechnic Institute and State University

Margit E. McGuire, PhD* (1987)

Professor and Director, Teacher Education Program, Department of Teaching and Learning, School of Education
BA Elementary Education, Washington State University; MEd Special Education, Central Washington State College; PhD Curriculum and Instruction, 1975, University of Oregon

Ryan P. McLaughlin, PhD (2001)

Assistant Professor, Department of Chemistry, School of Science and Engineering
BA Chemistry cum laude, University of Puget Sound; PhD Physical Chemistry, 1999, University of California, Berkeley

Sally J. McLaughlin, BA (1991)

Lecturer, Department of Biology, School of Science and Engineering
BA Cellular Biology, University of California, Berkeley; Graduate Studies in Biochemistry and Teaching Certificate, 1987, University of Washington

Marc C. McLeod, PhD (2000)

Assistant Professor, Department of History, College of Arts and Sciences
BS Foreign Service, Georgetown University; MA Latin American Studies and PhD History, 2000, University of Texas, Austin

John E. Meany, PhD* (1980)

Professor, Department of Chemistry, School of Science and Engineering
BS Chemistry, Seattle University; PhD Organic Chemistry, 1966, University of Washington

Carlos Mello-e-Souza, PhD (2002)

Assistant Professor, Department of Accounting, Albers School of Business and Economics
BS Electrical/ Systems Engineering, Catholic University of Rio; MS Operations Research, Federal University of Rio; MBA and PhD in Accounting, 1989, Cornell University

A. Robert Menanteaux, MA, MLS (1978)

Law Librarian, School of Law
AB History, Bradley University; MA Architectural Psychology and MA Environmental Studies/Individual Option, and MA Legal Studies, University of Illinois, Springfield; MLS Information Studies, 1978, Syracuse University

Paul B. Milan, PhD* (1966)

Director of the International Studies Program and Associate Professor, Department of Modern Languages and Literatures, College of Arts and Sciences
Diploma, Sorbonne; BA French, Seattle University; MA and PhD French, 1972, University of Washington

Jacquelyn C. Miller, PhD* (1994)

Chair and Associate Professor, Department of History, College of Arts and Sciences
BS Business, Milligan College; MLS, 1984, MA American History and PhD, 1995, Rutgers University

Everald E. Mills, PhD* (1983)

Co-Chair and Associate Professor, Department of Computer Science and Software Engineering,
School of Science and Engineering
BS Physics, University of Nebraska; MS Physics and PhD Computer Science, 1972, Washington State University

Janet E. Mills, PhD* (1984)

Professor, Department of Mathematics, School of Science and Engineering
BA Mathematics, Western Washington State College; PhD Mathematics, 1970, Pennsylvania State University

Kent Milunovich, MLIS (2001)

Assistant Librarian, School of Law
BA, MBA, University of Wisconsin - Madison; JD, Valparaiso University; MLIS, 1995 University of Wisconsin-Milwaukee

Robert M. Mintz, PhD (1999)

Lecturer, Department of Fine Arts, College of Arts & Sciences
AB Art History, University of Michigan; MA Art History, 1995, and PhD, 2002, University of Washington

Helen A. Miske, MSN, RN (1996)

Instructor, School of Nursing
BSN magna cum laude, Northern Illinois University; MSN, 1994, University of Washington

John B. Mitchell, JD* (1986)

Associate Professor, School of Law
BA, University of Wisconsin, Madison; JD, 1970, Stanford Law School

Clotilde L. Molina, EdD (1998)

Visiting Assistant Professor, School of Theology and Ministry
BA Minority Culture and Education and MEd Educational Psychology, University of Washington; PMC Spirituality and EdD, 1999, Seattle University

Michael A. Morgan, PhD* (1984)

Associate Professor, Department of Physics, School of Science and Engineering
BS Electrical Engineering, MS Physics and PhD Physics, 1984, University of Washington

Alvin T. Moser, PhD* (1988)

Associate Professor, Department of Electrical Engineering, School of Science and Engineering
BSEE, Massachusetts Institute of Technology; MSEE, University of Washington; PhD Electrical Engineering, 1988, University of Illinois; Registered Professional Engineer

Rev. Thomas R. Murphy, SJ, PhD (1999)

Assistant Professor, Department of History, College of Arts and Sciences
BA History, College of the Holy Cross; MA Philosophy, Brown University; MA Theology,
Loyola University, Chicago; PhD History, 1998, University of Connecticut

David Lewis Neel, PhD (2003)

Assistant Professor, Department of Mathematics, School of Science and Engineering
BS Mathematics summa cum laude with honors, University of Puget Sound; AM and PhD
Mathematics, 2002, Dartmouth College

Paul O. Neudorfer, PhD* (1980)

Chair and Professor, Department of Electrical Engineering, School of Science and
Engineering
BSEE, MSEE and PhD, 1979, University of Washington

Larry C. Nichols, MA (1993)

Director of the Writing Center and Instructor, Department of English, College of Arts and
Sciences
BA English, University of Washington; EdS Education and MA English, 1974, University of
Iowa

Maureen B. Niland, PhD, RN, CNA* (1986)

Director of the Undergraduate Program and Associate Professor, School of Nursing
BS, Arizona State University; MS, University of California, San Francisco; PhD, 1986,
University of Washington

Katherine L. Schlick Noe, PhD* (1986)

Professor, Director of Literacy/Special Needs Program, Department of Teaching and
Learning, School of Education
BA English, MEd Developmental Reading and PhD Reading/Language Arts, 1985,
University of Washington

Robert H. Novak, MLS (1981)

Head of Reference Department and Assistant Librarian, A.A. Lemieux Library
BA History and MA Latin American Studies, State University of New York, Albany; MLS,
1976, University of Oregon

Laurel Currie Oates, JD (1980)

Director of Legal Writing, School of Law
BA Education cum laude, Western Washington University; JD cum laude, 1978, University
of Puget Sound School of Law

James K. Obare, MA (2000)

Lecturer, Department of Computer Science and Software Engineering,
School of Science and Engineering
BA Commerce and MA Computer Management, 1993, University of Pune, India

Carl Obermiller, PhD* (1989)

Acting Chair and Professor, Department of Management, Albers School of Business and
Economics
BA English, Purdue University; PhD Marketing/Social Psychology, 1983, Ohio State
University

Jodi A. O'Brien, PhD* (1995)

Associate Professor, Sociology, and Chair, Department of Society, Justice, and Culture,
College of Arts and Sciences
BA Sociology/Anthropology, University of Utah; MA Sociology and PhD, 1992, University
of Washington

Michael R. O'Connor, PhD* (1974)

Associate Professor, Department of Counseling and School Psychology, School of Education

BA History and General Science and MEd Educational Psychology, University of Washington; PhD Counseling Psychology, 1974, University of Minnesota

Erik J. Olsen, PhD* (1989)

Associate Professor, Department of Political Science, College of Arts and Sciences

BA Political Science, College of Wooster; MA Political Science and PhD Political Science, 1991, University of Wisconsin, Madison

William C. Oltman, JD* (1974)

Professor, School of Law

BA, University of Wisconsin; JD cum laude, 1969, University of Michigan School of Law

Catherine A. O'Neill, JD (2001)

Associate Professor, School of Law

BA English, University of Notre Dame; JD, 1990, University of Chicago; Ford Foundation Graduate Fellow in Public International Law, Harvard Law School

Rev. Lammert B. Otten, SJ, PhD* (1983)

Associate Professor, Department of Electrical Engineering, and Thomas J. Bannan Chair, School of Science and Engineering

AB Philosophy and Letters, PhL Philosophy and BSEE, St. Louis University; MSEE, The Catholic University of America; STL Sacred Theology, St. Louis University; PhD Electrical Engineering, 1973, University of Missouri; Registered Professional Engineer

Yvonne J. Owen, PhD* (1980)

Associate Professor, Department of Counseling and School Psychology, School of Education

BS Psychology with Honors and PhD Clinical Psychology, 1978, University of Washington

Sharron S. Palmiter, MLS (1997)

Assistant Librarian, Bibliographic Control, Technical Services Department, A.A. Lemieux Library

BA English, Syracuse University; MLS, University of Maryland; Rotary Fellow, Scandinavian Literature and Nobel Library Intern, 1975, University of Uppsala and Swedish Academy, Sweden

Barbara B. Parker, PhD* (1991)

Professor, Department of Management, Albers School of Business and Economics

BA English Language and Literature, Ball State University; MBA Organization Theory and Management and PhD, 1985, University of Colorado

Sharon E Parkman, PhD RN (2001)

Assistant Professor, School of Nursing

BSN University of the State of New York; MN Family-Centered Pediatric Nursing and PhD, 1990, University of Washington

Graham J. Patrick, PhD, CNP (1998)

Assistant Professor, School of Nursing

AS, Santa Monica College; AS, Highline Community College; BS, MA and PhD, 1994, University of Washington

C. Denise Pauley, MLS (1967)

Associate Librarian, Catalog/Technical Services Department, A.A. Lemieux Library

BA and MLS, 1967, University of Washington

Robert A. Pena, PhD (2001)

Associate Professor, Department of Professional Studies, School of Education
BS English and MA Secondary English Education, State University of New York, Buffalo;
PhD Educational Administration, 1993, University of Wisconsin-Madison

Jaime J. Perozo, PhD* (1989)

Co-Director of Latin American Studies and Associate Professor, Department of Modern
Languages and Literatures, College of Arts and Sciences
BA, Texas A&I; MA, Sociology, Washington State University; MA, Spanish and Spanish
American Literature, Washington State University; PhD Sociology, University of Oregon;
PhD, Spanish and Spanish American Literature, 1994, University of Washington

Dean J. Peterson, PhD* (1986)

Assistant Professor, Department of Economics and Finance,
Albers School of Business and Economics
BA Economics, Augustana College; MS Economics and PhD Economics, 1994, University
of Illinois at Urbana-Champaign

Jane W. Peterson, PhD, RN* (1969)

Professor, School of Nursing
BS Nursing, Boston University; MN, MA Anthropology and PhD Anthropology, 1981,
University of Washington

Debby A. Phillips, PhD, RN (2000)

Assistant Professor, School of Nursing
Nursing Diploma, St Elizabeth Hospital School of Nursing; BS Nursing, State University of
New York; MS, University of Minnesota; Graduate Certificate in Women's Studies and PhD
Nursing, 2000, University of Washington

Joseph M. Phillips, PhD* (2001)

Dean and Professor of Economics, Albers School of Business and Economics
BA Economics magna cum laude, LaSalle College; MA Economics and PhD Economics,
1982, University of Notre Dame

Kara L. Phillips, JD (1997)

Associate Law Librarian, Collection Development, School of Law
BA, University of Washington; JD, University of Washington; ML and MA, 1992, University
of Washington

Jeffrey S. Philpott, PhD* (1992)

Chair and Assistant Professor, Department of Communication, College of Arts and
Sciences
BS Communication, Lewis and Clark College; MA Speech and Dramatic Art, University of
Nebraska; PhD Speech Communication, 1995, University of Washington

William G. Poole, PhD (2002)

Co-Chair and Professor, Department of Computer Science, School of Science and
Engineering
BS and MA Applied Mathematics, University of Texas, Austin; PhD Applied Mathematics,
1970, University of California, Berkeley

Jeffrey Warren Pope, MEd, RDMS (1990)

Chair and Instructor, Department of Diagnostic Ultrasound, School of Science and
Engineering
BS and MEd, 1998, Western Washington University

John P. Popko, MLS (1994)

University Librarian, A.A. Lemieux Library
BA English Language and Literature, University of Missouri; MLS, 1978, University of
Kentucky

Marilyn S. Price, MSN, RNC (1973)

Instructor, School of Nursing
BS Nursing, St. Louis University; MSN Cardiovascular Nursing, 1970, Catholic University of America

Gregory E. Prussia, PhD* (1993)

Associate Professor, Department of Management, Albers School of Business and Economics
BA, MBA, California State University, Chico; PhD, 1991, Arizona State University

Janet I. Quillian, DPH, FNP (1995)

Director, International Internships, Office of the Associate Provost
AA Nursing and BSN, University of Nevada; MSN Community Health, Texas Woman's University; DPH, 1982, University of Texas

James F. Ragland, BA (1996)

Lecturer, Department of Fine Arts, College of Arts and Sciences
BA Theatre with Honors, 1972, Hamilton College

Madhu T. Rao, PhD (2001)

Assistant Professor, Department of Management, Albers School of Business and Economics
MSc Chemistry with Honors, MMS Management Studies, and ME Systems and Information, 1990, Birla Institute of Technology and Science, India; PhD Information Systems and International Business, 2000, Indiana University

David E. Rapach, PhD (2000)

Assistant Professor, Department of Economics and Finance,
Albers School of Business and Economics
BA Economics magna cum laude, Randolph-Macon College; PhD Economics, 1994, American University

Rev. Michael B. Raschko, PhD* (1985)

Associate Professor, School of Theology and Ministry
BA History, St Thomas College, Sulpician Seminary of the Northwest; MA Theological Studies, Harvard Divinity School, Harvard University; PhD Theology, 1982, The Divinity School, The University of Chicago; Ordained Roman Catholic Priest 1975

Peter V. Raven, PhD (1998)

Associate Professor, Department of Management, Albers School of Business and Economics
BS, Cornell University; MS, University of California, Davis; PhD, 1991, Washington State University

Terry S. Read, BS (1998)

Instructor, Department of Diagnostic Ultrasound, School of Science and Engineering
BA English Literature, University of Washington; BS Allied Health/Diagnostic Ultrasound, 1981, Seattle University

Susan K. Reeder, MA (1996)

Instructor, Department of Computer Science and Software Engineering,
School of Science and Engineering
BA, Bowling Green State University; MA, 1996, University of South Dakota

Rev. James B. Reichmann, SJ, PhD* (1955)

Professor Emeriti, Department of Philosophy, College of Arts and Sciences
BA Philosophy and MA Philosophy, Gonzaga University; STL Theology and PhD Philosophy, 1960, Gregorian University, Rome

James H. Reid, PhD (1999)

Lecturer, Department of Physics, School of Science and Engineering
BA Physics with Honors, University of Oxford, England; MSc Theoretical Physics,
University of Sussex, England; PhD Theoretical Physics, 1973, University of Calgary,
Canada

Victor W. Reinking, PhD* (1989)

Chair and Associate Professor, Department of Modern Languages and Literatures, College
of Arts and Sciences
BA, University of Colorado, Boulder; MA and PhD, 1993, University of Washington

Margaret E. Rempe, PhD (1987)

Director of General Science and Assistant Professor, Department of Chemistry,
School of Science and Engineering
BS cum laude, Seattle University; PhD, 1994, University of Arizona

Mark Reutlinger, JD* (1978)

Professor, School of Law
AB and JD, 1968, University of California, Berkeley

J. Christopher Rideout, PhD (1981)

Associate Director of Legal Writing, School of Law
BA English with Honors, University of Puget Sound; MA English and PhD, 1982, University
of Washington

James C. Risser, PhD* (1979)

Professor, Department of Philosophy, and Axer Research Fellow, College of Arts and
Sciences
BA Philosophy, California State University, Long Beach; MA Philosophy and PhD
Philosophy, 1978, Duquesne University

Mary J. Rivers, PhD* (1978)

Associate Professor, Department of Economics and Finance,
Albers School of Business and Economics
BA Economics, MA Economics and PhD Economics, 1982, University of Pittsburgh

J. Fiona Robertson, PhD* (1987)

Assistant Professor, Department of Economics and Finance,
Albers School of Business and Economics
BA Business Administration with Honors, Brock University; MA Economics and PhD
Economics, 1993, Queen's University, Canada

Maria K. Robinson, Ph.D. (2003)

Assistant Professor, Department of Mathematics, School of Science and Engineering
BS Mathematics and Physics, magna cum laude with honors, University of Alabama,
Huntsville; MS and PhD Mathematics, 2000, Emory University

Mark R. Roddy, PhD* (1992)

Associate Professor, Department of Teaching and Learning, School of Education
BS Mathematics and Teaching Credential/Secondary Mathematics, University of California,
Riverside; MS Atmospheric Sciences and PhD Mathematics Education, 1992, University of
Washington

Jeanette Rodriguez, PhD* (1988)

Chair and Associate Professor, Department of Theology and Religious Studies
College of Arts and Sciences
BA, Queens College; MA Religion, Fordham University; MA Counseling Education,
University of Guam; PhD, 1990, Graduate Theological Union, Berkeley

Jan O. Rowe, PhD* (1982)

Associate Professor, Department of Psychology, College of Arts and Sciences
BA Psychology, MEd Counseling and PhD Counseling Psychology, 1982, Georgia State University

Daisy E. Rucinski, PhD* (1998)

Associate Professor and Program Director, Educational Leadership Program, Department of Professional Studies, School of Education
BA Biology, Chemistry, and Spanish, MAT Biology, and PhD Education, 1983, University of Washington

Miriam S. Samuel, JD (1999)

Legal Writing Instructor, School of Law
AB American Government, Georgetown University; JD cum laude, 1990, Georgetown University Law Center

Judith E. Sanderson, PhD* (1991)

Associate Professor, Department of Theology and Religious Studies, College of Arts and Sciences
BA History and Anthropology, Covenant College; Zertifikat German History and Literature and Diplom, University of Heidelberg, Germany; MDiv Theology, Covenant Theological Seminary; MA Hebrew, Institute of Holy Land Studies, Israel; MA Theology and PhD Hebrew Bible and Judaica, 1981, University of Notre Dame

James E. Sawyer, PhD* (1977)

Associate Professor, Department of Political Science, and Rev. Louis Gaffney Chair, College of Arts and Sciences
BS Psychology, Weber State College; PhD Economics, 1975, University of Utah

C. Bradley Scharf, PhD* (1979)

Chair and Professor, Department of Political Science, College of Arts and Sciences
BA Political Science and History magna cum laude, Colorado College; MA Political Science and PhD Political Science, 1974, Stanford University

Sue A. Schmitt, EdD* (1996)

Dean and Professor, School of Education
BA English, Viterbo College; MEd Rehabilitation Counseling, University of Missouri; EdD Counselor Education, 1984, Mississippi State University, Starkville; 1989, Harvard Institute on Education Management

Andrew P. Schulz, PhD* (1994)

Associate Professor, Department of Fine Arts, and Co-Director, Honors Program, College of Arts and Sciences
BA Art History magna cum laude, Dartmouth College; MA Art History, MPhil Art History and PhD Art History, 1996, Columbia University

Richard T. Schwaegler, PhD* (1959)

Professor, Department of Civil and Environmental Engineering, School of Science and Engineering
BSCE Civil Engineering and MSCE Civil Engineering, Massachusetts Institute of Technology; PhD Structural Mechanics, 1968, University of Washington; Registered Professional Engineer

Susan L. Secker, PhD* (1989)

Associate Provost, Seattle University, and Associate Professor of Christian Ethics
BA, Rosary College; STB magna cum laude and MDiv summa cum laude, Loyola University; PhD, 1989, University of Chicago

Mary A. Seidel, Ph(c), MN, RN (1995)

Instructor, School of Nursing
BS Nursing, Boston College; MS Maternal Child Nursing, Boston University; Certificate of Advanced Graduate Study, MA Sociology, 1980, and Ph(c) Sociology, University of Washington

Marylou Sena, PhD* (1989)

Associate Professor, Department of Philosophy, College of Arts and Sciences
BA Philosophy and MA Philosophy, University of Florida; PhD Philosophy, 1988, DePaul University

Mary L. Sepulveda, ML (1969)

Assistant Librarian, Collection Development, Technical Services Department, A.A. Lemieux Library
BA Library Science and ML, 1973, University of Washington

Kshitij S. Shah, PhD (1997)

Assistant Professor, Department of Economics and Finance,
Albers School of Business and Economics
BBA Business Administration summa cum laude, University of Houston; PhD Finance, 1992, University of Oregon

Julie A. Shapiro, JD* (1991)

Associate Professor, School of Law
BA, Wesleyan University; JD magna cum laude, 1982, University of Pennsylvania

Mary G. Shelkey, Ph(c), RN (1999)

Assistant Professor, School of Nursing
BS magna cum laude and MS, 1992, Hunter College of the City University of New York; Ph(c), New York University

Donald B. Sherman, DMA (2001)

Assistant Professor, Department of Fine Arts, College of Arts and Sciences
BA, MA, Eastern Washington University; MM, DMA, Composition, 1999, University of Washington

Joy L. Sherman, DMA (1986)

Director of Choral Music, Department of Fine Arts, College of Arts and Sciences
BA Education, San Francisco State University; MA Music, San Jose State University; DMA Literature and Performance of Choral Music, 1991, University of Colorado

Teodora R. Shuman, PhD (2000)

Assistant Professor, Department of Mechanical Engineering, School of Science and Engineering
BS Mechanical Engineering, University of Belgrade, Yugoslavia; MS Mechanical Engineering and PhD Mechanical Engineering, 2000, University of Washington

Gregory M. Silverman, PhD, JD (1999)

Associate Professor, School of Law
AB cum laude Philosophy, Vassar College; Graduate Fellow Linguistics and Philosophy, Massachusetts Institute of Technology; MA Philosophy, MPhil Philosophy and PhD, 1998, Columbia University; JD Harlan Fiske Stone Scholar, 1987, Columbia University School of Law

George M. Simmons, PhD* (1998)

Dean and Howard S. Wright Chair, School of Science and Engineering,
Professor in the Departments of Chemistry and Mechanical and Manufacturing Engineering
BS Chemical Engineering and MS Chemical Engineering, University of Idaho; PhD Chemical Engineering, 1970, Stanford University; Registered Professional Engineer

Kristen J. Skogerboe, PhD* (1995)

Chair and Associate Professor, Department of Chemistry, School of Science and Engineering

BS Chemistry, Colorado State University; PhD Chemistry, 1987, Iowa State University; Post-doctoral Fellow, 1987-1991, University of Washington School of Medicine

David M. Skover, JD* (1982)

Professor, School of Law

AB and Woodrow Wilson School Scholar, Princeton University; JD, 1978, Yale University School of Law

Ronald C. Slye, JD* (1997)

Associate Professor, School of Law

BA magna cum laude, Columbia University; MPhil International Relations, Christ's College, University of Cambridge, England; JD, 1989, Yale University School of Law

Daniel R. Smith, PhD (1998)

Assistant Professor, Department of Biology, School of Science and Engineering

BS Microbiology, PhD Microbiology, 1996, and Post-doctoral Associate, Department of Soil, Water, and Climate, 1996-97, University of Minnesota

Mary-Antoinette Smith, PhD* (1994)

Associate Professor, Department of English, College of Arts and Sciences

BA English Literature, University of Southern California; MA English/Victorian Literature, Loyola Marymount University; MA English Literature and PhD English/Eighteenth-Century British Literature, 1994, University of Southern California, Los Angeles

Jennifer B. Sorensen, PhD (2000)

Instructor, Department of Chemistry, School of Science and Engineering

BS Chemistry, Fairfield University; MA Science Education and PhD Physical Chemistry, 2000, University of Georgia

Timothy L. Sorenson, PhD* (1991)

Associate Professor, Department of Economics and Finance,

Albers School of Business and Economics

BA Business Administration magna cum laude, University of Washington; MA Economics and PhD Economics, 1991, Harvard University

Mitchell S. Spector, PhD* (1986)

Associate Professor, Department of Computer Science and Software Engineering,

School of Science and Engineering

BS Mathematics, John Carroll University; PhD Mathematics, 1978, Massachusetts Institute of Technology

Greg T. Spyridis, PhD (1998)

Visiting Assistant Professor, Department of Chemistry, School of Science and Engineering

BS Chemistry, Seattle University; PhD Organic Chemistry, 1996, University of Washington

Jeffrey L. Staley, PhD (1998)

Lecturer, Department of Theology and Religious Studies, College of Arts and Sciences

BA Greek and Religion magna cum laude, Wheaton College; MA Theology, Fuller Theological Seminary; PhD Biblical Studies, 1985, Graduate Theological Union

James L. Stark, DA* (1972)

Professor, Department of Modern Languages and Literatures, College of Arts and Sciences

BA, University of Portland; MA and DA, 1972, University of Washington

Brendan E. Starkey, MLIS (1999)

Assistant Law Librarian, School of Law
BA History magna cum laude, University of San Diego; MLIS, 1995, University of Kentucky

Jeffrey R. Stephens, PhD* (1992)

Associate Professor, Department of Chemistry, School of Science and Engineering
BA Chemistry and Mathematics, Southwest State University; PhD, 1989, University of Montana

Harriet B. Stephenson, PhD* (1967)

Lawrence K. Johnson Chair of Entrepreneurship and Professor, Department of Management, Albers School of Business and Economics
BA Business, MBA and PhD Business, 1966, University of Washington

Laurel Ann Stevahn, PhD (2002)

Assistant Professor, Department of Professional Studies, School of Education
BA Political Science, magna cum laude, Pacific Lutheran University; MEd Curriculum and Instruction, Seattle Pacific University; PhD Educational Psychology, 2000, University of Minnesota

John A. Strait, JD* (1974)

Associate Professor, School of Law
BA History with Honors in Political Science, University of California, Davis; JD, 1969, Yale Law School

W. Jeremy Stringer, PhD* (1984)

Associate Professor and Program Coordinator, Student Development Administration Program, and Chair, Department of Professional Studies, School of Education
BA English, Southern Methodist University; MA English and PhD Educational Administration, 1973, University of Wisconsin

Sharon A. Suh, PhD (2000)

Assistant Professor, Department of Theology and Religious Studies, College of Arts and Sciences
BA Asian Studies and Religion, Trinity College; MTS Religion and Culture, Harvard Divinity School; AM and PhD, 2000, Harvard University

Kathleen A. Sullivan, RSCJ, PhD* (1987)

Associate Professor, Department of Mathematics, School of Science and Engineering
BS Mathematics, Duquesne College; MA Mathematics, Catholic University of America; PhD Mathematics, University of Wisconsin; MS Computer Science, 1987, University of Iowa

Donna L.G. Sylvester, PhD* (1990)

Chair and Associate Professor, Mathematics Department, and Arline F. Bannan Chair, School of Science and Engineering
BS Mathematics and Computer Science, Bethany College; MA Mathematics and PhD Mathematics, 1988, Duke University

Andrew A. Tadie, PhD* (1979)

Associate Professor, Department of English, College of Arts and Sciences
AB English, John Carroll University; MA, Bradley University; PhD English, 1972, St. Louis University

Olufemi Taiwo, PhD* (2001)

Professor, Department of Philosophy, College of Arts and Sciences
BA History/Philosophy; MA Philosophy, University of Ife, Ile-Ife, Nigeria; MA Philosophy and PhD Philosophy, 1986, University of Toronto

Margarita D. Takach, PhD* (1990)

Associate Professor, Department of Electrical Engineering, School of Science and Engineering
BSEE, University of Michigan; MSEE, University of Wisconsin; PhD Electrical Engineering, 1990, University of Washington

Mark L. Taylor, PhD (1996)

Assistant Professor, School of Theology and Ministry
BA Philosophy summa cum laude, Eastern Nazarene College; MTS magna cum laude, Candler School of Theology at Emory University; PhD Systematic Theology with Honors, 1982, Southern Methodist University

Pamela A. Taylor, PhD (2003)

Assistant Professor, Department of Teaching and Learning, School of Education
BA Social Work, Chicago State University; MA Education/Curriculum and Instruction, Governors State University, Illinois; PhD Education/Curriculum and Instruction, 1999, Mississippi State University

Thomas W. Taylor, PhD* (1988)

Associate Professor, Department of History, College of Arts and Sciences
BA summa cum laude, St. John's University; MA and PhD, 1988, University of Minnesota

William L. Taylor, MA* (1956)

Associate Professor, Department of English, College of Arts and Sciences
BS Chemistry, Seattle University; MA English, 1966, University of Washington

Donna M. Teevan, PhD* (1997)

Associate Professor, Department of Theology and Religious Studies, College of Arts and Sciences
BA English cum laude and MA Theology, University of Notre Dame; PhD Systematic Theology, 1994, University of St. Michael's College, Toronto School of Theology

Kellye Y. Testy, JD* (1992)

Associate Professor, School of Law
BA, Indiana University; JD summa cum laude, 1991, Indiana University, Bloomington

Phillip L. Thompson, PhD* (1997)

Associate Professor, Department of Civil and Environmental Engineering, School of Science and Engineering
BA Biology, The University of Iowa; MS Environmental Engineering, University of Iowa; PhD Environmental Engineering, 1997, The University of Iowa; Registered Professional Engineer

David L. Thorsell, PhD* (1974)

Associate Professor, Department of Chemistry, School of Science and Engineering
BA Chemistry, University of Minnesota; PhD Photochemistry and Atmospheric Pollution, 1971, Ohio State University

Vicky Minderhout Thorsell, PhD* (1980)

Associate Professor, Department of Chemistry, School of Science and Engineering
BA Chemistry, Kalamazoo College; PhD, 1977, Northwestern University

David E. Tinius, PhD, CPA* (1971)

Professor, Department of Accounting, Albers School of Business and Economics
BSME, MBA, and PhD Operations Management, 1977, University of Washington

Rex Swee-Kee Toh, PhD* (1980)

Professor, Department of Management, Albers School of Business and Economics
BEcon, University of Malaya; MS Business Administration and PhD Business Administration, 1975, University of Minnesota

Ruben C. Trevino, PhD* (1989)

Associate Professor, Department of Economics and Finance,
Albers School of Business and Economics
BS Electrical Engineering and MBA, Instituto Tecnológico de Monterrey; MS Industrial
Management, Georgia Institute of Technology; PhD Finance, 1980, University of Alabama

Jenny Hsin-Chun Tsai, PhD, (2001)

Assistant Professor, School of Nursing
BS Yang-Ming University, Taiwan; MN Psychosocial Nursing and PhD, 2001, University of
Washington

Patricia L. Tucker, PhD (1994)

Assistant Professor, Ecological Studies Program, College of Arts and Sciences
BS, College of William and Mary; PhD, 1986, University of North Carolina at Chapel Hill

Charles M. Tung, MPhil (2003)

Assistant Professor, Department of English, College of Arts and Sciences
BA English summa cum laude, Georgetown University; MPhil Modern English Literature,
1994, University of Oxford

Nina L. Valerio, PhD* (1994)

Associate Professor, Department of Teaching and Learning, School of Education
BS Food and Nutrition, Philippine Women's University; MS Nutrition and Education,
University of Iowa; PhD Curriculum and Instruction, 1991, University of Washington

Rev. Josef V. Venker, SJ, MFA* (1994)

Assistant Professor, Department of Fine Arts, College of Arts and Sciences
BA Philosophy, St. Louis University; BFA Ceramics, California College of Arts and Crafts;
MDiv, Jesuit School of Theology, Berkeley; MA Spirituality, Holy Names College; MFA
Painting, 1994, University of Denver

Jennifer Lisa Vest, PhD (2002)

Assistant Professor, Department of Philosophy, College of Arts and Sciences
BA Physics and Philosophy of Science, Hampshire College; MA Latin American and
Caribbean History; PhD, 2000, Comparative Ethnic Studies, University of California,
Berkeley

Toni M. Vezeau, PhD, RNC* (1994)

Associate Professor, School of Nursing
BSN, St. Louis University; MSN and PhD Nursing, 1992, University of Colorado Health
Sciences Center

Mary K. Walker, PhD, RN, FAAN* (2000)

Dean and Professor, School of Nursing
BSN, Loyola University; MSN, University of Illinois; MA, University of Chicago; PhD, 1980,
and Postdoctoral Fellow 1979-1981, University of Illinois

Carol L. Weaver, PhD* (1989)

Director, Adult Education and Training, and Associate Professor, Department of
Professional Studies, School of Education
BS Home Economics Education, Washington State University; MEd Adult Education,
Oregon State University; PhD vocational Technical and Adult Education, 1981, Ohio State
University

John W. Weaver, JD* (1972)

Associate Dean for Academic Administration and Professor, School of Law
AB cum laude, Dartmouth College; JD magna cum laude, 1969, University of Michigan Law
School

Carolyn Drake Weber, DPhil (2003)

Assistant Professor, Department of English, College of Arts and Sciences
BA English Language and Literature summa cum laude with honors, Huron College; MPhil and DPhil, 2002, University of Oxford

Christian E. Weber, PhD* (1993)

Associate Professor, Department of Economics and Finance, and Robert D. O'Brien Chair of Business, Albers School of Business and Economics
AB Economics and Political Science, University of North Carolina, Chapel Hill; MA Economics, University of North Carolina, Greensboro; PhD Economics, 1992, Duke University

Nancy A. Weber, PhD (2001)

Assistant Professor, School of Nursing
BS Nursing, Michigan State University; MS Nursing, Wayne State University; PhD, Nursing, 1999, Wayne State University

Edwin H. Weihe, PhD* (1972)

Director of Creative Writing and Associate Professor, Department of English, College of Arts and Sciences
BA English, Brown University; MA English, MFA and PhD English, 1972, University of Iowa

Susan G. Weihrich, PhD* (1989)

Chair and Associate Professor, Department of Accounting, Albers School of Business and Economics
BA Economics and Political Science, Rice University; MS Accounting and PhD Accounting, 1986, University of Houston

William L. Weis, PhD, CPA* (1973)

Professor, Department of Accounting, Albers School of Business and Economics
BS Accounting and MBA, Bowling Green State University; PhD Business, 1979, University of Washington

Ruth C. White, PhD (2002)

Assistant Professor, Department of Society, Justice and Culture, College of Arts and Sciences
BSW, McGill University; BSocSci, University of Ottawa; MPH, University of California, Berkeley; PhD, 2002, Social Welfare, University of California, Berkeley

Glaucia Vasconcelos Wilkey, DMin (1999)

Assistant Professor, School of Theology and Ministry
MDiv, South Brazil Theological Seminary; MA Church Music, South Baptist Theological Seminary; DMin, 1989, Louisville Presbyterian Theological Seminary

Stephanie Wilson, JD, MLS (2001)

Assistant Law Librarian, School of Law
BS Political Science, University of Oregon; JD, 1991, City University of New York Law School; MLS, Pratt Institute

Kenneth R. Wing, JD, MPH* (1990)

Professor, School of Law
BA, University of California, Santa Cruz; JD, Harvard Law School; MPH, 1972, Harvard School of Public Health

Teri Wing, EdD (2002)

Director, Educational Administration, and Assistant Professor, Department of Professional Studies, School of Education
BA Social Science, Gonzaga University; MA Counseling and Guidance, University of Montana; EdD, Educational Leadership, 1993, University of Montana

Ann B. Witte, PhD (1996)

Assistant Professor, Department of Modern Languages and Literatures, College of Arts and Sciences
BA, Friedrich Wilhelms-Universitat, Germany; MA, University of Texas, Austin; PhD, 1991, University of Texas, Austin

Marie Rose Wong, PhD (2002)

Assistant Professor, Institute of Public Service, College of Arts and Sciences
BS Community and Regional Planning, Iowa State University; MS Planning and Community Development, University of Colorado; PhD Urban Design and Planning, 1994, University of Washington

Ann E. Wopat, MA (1991)

Lecturer, Department of Fine Arts, College of Arts & Sciences
BS Microbiology, University of Wisconsin; BA Art and BA Music and MA Music-Vocal Performance, 1991, University of Washington

Jian Xu, PhD (2000)

Visiting Assistant Professor, Department of Economics and Finance,
Albers School of Business and Economics
BS Mathematical Statistics, East China Normal University, Shanghai; MS, Shanghai Academy of Social Sciences, Shanghai; MA and PhD, 1999, University of Washington

Jian Yang, PhD (2000)

Assistant Professor and Program Coordinator, Teaching English to Speakers of Other Languages Program, Department of Professional Studies, School of Education
Certificate of Graduation/English, Foreign Language University, China; MEd Teaching English to Speakers of Other Languages, State University of New York, Buffalo; PhD Multilingual/Multicultural Education, 1996, Florida State University

Glenn K. Yasuda, PhD* (1994)

Chair and Associate Professor, Department of Biology, School of Science and Engineering
BS Biochemistry, University of California, Los Angeles; PhD Genetics, 1992, University of Washington

Barbara M. Yates, PhD* (1970)

Chair and Professor, Department of Economics and Finance,
Albers School of Business and Economics
BA Political Science, College of Wooster; MA Economics and PhD Economics, 1969, University of Michigan

Jol K. Yau, PhD (2001)

Associate Professor, Department of Economics and Finances,
Albers School of Business and Economics
BSocS Management Studies with Honors, University of Hong Kong; MBA Finance, University of Toledo; PhD Finance, 1988, University of Massachusetts, Amherst

George Yeannakis, JD (1999)

Visiting Clinical Professor, School of Law
BA Economics, American University; JD, 1973, Boston University School of Law

Richard P. Young, PhD* (1987)

Associate Professor, Department of Political Science, College of Arts and Sciences
BA Government, Lawrence University; MAT History and Education, Northwestern University; PhD Political Science, 1979, Stanford University

Faculty Emeriti

- Mary C. Bartholet, MN, RN (1958)
Sandra Barker, PhD (1985)
Hamida H. Bosmajian, PhD (1966)
Andrew G. Bjelland, PhD (1982)
N. Jean Bushman, MN, RNC (1960)
Donald M. Carmichael, JD (1977)
Ben Cashman, PhD (1962)
Chu Chiu Chang, MA (1956)
Louis K. Christensen, PhD (1965)
Janet M. Claypool, MN, RNC (1966)
John N. Collins, PhD (1992)
Thomas W. Cunningham, PhD (1956)
Nickilas J. Damascus, MFA (1951)
Margaret Mary Davies, PhD (1955)
Verrelle (Susie) Davis, MS, RN (1992)
Rosario T. DeGracia, MN, RNC (1963)
Bonnie Jean Denoon, PhD (1975)
Rev. Robert Egan, SJ, PhD (1964)
Patricia A. Ferris, PhD, RN (1967)
Lewis Filler, DENSci (1962)
Winfield S. Fountain, EdD (1957)
John J. Gilroy, PhD (1998)
Rev. James P. Goodwin, SJ, MA (1950)
William A. Guppy, PhD (1952)
Margaret M. Haggerty, PhD (1971)
John M. Harding, JD (1975)
Charles Robert Harmon, MA (1953)
Hildegard R. Hendrickson, PhD (1967)
Marvin T. Herard, MFA (1960)
Helon E. Hewitt, MN (1965)
Jeanette Hulbert, MA (1964)
Dolly Ito, DNSc (1959)
Loretta Jancoski, PhD (1988)
Dolores M. Johnson, PhD (1964)
Warren B. Johnson, PhD (1962)
Charles S. LaCugna, PhD (1947)
James Robert Larson, PhD (1952)
Rev. Francis A. Logan, SJ, MA (1939)
Reba Y. Lucey, Med (1969)
Kenneth D. MacLean, PhD (1961)
Leonard B. Mandelbaum, PhD (1998)
R. Maxime Marinoni, PhD (1964)
Jack D. Mattingly, PhD (1988)
Rev. Alexander F. McDonald, SJ, MA (Oxon) (1969)
Joseph B. Monda, PhD (1955)
John A. Morford, EdD (1973)
James E. Parry, MA (1961)
Sister Mary Christopher Querin, SP, PhD (1960)
Rev. James B. Reichman, SJ, PhD (1965)
Eileen M. Ridgway, PhD (1963)
Stephen B. Robel, MS (1950)
Erlinda F. Rustia, LitD (1972)
Robert D. Salvig, PhD (1962)
Richard L. Settle, JD (1968)
Rev. Richard Sherburne, SJ, PhD (1977)
Rolf T. Skrinde, PhD (1984)
Bernard M. Stechler, PhD (1961)
Carl E. Swenson, PhD (1976)
Rev. Michael J. Taylor, SJ, STD (1961)
Luth Tenorio, PhD (1993)
Rev. L. John Topel, SJ, PhD (1972)
John P. Toutonghi, PhD (1963)
Sister M. Rosaleen Trainor, SP, PhD (1965)
Kathleen M. Treseler, MSN, CRN (1968)
Alan Troy, PhD (1970)
Richard L. Turner, PhD (1963)
Roy P. Wahle, PhD (1977)
Delight C. Willing, EdD (1987)
Marylou Wyse, PhD (1965)
Andre L. Yandl, PhD (1966)
Gary Zarter, PhD (1973)
Casimir E. Zielinski, EdD (1979)

Index

Academic Calendar	4
Academic Honesty Code	64
Academic Regulations	44
Academic Terms	44
Accelerated Programs (Business)	294
Accounting Minor	292
Accounting	274
Accreditation	10
Addiction Studies	81
Administration of Justice, Criminal Justice Major	98
Admission Policy	21
Advanced Placement	23
Advising: Academic	13
Advising: Pre-Graduate programs	223
Aerospace Studies (Air Force ROTC)	185
Albers School of Business and Economics	268
Alumni Audit and Services	20
Anthropology, Department of Society, Justice, and Culture	108
Application	22
Applied Mathematics Specialization, Math Major	401
Art	131
Art History	135
Arts and Sciences, College of	79
Asian Studies	82
Associated Students of Seattle University (ASSU)	18
Attendance Requirement	47
Auditing a Course	47
Bachelor Degree Requirements	61
Biochemistry	345
Biology	335
Book Store	19
Business Administration Minor	292
Business and Economics, Albers School of	268
Business Economics	276
Business Specialization, Computer Science Major	366
Business—Double Concentration	294
Campus Card	57
Campus Description	11
Campus Map	479
Campus Ministry	17
Career Development Center	14
Certificate Application	61
Certificate Programs: Business	294
Certificate Programs: Education	311
Change of Major/Program	47
Character Development, Institute on	427
Chemistry	342
Chinese Language	196
Civil and Environmental Engineering	354
Classification of Students	48
CLEP—College Level Examination Program	23
Collegia	14
Commencement with Deficiencies	63
Commencement	61
Communication	85
Computer Engineering Specialization, Electrical Engineering Major	382
Computer Science/Software Engineering	363
Confidentiality of Student Records	68
Core Curriculum	70
Counseling Center	15

Course Numbering System.....	49
Creative Writing.....	118
Credit by Examination.....	49
Credit Load.....	50
Criminal Justice , Department of Society, Justice, and Culture.....	96
Cultural Anthropology, Department of Society, Justice, and Culture.....	108
Culture and Language Bridge Program.....	424
Curriculum: Arts and Sciences.....	79
Curriculum: Business and Economics.....	270
Curriculum: Core Curriculum.....	70
Curriculum: Education.....	310
Curriculum: Matteo Ricci College.....	314
Curriculum: Nursing.....	324
Curriculum: Science and Engineering.....	332
Dean's List.....	45
Degree Requirements.....	61
Diagnostic Ultrasound.....	375
Digital Design Emphasis, Fine Arts Major.....	134
Disabilities Services.....	15
Discipline Codes, Index of.....	477
Dismissal.....	57
Diversity, Citizenship and Social Justice Core track.....	74
Double Concentration in Business.....	294
Double Degree.....	62
Double Major.....	48
Drama Emphasis, Fine Arts Major.....	136
Drama.....	136
Dual Enrollment at Two Colleges.....	50
Early Admission.....	23
Ecological Studies.....	111
E-Commerce and Information Systems.....	278
Economics Minor.....	292
Economics.....	280
Education, School of.....	310
Elder audit.....	25
Electrical and Computer Engineering.....	379
English.....	117
Environmental Science Specialization, General Science Major.....	392
Environmental Specialization, Civil Engineering Major.....	357
Examinations.....	50
Executive Leadership Program.....	428
Faculty.....	438
Fair Process Policy.....	50
Faith and the Great Ideas Core Track.....	74
Family Educational Rights and Privacy (FERPA).....	68
Fees.....	39
Finance.....	282
Financial Aid.....	27
Fine Arts.....	131
Foreign Languages (see Modern Languages).....	191
Forensic Psychology Specialization, Criminal Justice Major.....	99
Forensic Science Specialization, Criminal Justice Major.....	100
Forgiveness Policy.....	51
French Language.....	193
Full Time.....	45
General Science.....	389
German Language and Area Studies.....	194
Global African Studies Core Track.....	75
Grade Changes.....	51
Grade Point Average.....	54
Grade Reports.....	55
Grading System.....	51

Graduate programs.....	431
Graduation/Commencement.....	61
Grants and Scholarships.....	29
Grievance, academic.....	65
Health Center.....	16
History.....	152
Honors at Graduation.....	63
Honors Program.....	161
Housing (on-campus).....	17
Humanities for Teaching.....	319
Incomplete (I) Grade.....	52
Individualized Major in Business Administration.....	284
Interdisciplinary Science (General Science).....	389
Interdisciplinary Studies/Social Science.....	164
International Baccalaureate.....	23
International Business Minor.....	293
International Business.....	286
International Development Internship Program.....	430
International Students.....	26
International Studies.....	165
Intramural/Recreation Programs.....	14
Japanese Language.....	199
Journalism Specialization, Journalism and Mass Communication Major.....	88
Latin Language.....	199
Law Scholars.....	172
Learning Center.....	16
Leave of Absence.....	55
Lemeux Library.....	14
Liberal Studies.....	174
Library.....	14
Loans, Financial Aid.....	31
Management.....	288
Marketing.....	290
Master's Degrees.....	431
Mathematics Specialization, Computer Science Major.....	368
Mathematics.....	397
Mathematics, Proper Course Sequence.....	403
Matteo Ricci College.....	314
Mechanical Engineering Major.....	408
Medical Technology.....	347
Medieval Studies Minor.....	177
Military Science (Army ROTC).....	180
Minors, Policy for.....	55
Modern Languages and Literature.....	191
Multicultural Student Affairs.....	16
Music Minor.....	139
Naval Science (Navy ROTC).....	188
Non-matriculated classification.....	26
Nonprofit Leadership Minor.....	202
Nursing, School of.....	324
Organization of Seattle University.....	9
Organization: Arts and Sciences, College of.....	79
Organization: Business and Economics, Albers School of.....	269
Organization: Education, School of.....	310
Organization: Matteo Ricci College.....	9
Organization: Nursing, School of.....	9
Organization: Science and Engineering, School of.....	10
Part Time.....	46
Pass/Fail Grading.....	54
Philosophy.....	205
Photography Emphasis, Fine Arts Major.....	133
Physics.....	416

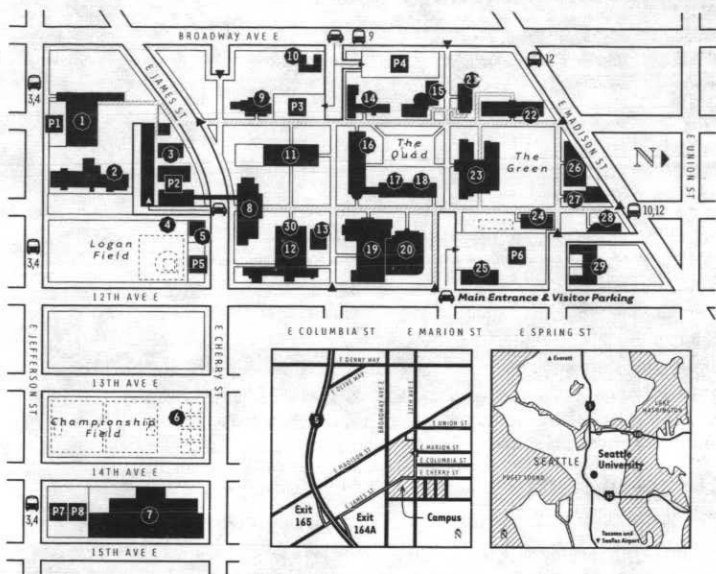
Placement Examinations.....	24
Political Science.....	214
Post-Baccalaureate Standing.....	26
Predental.....	423
Pre-Graduate Advising.....	223
Prelaw.....	224
Premajor Studies Program.....	225
Premedical.....	423
Pre-Professional Specialization, General Science Major.....	391
President's Award.....	64
Probation and Dismissal.....	57
Probationary Admission.....	24
Provost's Award.....	64
Psychology.....	226
Public Affairs.....	237
Public Relations Specialization, Journalism/Mass Communication Major.....	89
Public Safety.....	19
Pure Mathematics Specialization, Math Major.....	400
Purpose and Scope.....	7
Readmission.....	57
Records Policy: FERPA.....	68
Records.....	57
Refunds.....	36, 42
Regents, Board of.....	434
Registered Nurse Degree Completion.....	326
Registration.....	58
Repeating a Course.....	58
Residence Halls.....	17
Running Start Program.....	24
Scholarships and Grants.....	29
Science and Engineering, School of.....	332
Second Degree.....	62
Second Major.....	48
Senior Residency Requirement.....	62
Senior Synthesis.....	73
Social Work, Department of Society, Justice, and Culture.....	242
Sociology, Department of Society, Justice, and Culture.....	247
Spanish Language.....	195
Sports Programs.....	14
Student Center.....	12
Student Development.....	14
Student Employment.....	31
Student Health Center.....	16
Student Housing.....	17
Student Loans.....	31
Study Abroad Programs.....	193
Theology and Religious Studies.....	255
Transcripts.....	58
Transfer of Credit from Other Institutions.....	59
Trustees, Board of.....	433
Tuition and Fees.....	39
University Food Service.....	19
University Governance.....	433
University History.....	7
University Sports.....	14
Veterans' Educational Benefits.....	31
Visual Art.....	134
Withdrawal.....	60
Women's Center (Patricia Wismer Center).....	19
Women's Studies Minor.....	265
Writing Center.....	118

Index of Discipline Codes

(Includes Graduate programs; excludes Law School)

ACCT	Accounting
ADST	Addiction Studies
AEDT	Adult Education and Training — Graduate Level Only
AIST	Asian Studies
ANTH	Anthropology
ART	Art
BETH	Business Ethics — Graduate Level Only
BLAW	Business Law
BIOL	Biology
BUEN	Business Environment — Graduate Level Only
CEEGR	Civil and Environmental Engineering
CHEM	Chemistry
CLBR	Culture and Language Bridge
CMJR	Communication/Journalism
COUN	Education — Counseling — Graduate Level Only
CRJS	Criminal Justice
CSSE	Computer Science/Software Engineering
CUIN	Education — Curriculum and Instruction — Graduate Level Only
DIUS	Diagnostic Ultrasound
DRMA	Drama
ECIS	E-Commerce and Information Systems
ECON	Economics
ECST	Ecological Studies
EDAD	Educational Administration — Graduate Level Only
EDLR	Educational Leadership — Graduate Level Only
EPDXX	Professional Development—Post-Baccalaureate
EDUC	Education
ECEGR	Electrical and Computer Engineering
ENGL	English
EPCT	Professional Certification for Teachers — Graduate Level Only
EXLR	Executive Leadership
FINC	Finance
FINR	Fine Arts
FREN	French
FRLG	Foreign Language
GERM	German
HIST	History
HONR	Humanities (University Honors Program)
HRMA	Human Resources Management — Graduate Level Only
HUMT	Humanities (Matteo Ricci College)
INBU	International Business
INIP	International Development Internship Program
ISSC	Interdisciplinary Science (See General Science)
ISSS	Interdisciplinary Social Science
JPAN	Japanese
LATN	Latin
LBST	Liberal Studies
LITC	Literacy for Special Needs — Graduate Level Only
MATH	Mathematics
MBA	Master in Business Administration — Graduate Level Only
MGMT	Management
MKTG	Marketing
MLSC	Military Science

MEGR	Mechanical Engineering
MUSC	Music
MVST	Medieval Studies Minor
NPLR	Not-for-Profit Leadership
NURS	Nursing
OPER	Operations
PHIL	Philosophy
PHYS	Physics
PLSC	Political Science
PSYC	Psychology
PUBA	Public Affairs
PUBM	Public Administration — Graduate Level Only
SDAD	Student Development Administration — Graduate Level Only
SOCL	Sociology
SOCW	Social Work
SPAN	Spanish
SPSY	Education — School Psychology — Graduate Level Only
SABD	Study Abroad
STMA	Institute for Theological Studies - Advanced — Graduate Level Only
STMM	Institute for Theological Studies — Graduate Level Only
TEED	Teacher Education — Graduate Level Only
TRST	Theology and Religious Studies — Undergraduate
TSOL	Teaching English to Speakers of Other Languages — Graduate Level Only
WMST	Women's Studies



▲ Campus Entry Point ♿ Accessible Route 🚗 King County Metro 🚗 Parking Entrance P5 Parking Area

- 22 Administration Building
- 20 Admissions Office
- 22 Alumni Office
- 3 Archbishop Murphy Apartments
- 9 Arrupe Jesuit Residence
- 15 Arts and Sciences
- 18 Bannan Biology Wing
- 17 Bannan Building
- 16 Bannan Center for Science and Engineering
- 12 Bellarmine Residence Hall
- 2 Bessie Burton Sullivan Skilled Nursing Residence
- 20 Book Store
- 23 Albers School of Business and Economics
- 1 Campion Residence Hall

- 25 Campus Services Building
- 15 Casey Building
- 24 Chapel of St. Ignatius
- 7 Connolly Center
- 22 Development Office
- 16 Engineering Building
- 4 Field House
- 26 Fine Arts Building
- 21 Garrand Building
- 20 Human Resources
- 5 International Student Center
- 11 Lemieux Library
- 14 Loyola Hall
- 28 Lynn Building
- 15 Matteo Ricci College

- 13 McGoldrick Center
- 23 Pigott Building
- 28 Institute of Public Service
- 23 Public Relations Office
- 14 School of Education
- 19 School of Law
- 23 School of Nursing
- 10 School of Theology and Ministry Annex
- 15 Science and Engineering
- 8 Student Center
- 30 Student Center Pavilion
- 27 Archbishop Raymond G. Hunthausen Hall (opens January 2004)
- 19 Sullivan Hall
- 6 Tennis Courts and Facility
- 20 University Services Building

- P1 10th and E. Jefferson Lot F, S
- P2 11th and E. Cherry Garage D, F, S, V
- P3 10th and E. Columbia Lot D, J, S

- P4 Broadway and E. Columbia Garage C, F
- P5 12th and E. Cherry Lot S
- P6 12th and E. Marion Lot C, D, S, V

- P7 14th and E. Jefferson South Lot S
- P8 14th and E. Jefferson North Lot F

C Carpool D Disabled F Faculty and Staff J Jesuit S Student V Visitor

Rooms and Auditoriums

1891 Room	Bellarmino Hall
Campion Ballroom	Campion Hall
Casey Atrium	Casey Building
Chardin Collegium	Xavier Hall
LeRoux Conference Center	Student Center
Lynn Collegium	Lynn Building
McNulty Collegium	Library (first floor)
Northwest Collegium	Student Center (third floor)
Paccar Atrium	Pigott Building
Puget Power Conference Room	Pigott Building
Schafer Auditorium	Library (first floor)
Stimson Room	Library (first floor)
Tekakwitha Collegium	Student Center (first floor)
Vachon Room	Fine Arts Building
Wyckoff Auditorium	Engineering Building (2nd floor)

Disabled Parking

Disabled parking spaces located in the visitor parking areas with entrances from 12th Avenue at Marion Street and at Columbia Street provide access to the 11th Avenue and 10th Avenue malls. There is no accessible route of travel to the 10th Avenue mall from the Broadway Parking Garage; however, two spaces are located in the Library west lot, with an entrance from Broadway at Columbia Street, which provide access to the 10th Avenue mall.

Eastside Education Center

Bellefield Office Park
 Conifer Bldg. #130
 1450 114th Ave SE
 Bellevue, WA 98004
 (425) 451-0200



Admissions Office
900 Broadway
Seattle, WA 98122-4340

BOUND PRINTED MATTER
PRSRT
US POSTAGE PAID
SEATTLE, WA
PERMIT NO. 2783