

2003

2003-2004 Bulletin of Information - Graduate

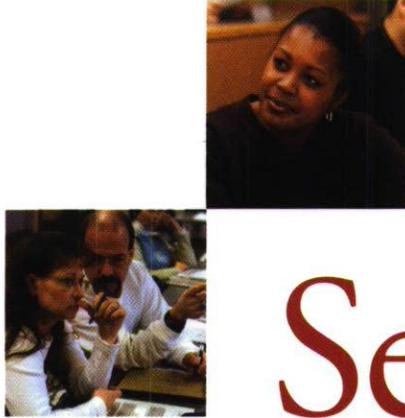
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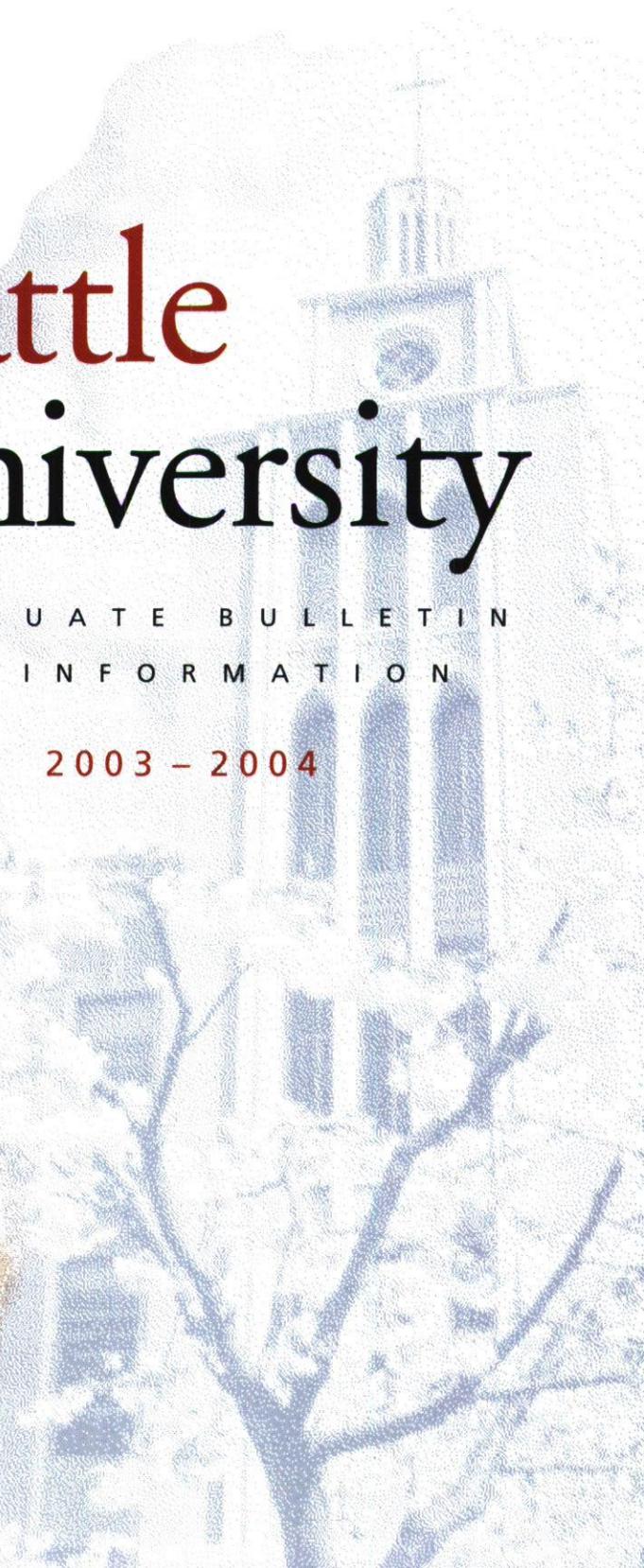
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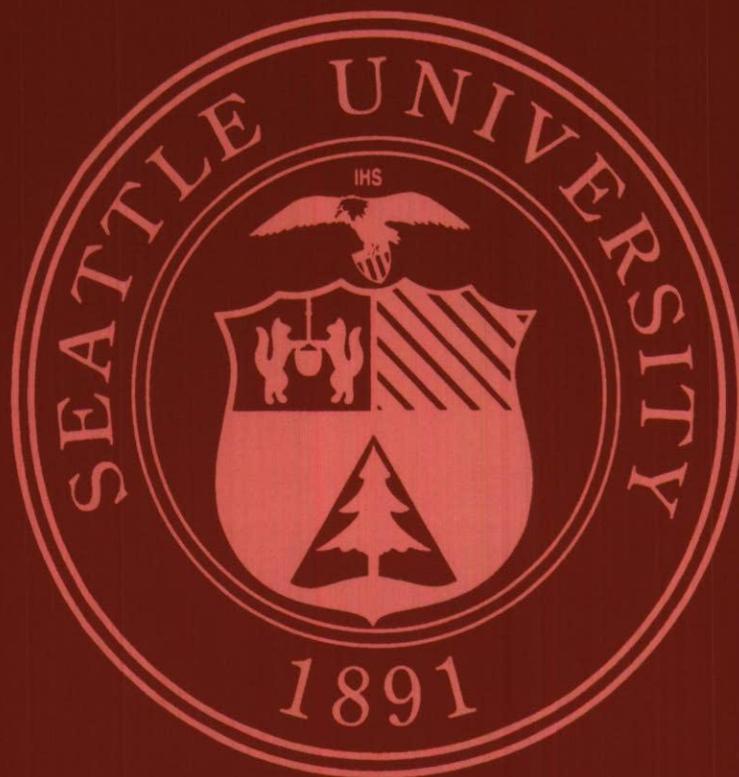


Seattle University

GRADUATE BULLETIN
OF INFORMATION

2003 - 2004





SEATTLE UNIVERSITY

Graduate Bulletin of Information

2003-2004

Seattle University
 Bulletin of Information
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Information concerning undergraduate
 programs may be obtained in supplement-
 ary bulletins.

Seattle University does not discriminate
 on the basis of race, color, religion, sex,
 national origin, age, disability, marital sta-
 tus, sexual or political orientation, or sta-
 tus 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 pro-
 cedures 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.

The university reserves the right to change
 the fees, rules and calendar regulating
 admission and registration, instruction in
 and graduation from the university and its
 various divisions, and to change any other
 regulations affecting the student body.
 Changes may go into effect at any time
 and will apply to prospective students and
 to students who are currently enrolled. The
 university also reserves the right to discon-
 tinue courses and programs at any time.

As a general rule, students follow the aca-
 demic programs contained in the Bulletin
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 matriculation.

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For More Information

Toll-free, call 800-426-7123
 E-mail: grad-admissions@seattleu.edu
 www.seattleu.edu

All numbers use area code (206)		Library, A.A. Lemieux	296-6233
Admissions, Graduate	296-2000	Multicultural Student Affairs Office	296-6070
Admissions Office	296-2000	Not-for-Profit and Social Enterprise Management, Center for	296-5440
Alumni Office	296-6100	Nursing, School of	296-5660
Arts and Sciences, College of	296-5300	Public Service, Institute of	296-5440
Business and Economics, Albers School of	296-5700	Registrar's Office	296-2000
Campus Assistance Center	296-6464	Public Safety Department	296-5990
Campus Ministry	296-6075	Science and Engineering, School of	296-5500
Career Development Center	296-6080	Student Financial Services	296-2000
Controller's Office	296-5880	Theology and Ministry, School of	296-5330
Education, School of	296-5760	Veteran's Affairs Officer	296-5847
International Student Center	296-6260		
Law, School of	398-4300		

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 Intersession 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

Intersession 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
Sep 24 (Wed)	Classes Begin
Oct 1 (Wed)	Last Day to Register, Add/Drop or Change Grading Options Last Day to Apply for Graduation: Winter 2004
Nov 3 (Mon)	Last Day to Apply for Graduation: Spring 2004
Nov 8 (Fri)	Last Day to Withdraw
Nov 7-9 (Fri-Sun)	Parent's Weekend
Nov 10, 12-14 (Mon, Wed-Fri)	Advising: Winter 2004
Nov 11 (Tue)	Veteran's Day: No Classes
Nov 17 (Mon)	Advance Registration Begins: Winter 2004 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 Last Day to Withdraw
Feb 16 (Mon)	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 Last Class Day
Mar 15 (Mon)	Final Examinations
Mar 16-20 (Tue-Sat)	Spring Break
Mar 21-28	Grades due: 10:00 am
Mar 24 (Wed)	

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 Last Day to Withdraw
May 7 (Fri)	Advising: Summer and Fall 2004
May 17-19 (Mon-Wed)	Advance Registration: Summer 2004
May 19-24 (Wed-Mon)	Advance Registration: Fall 2004
May 25-Jun 6 (Tue-Sun)	Memorial Day: No Classes (Saturday, May 29 classes will meet as scheduled)
May 31 (Mon)	Last Class Day Registration Resumes: Summer 2004
Jun 7 (Mon)	Final Examinations
Jun 8-12 (Tue-Sat)	Baccalaureate
Jun 12 (Sat)	Commencement
Jun 13 (Sun)	Grades Due: 10:00 am
Jun 16 (Wed)	

About Seattle University

One of the Northwest's largest independent institutions of higher learning, Seattle University offers 55 undergraduate programs, 24 graduate programs, and a juris doctor degree. Approximately 6,000 students are enrolled at the university's 46-acre campus on Seattle's First Hill.

Teaching is our first priority. Student-to-faculty ratios are a low 14:1, ensuring that faculty members are readily available to students.

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

Seattle University is recognized as a leader in innovative academic programs, and many of the programs have become important to the economy of the Northwest. The nation's first addiction studies program was offered in 1973. In 1987 the university started its pioneering graduate program in software engineering. The Northwest's first undergraduate program in environmental engineering was offered in 1990. In 1995 Seattle University offered the first executive graduate program in not-for-profit leadership.

The School of Theology and Ministry, including the Institute for Catholic Theological Studies (ICTS) and the Institute for Ecumenical Theological Studies (IETS), is the latest example of how Seattle University continually revises curriculum offerings to meet the needs of the Northwest. The new academic structure fulfills the Northwest's need for clerical and lay graduate theological education within the Catholic Church, while 10 Protestant denominations and two religious-affiliated agencies have collaborated to form the IETS.

Purpose and Mission

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

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

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

As a comprehensive institution of higher learning, Seattle University brings this fourfold purpose to bear on all its activities and programs; on its relations to its students; its own community of educators; and on the various publics it serves.

For a complete copy of Seattle University's mission statement, contact the President's Office.

History

Founded in 1891, Seattle University has offered a value-based education in the Jesuit tradition for more than a century. The uni-

versity'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 were opened for classes in September 1894.

Growth continued as the first academic or high school-level class was introduced in 1898 and articles of incorporation were filed changing the parish school for boys into Seattle College. These were also years of struggle and disappointment. Nevertheless, 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. In 1909, the first three graduates were awarded bachelor of arts degrees.

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.

New graduate programs introduced since 1990 include a master in teaching degree, master's degree programs in student development, teaching English to speakers of other languages, and in adult education and training. 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 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.

The 2000-2001 academic year brought two new concentrations in the MBA program: studies in entrepreneurship and electronic commerce and information systems. Literacy for special needs, and masters and education specialist degrees in special education are recent additions in the School of Education.

Organization

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

The university is composed of 8 major academic units: College of Arts and Sciences, including the Institute of Public Service and the Center for Non-Profit and Social Enterprise Management; Albers School of Business and Economics; School of Education; School of Law; Matteo Ricci College; School of Nursing; School of Science and Engineering; School of Theology and Ministry.

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 net-

work 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.

Off-Campus Courses

Opportunities are available for business, nursing and education students may be able to take selected courses off campus.

Student Center and Student Center Pavilion

The Student Center 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 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.

Student Development and Student Services

Education is a combination of academic classroom experiences and valuable out-of-classroom experiences. Seattle University offers a variety of services that serve the spiritual, social, personal, vocational and physical needs of both the undergraduate and graduate student populations.

Athletics/Connolly Center

(206) 296-6441

The hub of athletic activity at Seattle University, the Connolly Center provides a comprehensive recreation facility with two full-sized gymnasiums, two swimming pools, a complete fitness and weight room, an exercise room, an astrogyrm for indoor tennis and soccer, racquetball courts and two squash courts. Seattle University sponsors 12 intercollegiate teams in seven different sports that compete at the NCAA Div. II level in the Great Northwest Athletic Conference. Additionally, the Connolly Center sponsors a variety of club and intramural sports, as well as fitness and wellness classes through the Leisure Education Program.

Campus Ministry

Student Center (206) 296-6075

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 fel-

lowship. 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.

The Chapel of Saint Ignatius provides a spiritual home for the university's Catholic faith community, with daily and Sunday liturgies. The Campion main and south chapels provide worship spaces for denominational and ecumenical worship. The south chapel is available for religious services for other members of the Seattle University community. In addition, the Immaculate Conception Chapel, located on the second floor of the Administration Building, and the Saint Robert Bellarmine Chapel, located off the Bellarmine Residence Hall Lobby, offer places of personal refuge and prayer.

The retreat programs are designed to provide a variety of opportunities for self-reflection and discernment. During the fall, a graduate student retreat on the Spiritual Exercises of St. Ignatius of Loyola, in a three day format, is provided for experiencing Ignatian spirituality.

Campus Ministry invites students to engage in leadership and service informed by faith and values.

Each campus minister is available for pastoral counseling upon request. Faith formation processes for those seeking community, fellowship, and growth in faith are available.

Career Development Center

Student Center Pavilion (206) 296-6080

www.seattleu.edu/student/cdc

The Career Development Center assists graduate students with career decisions by offering career counseling, assessment (including testing) and job search guidance (resume review, interview skills development and job search planning). To better accommodate the needs of graduate students, the center is open until 6:00 p.m. two evenings a week. Services include:

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

Collegia

Student Center Pavilion (206) 296-2037

The collegia system provides five "home away from home" gathering places for commuter students in which they study, socialize, and relax in between classes. Each collegium is 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; there is no charge.

Each collegium space serves a different population of undergraduate or graduate students. Please access the website at www.seattleu.edu/student/commuters/collegia to find which

collegium serves your program. The website also shows pictures and gives information about open hours and enrollment details.

Counseling Center

Student Center Pavilion (206) 296-6090

The Counseling Center is committed to helping students meet the challenges of life during graduate school by developing healthy personal views and behaviors. Students seek counseling and psychological services for a wide variety of reasons, including depression and 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. Our professional team of licensed social workers, psychologists, and graduate interns provide time-limited individual, couples and group counseling and referral services for those requiring specialized or longer term care. These services are provided free of 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

Loyola 100, (206) 296-5740

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.

Information Technology

3rd Floor Engineering, (206) 296-5571

helpdesk@seattleu.edu

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

International Student Center

Student Center Pavilion (206) 296-6260

The International Student Center (ISC) serves 475 students from approximately 72 countries around the world. The ISC 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.

Leadership Programs and Community

Service Office

Student Center Pavilion (206) 296-2525

The Leadership Program 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 leader-

ship 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.

Learning Center

Loyola 100, (206) 296-5740

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 design strategies to improve time management, reading comprehension, test preparation, test taking, and note taking.

Multicultural Student Affairs Office

Student Center 320, (206) 296-6070

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.

Patricia Wismer Women's Center

Loyola 105, (206) 296-2524

The Patricia Wismer Women's Center is a campus office that 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 296-2524.

Public Safety

University Services Building (206) 296-5990

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

Residence Life and Housing

Bellarmino Hall 117, (206) 296-6305

A few spaces in the Archbishop Thomas Murphy Apartments are available to single graduate students. Plans for graduate student apartments are underway with construction to begin next year. Contact the Residence Life and Housing Office (206-296-6305) for more information.

Student Activities

Student Center Pavilion (206) 296-6040

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.

Student Health Center

Bellarmino Hall 107, (206) 296-6300

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 preventive 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.

Student Clubs and Organizations

Student Center (206) 296-6040

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.

Student Events and Activities Council (SEAC)

Student Center (206) 296-6047

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 please call 296-6047.

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.

Graduate Student Council (GSC)

The mission of the Graduate Student Council is to improve the graduate student experience at Seattle University by communicating the needs and ideas of the graduate student body to the University, advocating for services that better meet those needs, and by funding graduate student organized events. To get involved with GSC, please call 296-6419.

University Governance

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

Administration

Catherine L. Walker, JD
Vice President
Administration

James E. Fowler, MS
Information Services
Executive Director/CIO

Judith Sharpe, MA
Director
Auxiliary Services

Phil Irwin, MSW
Associate Vice President
Human Resources

Academic Affairs

John D. Eshelman, PhD
Provost

Susan L. Secker, PhD
Associate Provost

Robert Dullea, PhD
Associate Provost for
Academic Administration

Arthur L. Fisher, PhD
Dean
Matteo Ricci College

Rudolph C. Hasl, JD, LLM
Dean
School of Law

Patrick 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
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Accreditation and Membership

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

Accreditations:

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

AACSB International-Association to Advance

Collegiate Schools of Business

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 (AILACTE)

Association of Jesuit Colleges and Universities

Council for Advancement and Support of
Education

Institute for International Education

International Federation of Catholic Universities

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 League for Nursing

The College Board

Washington Association of Independent Colleges
and Universities

Washington Council on High School-College
Relations

Degrees

Arts and Sciences, College of

- Executive Master of Not-For-Profit Leadership (MNPL)
- Master of Public Administration (MPA)
- Master of Arts in Psychology (MAP)

Business and Economics, Albers School of

- Master of Business Administration (MBA)
- Master of International Business (MIB)
- Master of Professional Accounting (MPAC)
- Master of Science in Finance (MSF)

Education, School of

- Doctor of Education (EdD)
- Educational Specialist (EdS)
- Master of Arts in Education (MA)
- Master of Education (MEd)
- Master in Teaching (MIT)
- Dual EdS/MA

Law, School of

Refer to page 96 of this *Graduate Bulletin of Information* or the *School of Law Bulletin*.

- Juris Doctor (JD)

Nursing, School of

- Master of Science in Nursing (MSN)

Science and Engineering, School of

- Master of Software Engineering (MSE)

Theology and Ministry, School of

- Master of Arts in Pastoral Studies (MAPS)
- Master of Arts in Transforming Spirituality (MATS)
- Master of Divinity (MDiv)

Certificates

Business and Economics, Albers School of

- Post-MBA Studies
- Post-MIB Studies
- Post-MPAC
- Post-MSF Studies

Education, School of

- Professional Certification for Teachers
- Post-Master's Community College Teaching
- Post-Master's Teaching English to Speakers of Other Languages
- Post-Master's Department Head/Team Leader
- Post-Master's Gifted Education
- Post-Master's Literacy Specialist
- Post-Master's Principal
- Post-Master's Program Administrator
- Post-Master's School Counseling
- Post-Master's Staff Development
- Post-Master's School Psychology

Nursing, School of

- Post-Master's Family Primary Care Nurse Practitioner

Theology and Ministry, School of

- Certification of Graduate Studies in Pastoral Administration
- Certification of Graduate Studies in Spirituality & Health
- Post-Master's Ecology and Theology
- Post-Master's Transforming Spirituality
- Post-Master's Religious Education

Joint Degree Programs

- JD/MBA (Juris Doctor/Master of Business Administration)
- JD/MSF (Juris Doctor/Master of Science in Finance)
- JD/MIB (Juris Doctor/Master of International Business)

Meeting the Changing Needs of Students

A dynamic component of Seattle University, graduate studies were first offered at Seattle University in 1948 with a master's degree in a division of the College of Arts and Sciences. Additional graduate degree programs have been introduced over the years, primarily to meet the needs of working professionals. Today, over 2,700 graduate and professional students are enrolled in full-and part-time programs. Always placing teaching first, Seattle University's graduate programs strive to meet the changing needs of working professionals, as well as those of traditional students.

Programs Offered

Master's degree programs are available in psychology; business administration; international business; finance; professional accounting; adult education and training; counseling; curriculum and instruction; educational administration; literacy for special needs; special education; student development administration; teacher education; teaching English to speakers of other languages; leadership in community nursing; primary care nurse practitioner; executive not-for-profit leadership; public administration; software engineering; pastoral studies; transforming spirituality; and divinity. An educational specialist degree is offered in either school psychology, special education, or educational administration. A doctorate in education is offered in educational leadership and a juris doctorate in law. In addition, post-master's certificates are offered in the schools of business, education, nursing, and theology and ministry.

Objectives

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

Graduate program instructors strive to stimulate participants' curiosity and provide the investigative skills needed to seek answers to challenging questions. Graduate students develop personal and professional qualifications that contribute to their field and to the betterment of those they serve.

Organization

The academic deans are responsible for administration and supervision of all programs leading to a degree. The schools and various departments provide courses of instruction for graduate students, direct their studies and conduct examinations, as well as maintain requirements and make recommendations for degree programs.

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

Admission Requirements and Procedures

Admission to a graduate program is granted to those with U.S. equivalent baccalaureate or advanced degrees from regionally accredited institutions, and whose credentials indicate ability to pursue graduate work. Some programs extend a limited number of admission offers and only accept applications for specified terms of entry. Undergraduate degrees or their U.S. equivalent in the field from which students select their graduate work, may be required. For specific program requirements and terms of entry, consult the graduate viewbook and the appropriate sections of this bulletin. Additional restrictions apply to applicants who have Prior Learning Experience credit.

Required grade point averages are calculated on course work leading to the bachelor's degree or the master's degree, to include post-bachelor's upper division undergraduate (usually numbered 300-400 or above) and graduate-level course work, as specified by each program. Course work must have been completed at regionally accredited institutions or, for applicants to the School of Theology and Ministry, from an institution accredited by the Association of Theological Schools.

Deans and program directors reserve the right to request test scores and other supplementary data. Such data will ordinarily be expected of students submitting transcripts from non-traditional institutions. Those applicants are required to submit the Graduate Management Admissions Test (GMAT), Graduate Records Exam (GRE), or Miller Analogies Test (MAT), as requested by individual programs. Applicants should contact Admissions or program chairs for further information on requirements and exceptions.

Application Process

Admission applications should be submitted as early as possible and no later than the program deadline for the term in which an applicant plans to begin study. All applicants must submit an transcript application form and fee, an official transcript of academic credits from each school attended since high school. Transcripts and documents must be received by Seattle University in sealed envelopes as originally sent by each issuing institution or agency to be considered official. Failure to furnish complete records of previous school attendance renders students liable to dismissal or cancellation of course credit. Applicants must also submit all forms and documents, as requested by individual programs and Admissions for application files to be considered complete.

Students are not officially admitted graduate students until they receive letters of acceptance. Offers of acceptance are for regular, probationary, provisional, or non-matriculated admission.

Selection Criteria

Seattle University is committed to providing access to graduate educational opportunities to those indicating the academic potential to benefit from its programs. Due to the specialized nature of the graduate curriculums, the measures employed are program specific and vary accordingly. Consequently, potential students need to familiarize themselves with the individual admission requirements of the degrees or certificate programs which they are considering.

Applicants must be in good social standing as well as academically qualified. It is the university's prerogative to deny admission for records of unlawful or criminal behavior just as it does for inadequate academic preparation.

Probational and Provisional Admission

Applicants whose academic credentials are shy of the expected prerequisite course work, grade point average, and/or test scores of those typically accepted to specific programs, but who through other means convey the potential for academic success, warrant offers of provisional or probationary admission. Factors prompting such consideration may include resumes/employment history; interviews; personal statements, based upon their appropriateness to the graduate program in question.

Ordinarily, probationary or provisional admission involves a specific time limit during which the student is expected to fulfill the specific provisions or achieve a minimum grade point average. When such conditions are fulfilled, the department usually recommends advancement to regular graduate student status.

Provisional admission is granted typically to applicants who need to fulfill special requirements to qualify for formal (unqualified) admission to graduate standing.

Nonmatriculated Admission

Nonmatriculated graduate student status is granted to eligible students for post-baccalaureate study not intended to culminate in a Seattle University degree or certificate. There is a separate application and fee. See additional information under classification of students on the following page.

International Admission Requirements

International students must meet the admission requirements outlined on the international student Declaration of Finances form, as well as those of the specific graduate programs. International students cannot be admitted probationally or as nonmatriculants, and must have complete files on record, including official transcripts and proof of English proficiency satisfied with the TOEFL, IELTS or the Michigan Proficiency Exam, before admission decisions can be made. Applicants must meet the international application deadline or specific program deadline for the quarter of intended entry, whichever is earlier. Transcripts and other academic documents must be provided in the original language and with professional English translations.

Readmission

Graduate students will continue to receive information regarding quarterly registration and will be eligible to register for four quarters after the last quarter of registration. Students attending other institutions in the interim must have official transcripts of that work sent to the Registrar's Office.

Those absent for four or more consecutive quarters must complete a readmission application. International students on an F-1 visa must apply for readmission if they are absent for one quarter (unless that quarter is summer). Official transcripts of any academic work taken in the interim must be sent to Admissions, along with the application, by the program application deadline for the intended quarter of entry. There is no fee for readmission. Applicants are responsible for clearing all financial and administrative holds. Applications are subject to the review and discretion of the academic departments and deans; therefore readmission is not guaranteed.

Academic Regulations

Students are responsible for informing themselves of the academic regulations and requirements set forth in this Bulletin of Information and for revisions as posted on campus bulletin boards or printed in other official publications of the university. Students enrolled in the Seattle University School of Law are responsible for the regulations and requirements of the School of Law, and should note that the policies set forth in this Graduate Bulletin of Information do not apply. Failure to meet the requirements or comply with regulations because of lack of knowledge does not excuse students from being subject to them.

Except in the Alber's School of Business and Economics, students' programs of study must be approved by a faculty member, usually an adviser. However, such approval does not give official sanction to any failure to meet university requirements, nor does it free students of that responsibility necessary to intelligent personal choice.

The departmental dean has discretionary powers for all cases not covered by the rules and regulations listed in this section. The university reserves the right to cancel any class which does not meet the required minimum enrollment. The enrollment and graduation of all students, the awarding of academic credits and the granting of any award or degree are strictly subject to the disciplinary authority of the university. The university reserves the right to change any requirement and to ask students to withdraw at any time. Students are not allowed to attend class unless officially enrolled with appropriate fees paid.

Classification of Students

- Graduate: students admitted to Seattle University to pursue a program of study leading to a specific graduate certificate, or master's, educational specialist, or doctoral degree. In special circumstances, undergraduate seniors or post-baccalaureate students may be allowed to enroll in graduate courses with prior approval from the director of the graduate program in the area of the course in question, or the dean of the college or school in which the course is taught.
- Post-Baccalaureate Graduate: students with an acceptable baccalaureate degree admitted to the university to pursue a specific graduate certificate. Eligible to enroll in 500 level courses only.
- Non-Matriculated: 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 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 School's professional development office. (See policy 82-2)

Students admitted as graduate non-matriculants must possess a baccalaureate degree from a regionally accredited institution of higher education, are expected to be full participants in the course 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. 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 that said credits apply toward program requirements. Each

school/college determines the maximum number of non-matriculated credits to be allowed toward program requirements. Completion of courses does not guarantee admission into a program of study.

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.

Academic Load

(Policy 77-5)

- Full-time: eight or more quarter credits
(A minimum of nine credits required for any graduate student attending on a student visa)
- Three-quarter time: five, six or seven credits
- Half-time: Three or four quarter credits (see policy #77-5 for more information).
- Doctoral students refer to policy #82-1 for special exception.

Attendance Requirement

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

Course Numbering System

The course numbering system is as follows:

100 to 499 are undergraduate courses.

500 to 599 are graduate courses.*

600 to 699 are doctoral courses.*

900 to 999 are post-baccalaureate professional development courses.

*Graduate standing or special permission is required for courses numbered 500 to 699.

Dual Enrollment at Two Colleges

University regulations require students to seek written permission to be enrolled at another institution simultaneously with enrollment at Seattle University. Credits completed at a second institution are not transferable unless, prior to enrolling elsewhere, a petition authorizing dual enrollment is approved by the program chair/director and the dean of the appropriate college or school.

Undergraduate Course Work

In certain circumstances, it may be appropriate for graduate students to take courses at the 300, 400 or 900 level. There is a 15-credit maximum limit for courses that normally include both undergraduate, post-baccalaureate, and graduate students. Graduate students are expected to perform at a level consistent with receiving graduate credit and when enrolled in these courses will be expected to do additional work in the form of projects, papers, or other suitable assignments. Likewise, in the grading of examinations or other written work, graduate students will be expected to demonstrate higher levels of analysis and synthesis than the undergraduates in the class. In all classes in which there is a mixture of undergraduate and graduate students, graduate

students must demonstrate knowledge, quality and quantity of work beyond that expected of undergraduates.

Students pursuing undergraduate course work beyond the bachelor's degree, who are not admitted to a graduate program for an advanced degree, are granted status as post-baccalaureate students. This is an undergraduate classification, and students are under the jurisdiction of the dean of the college in which they are taking courses.

Master's degree programs may, under special circumstance as outlined in the program's section of this 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. This policy does not apply to those students in a combined Undergraduate/Graduate program where six or more undergraduate credits have already been applied toward the graduate degree.

Course Substitution

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

Extension Credit/Correspondence Credit

Graduate-level credit for extension courses is not normally allowed. Any exceptions are at the discretion of the dean of the appropriate college or school. Credits earned through correspondence are not accepted under any circumstances.

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 Minimal performance in graduate course
C-	1.7 Courses graded C- or below will not count toward graduate degree or certificate
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

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 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 expecta-

tions, the course will be graded F and will be included in the computation of the grade point average.

GH—Grade Withheld

Used exclusively by the Professional Educational Development Program when coursework is complete and a grade assigned, but some portion of the student's registration paperwork is incomplete 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 one or more 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.

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:	Faculty submits grade by:
Fall term	March 1
Winter term	May 1
Spring and Summer terms	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—Late Petitioned 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 in which work is 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 Faculty submits grade by

Summer term	August 1 of the following calendar year
Fall term	November 15 of the following year
Winter term	March 1 of the following calendar year
Spring term	May 1 of the following calendar year

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 affect 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 based upon the documented evidence 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.

Grade Point Average

(Policy 75-2)

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 (A to F) for a course included in the graduate record.

Graduate students must maintain a B average, which is equivalent to a cumulative 3.00 grade point average on a 4.00 scale, and must have a minimum 3.00 cumulative GPA in order to earn a master or doctoral degree.

Students who fall below the required 3.00 average are placed on academic probation. After three quarters on probation, they are subject to dismissal from the university.

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. 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.

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 or financial 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 student's special consideration by financial aid and loan agencies.

Probation and Dismissal

(Policy 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 3.0.

Students who have two or more quarters of poor scholarship at Seattle University, i.e., who earn a cumulative grade point average below 3.0, 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.

Program Change Within the University

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

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 will result in a grade of F on the student's academic record. International students must add courses before dropping courses to maintain full-time status.

Repeating a Course

(Policy 77-2)

A graduate student must repeat a required course graded C- or below, but may repeat a graduate course graded C+ or C only once. The grade earned the second time will be used in computing the cumulative grade point average. The original grade will remain on the record, but course credits will be counted only once toward a degree.

If a student re-registers for a class first attempted as part of a previously awarded Seattle University degree or certificate, that course is not treated as a repeat and the earlier degree or certificate grade point average will not be recalculated.

Time Restrictions

Seattle University recognizes that students progress at different rates and their time to degree completion is often dictated by individual circumstances. However, all requirements for the master's, educational specialist, or doctoral degree, including transfer courses, must be completed within six years after course work is begun. In those unusual circumstances where students cannot complete the degree requirements within the six-year statute of limitations, they must file a petition with the dean of the appropriate college or school at least one quarter prior to the expiration of the six-year statute requesting an extension of one year. When petitions are approved, students may be required to take additional credits. In most cases, only one extension will be allowed. The department and dean of the college or school alone has the authority to recommend a candidate for a master's, educational specialist, or doctoral degree.

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 verification 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 stu-

dent" will be accepted as official only if they meet these criteria and are considered official by the issuing institution.

Transfer Credit

At the master's or educational specialist level a maximum of 10 credits may be transferred from another accredited institution if they are earned with a grade of 3.00 or better on a 4.00 American grading scale, were taken for graduate credit, fall within the six-year limitation, and are approved by the department. Transfer credit policy for the doctoral program, the Albers School of Business, the Institute of Public Services, and for the master of divinity and master of transforming spirituality degrees are specified in those sections of this bulletin.

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 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 injury to the student that incapacitates and is documented by a licensed professional. There is no effect on the grade point average. Tuition refund follow the 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.

Degree Requirements

Admission to Candidacy

Students in selected programs must file the candidacy form after completing 15 credits in courses applicable to the graduate program of the department, with a minimum cumulative grade point average of 3.00. Doctoral students should consult the doctoral program section of this bulletin for information on doctoral candidacy.

General Requirements

Students are normally required to meet degree program requirements in effect at the time of their matriculation. However, students who are absent from the university for more than one academic year are required to meet the degree requirements in effect when they resume study. 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.

The academic year commences with the summer term. Therefore, students admitted or readmitted for Summer 2003 will follow degree requirements as stated in the 2003-2004 Bulletin of Information.

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

To graduate with the master's degree, candidates must earn a minimum of 45 credits beyond the bachelor's degree. Students must satisfy any additional requirements imposed by their major department. For those candidates who have already earned an acceptable master's degree in a related area, requirements for a second master's degree may be reduced by up to 10 credits upon recommendation of the program chair. Some programs may require additional course work.

All work must be of distinctly advanced character, but with the approval of the department and the dean of the appropriate college or school, up to 15 credits may be earned at Seattle University in courses numbered 300 - 499 or 900 level, if the subjects are suitable to the program (please refer to the policy on undergraduate coursework). For educational specialist and doctoral degree requirements, consult those program sections in this bulletin.

Candidates may be required to pass a comprehensive examination in the major field of study. This examination shall be written and/or oral at the judgment of the department and the approval of the dean of the appropriate college or school. A 3.00 average is required for work done toward an advanced degree. Students whose averages fall below the required 3.00 are placed on academic probation. After three quarters on probation, they are subject to dismissal from the university.

Master's students may request to complete theses on topics approved by their major departments and the dean of the appropriate college or school. For this work, no more than 10 credits are granted. A thesis is not necessarily a work of original research, but it must demonstrate the candidate's ability to develop material and ideas in an original, lucid way.

- Thesis topics are to be approved by students' mentors, graduate program advisers, and the dean of the appropriate college or school, and filed with the department.
- All thesis work must be done under the direct supervision of an assigned adviser.
- Four unbound copies of an approved thesis are to be submitted to the dean four weeks before the date of graduation. Two of these copies will be bound and placed on file in the university library; one copy will go to the department chairperson and one to the student.
- An oral examination on the content of each thesis, cognate literature, and available source material may be held before a board appointed by the departmental chairperson and approved by the dean of the appropriate college or school.

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

Application for a Degree

Whether students plan to participate in the once-a-year graduation ceremony in June or wish to receive their diplomas in the mail following the quarter of completion, they must apply for graduation following the steps indicated below:

1. Visit the Registrar's Office and complete the application form. For winter completion, apply by October 1; for spring completion, apply by November 1; for summer and fall completion, apply by February 1. Students planning to participate with deficiencies in the June commencement ceremony must apply for graduation by November 1.
2. Take the graduation evaluation worksheet to their advisers.
3. Insure that all N and I grades are removed.

Diplomas are mailed approximately eight weeks following the quarter of completion. The graduation year ends with June commencement and students who do not complete requirements the year they apply for a degree must take the initiative to reapply for the following year.

Commencement with Deficiencies

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

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. Special requirements apply to students in the School of Education: all students enrolled in the Master's in Teaching program scheduled to complete degree requirements in the summer quarter are eligible to participate in commencement the preceding spring.

Doctoral (EDLR) candidates must have completed the doctoral project/dissertation, have secured the signatures of their committee and the chair, and have turned the project/dissertation in to the program director by May 1* of the year in which they wish to participate in the commencement ceremony. Doctoral students who participate in the commencement ceremony will not have their degree posted to the transcript in June unless the dissertation is signed off by the EDLR program director and the dissertation and all other grades (including removal of all I and N grades) are received by the registrar on the date final grades for the spring term are due as published in the University calendar.

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.

Applications for commencement with deficiencies must be filed in the Registrar's Office on or before the closing date for regular graduation applications.

*Cohort 24 and all subsequent cohorts will have an April 10th due date.

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 the certificate course work is to be completed.

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—Procedure for Challenging Course Grades

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 within 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 his or her 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 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.

Harassment Policy and Grievance Procedure

Seattle University seeks to promote and maintain an environment free from harassment of any type. Sexual harassment can interfere with a student's academic performance and emotional and physical well-being. Preventing and remedying sexual harassment at Seattle University is essential to ensure a nondiscriminatory safe environment in which students can learn.

If a student is being sexually harassed by a faculty or staff person, or by another student in an employment or teaching situation, this should be reported to the Affirmative Action officer in Human Resources and is governed by the Seattle University Policy on Sexual Harassment. If a student is sexually harassed by another student outside of an employment or teaching situation, this should be reported to the Associate Vice President for Student Development or any of the contact persons listed in the office of the Vice President for Student Development.

A complete copy of the Policy and Complaint Procedure Relating to Sexual Harassment of Students by Students is available in the office of the Vice President for Student Development.

Student Harassment Policy

Purpose and Application

Seattle University promotes an environment and an attitude that encourages men and women to meet as equals in all aspects of life. Only in such an environment can education, the process by which one develops intellectually, socially, and morally, take place. Any form of harassment may seriously interfere with the development of the individual. When harassment occurs in any section of the campus community, it undermines the dignity of individuals and the concept of equality.

The Office of the Vice President for Student Development has responsibility for student-to-student allegations of discrimination or harassment and for any disciplinary action against students that might arise from a formal complaint of discrimination or harassment. This policy and procedure is available for use by Seattle University students with complaints against other Seattle University students outside of an employment or teaching situation.

The Affirmative Action Office has overall responsibility for assuring university compliance with nondiscrimination laws and regulations. The Affirmative Action Office receives formal complaints of allegations of discrimination against faculty and staff and is also available for informal consultation.

Definitions

This policy specifically addresses racial, sexual, and gender harassment between students who are members of the Seattle University community. There may be other forms of harassment by students that also violate the Code of Student Conduct or university policy and may result in disciplinary action.

Harassment is an unwelcome behavior that creates an intimidating, hostile, or offensive environment, such as annoyances, threats, or demands by an individual or group of individuals, that infringes on a student's right to work, live, participate in student activities or social events, or attend classes at Seattle University.

Racial Harassment

Racial harassment involves verbal or nonverbal acts or words connoting racism towards any individual or group of individuals. Examples may include:

1. environments or events that ridicule a student's heritage, culture, or beliefs;
2. creating a racially hostile environment through printed or electronic pictures, posters, articles or language;
3. clubs, groups, or organizations on campus that support or are formed for the purpose of promoting racism or discriminating against or harassing any racial/ethnic group.

Gender Harassment

Gender harassment involves making intimidating, hostile, derogatory, contemptuous or salacious remarks directed at either gender, where such remarks cause a listener discomfort or humiliation and interfere with his or her educational performance. Gender harassment may include creating a hostile environment through printed pictures, posters, articles, or language.

Complaint Procedure

Any student who believes that he or she has been a victim of harassment by another student outside of employment or a teaching situation and wishes to report or discuss the matter may use the following complaint procedure.

No individual shall be penalized or retaliated against in any way by a member of the university community for his or her participation in this complaint procedure.

Contact Persons

Students may consult informally or file a complaint with one of the following designated contact persons: Nancy Gerou, associate vice president for Student Development, 296-6060; Judy Sharpe, director of Residential Services, 296-6274; Faizi Ghodsi, director of the International Student Center, 296-6260; Mary-Antoinette Smith, English Department, 296-5415; and George Sedano, Director of Student Activities, 296-6040.

Confidentiality

Every possible effort shall be made to ensure the confidentiality of information received as part of the university's informal complaint procedure. The contact person and the Affirmative Action officer will disclose the name of the individual in their review/mediation of the complaint only if the complainant has given permission to disclose his/her name. If, due to the circumstances of the alleged harassment, it is not possible to conduct a review or to resolve the complaint and yet maintain confidentiality, the contact person will disclose this with the complainant.

Although a complainant may request confidentiality, it may still be possible to attempt some mediation or resolution of the complaint, to address the situation in some other manner, or to take corrective action as appropriate for the situation. The contact person, therefore, should explore these alternatives, rather than failing to take action because of the request for confidentiality. Action requiring disclosure of the complainant's identity or identifying the complainant in some manner will generally not take place without consent of the complainant.

There are two complaint procedures that a student can choose to follow—the informal complaint procedure and the formal complaint procedure.

Informal Complaint Procedure

The informal complaint procedure seeks to achieve a resolution that both the complainant and the alleged harasser agree upon. An informal complaint may be oral or in writing. It should be brought to one of the contact persons listed above.

Informal complaints may have several outcomes. The person raising the issue may only want to discuss the matter with a neutral third party to clarify whether harassment may be occurring and to determine his or her options, including the pursuit of more formal action. In such a situation, the contact person will give assistance and offer suggestions on how the issue might be resolved, without drawing a conclusion as to whether harassment has occurred.

In other cases, the contact person may be asked to act as a mediator, to talk to the other person(s) to see whether an informal resolution of the issue can be reached. If resolution is reached by this process, no further actions will be taken, and the matter will be considered closed.

The Associate Vice President for Student Development will keep a record of the complaint and its resolution, including the names of the involved parties. Issues not so resolved may require that further inquiries be made and/or that the university take a more active role in finding a solution to the problem. If a satisfactory resolution cannot be reached, the formal complaint procedure may be used at the option of either the complainant, the respondent, or the university.

Formal Complaint Procedure

A complainant may file a formal complaint without first using the informal complaint procedure. A formal complaint should be in writing and filed with the Associate Vice President for Student Development. The formal complaint should include: the alleged harasser's name; the times, dates, places, and circumstances surrounding the allegation of harassment; and the names of any witnesses to the incident(s). The complainant may request assistance from a contact person in preparing a written complaint.

A formal complaint can be initiated by any of the contact persons, including the Associate Vice President for Student Development. The president, provost, vice presidents or deans may request that the Office of the Vice President for Student Development conduct an investigation or conduct review without a formal complaint from any one individual.

After receipt of the formal complaint, the Associate Vice President for Student Development or his/her designate will review student files and will consult with the complainant, the person against whom the complaint is made, any witnesses, and appropriate faculty, staff, and students, in an attempt to resolve the matter and/or determine whether further investigation is warranted. A copy of the formal complaint will be provided to the individual against whom the complaint is lodged. A formal investigation can be terminated at any time, e.g., if a satisfactory resolution is agreed to before a written finding is made, or if an appropriate resolution is implemented.

Upon completion of the investigation, the Associate Vice President for Student Development will determine if the charge merits adjudication and will notify the complainant and respondent, if any, in writing, of the findings and recommendations. Even where prohibited harassment is not found, the Office of the Vice President for Student Development may determine that the conduct is inappropriate or otherwise violates the Code of Student Conduct. A complainant or respondent dissatisfied with the findings or recommendations may file a rebuttal statement with the Associate Vice President for Student Development for inclusion in the investigative file. The complainant may also file an appeal according to the appeals process described in the Code of Student Conduct. In cases warranting adjudication, the Office of the Vice President for Student Development retains the right to determine whether the review will be conducted by the faculty/student review board, the peer review board, or by an administrator designated by the vice president for Student Development. The proceedings will be conducted in accordance with the Code of Student Conduct.

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, 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 by the last day to register each term, as announced in the University Calendar.

In addition FERPA affords students certain rights with respect to their education records. The 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 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 a 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 and 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 name and address of 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.

Tuition for Graduate Courses 2003-2004

Business	\$564 per credit hour
Culture and Language Bridge Program	\$446 per credit hour
Education (master's and education specialist degrees)	\$434 per credit hour
Doctor of Education	\$523 per credit hour
EDLR 612 (0 credit)	\$750 per quarter
Institute of Public Service	\$472 per credit hour
Not-for-Profit Leadership	\$472 per credit hour
Nursing	\$434 per credit hour
Psychology	\$472 per credit hour
School of Theology and Ministry	\$434 per credit hour
Software Engineering	\$564 per credit hour

Fees

Application, graduate and non-matriculated	\$55
Deposits:	
Doctor of Education	\$500
Executive Master of Not-for-Profit Leadership	\$100
Masters in Teaching	\$500
Advance Practice Nursing Immersion: MSN.....	\$150
Masters of Arts in Psychology	\$100
Counseling	\$250
Activity fees:	
COUN 527	\$70
EDLR 600	\$70
EDLR 621, 631, 641	\$275
School of Theology and Ministry	\$70
SPSY 553	\$85
SPSY 554, 555	\$70
SPSY 559, 560	\$35
TEED 511	\$80
Incomplete fee (per course).....	\$60
Late payment fee	\$100
Graduate Matriculation fee	\$85
Doctoral dissertation fee	\$75
Master's degree thesis binding fee	\$70
Doctorate degree thesis binding fee	\$85

Student Financial Services

The various student services offered by Student Financial Services include providing student account statements; receipt of student payments; answering 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; receiving and processing time sheets for student payroll; and issuing student payroll checks.

Tuition Payment

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

Payment of tuition and fees includes library and health service fees, student newspaper, student organization allotments, building fund, and admission to athletic events. International students will automatically be charged medical insurance. A waiver can be

obtained from the International Student Center upon proof of insurance coverage.

Official Withdrawal

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

The date the 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.

Payment Options

- Mail: Send your check for the total amount due to Student Financial Services, Seattle University, 900 Broadway, Seattle, WA 98122-0064. Please write your student ID number on your check.
- Drop-Box: Place your check or credit card information in the drop-box adjacent to the Student Financial Services Windows in the University Services Building, Room 105.
- In Person: Come to Student Financial Services between 9:00 a.m. and 6 p.m., Monday and Tuesday, or between 9:00 a.m. and 4:30 p.m., Wednesday through Friday.
- Make payment arrangements with the Student Financial Services:
 - Plan A: Annual arrangements may be made for 8, 9 or 10 monthly payments. There is a \$50 non-refundable handling fee with this plan due with the first payment beginning July 1st. Call (206) 296-2000 for information. (Deadline to apply is 9/15/03).
 - Plan B: Is a three month payment plan available for each quarter: 1/3 of tuition balance plus a \$30 non-refundable handling fee is due by each quarter's tuition due date; 1/3 in 30 days; remaining balance due in 60 days.
 - Plan C: Is a one month payment plan available for each quarter. A \$30 non-refundable handling fee is due by the quarter's tuition due date and the balance of account is due in 30 days.

Quarterly Payment Plan Due Dates

	Fall	Winter	Spring
Plan B			
Payment1	09/15/03	12/15/03	03/15/04
Payment2	10/15/03	01/15/04	04/15/04
Payment3	11/15/03	02/15/04	05/15/04
Plan C	10/31/03	01/31/04	04/30/04

Call Student Financial Services at (206) 296-2000 for information on Payment Plans.

Without a signed payment plan on file with Student Financial Services, tuition balances paid after the due date are subject to late payment and refund policies.

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

If you have questions regarding your account, please call Student Financial Services at (206) 296-2000 between 9:00 a.m. and 4:30 p.m., Monday through Friday.

Late Payment

A late fee of \$50.00 per month to a maximum of \$100.00, 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:

- 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.)
- Institutional error and/or delays in financial aid application of funds are a result of institutional error.

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.

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.

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 "restriction" being placed on the issuance of academic transcripts or diplomas and will prevent further registration until resolved/paid in full. Delinquent accounts may be referred to a commercial collection agency for recovery 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

For graduate students, refunds are based on the number of calendar days (excluding official campus holidays) from the first class day of the term to the official withdrawal date or reduction in class load date. The official date is considered the date of any change made by touchtone registration or the date you submit your completed official withdrawal form to the registrar.

*See the quarterly schedule of classes for specific dates

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

Loan proceeds are returned directly to the lender. A check for any credit balance will be issued by Student Financial Services.

Petitions for tuition adjustment and fee waiver will be approved only to correct a 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 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).

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, and to 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. We will then process your request. Please allow a minimum of two (2) weeks to for processing. If processed in time, funds should be available the first day of classes.

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.

Applications for Federal Student Aid

Financial aid applications called the Free Application for Federal Student Aid (FAFSA) are available after January 1 of each year from the Financial Aid Office. A new FAFSA is required for each academic year students apply for financial aid.

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

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

Loans

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

Federal Stafford Loan

The Federal Direct Stafford Loan (formerly GSL) is a long-term, need-based loan. Graduate students may borrow up to their maximum eligibility as determined by the FAFSA and interpreted by Student Financial Services. The maximum any student can borrow for one academic year is \$8,500. The aggregate limit (undergraduate and graduate combined) is \$65,500.

Stafford funds are reduced by approximately 1.5 percent of the amount borrowed. The amount withheld represents a loan origination and guarantee fee. There are no other charges while students are enrolled at least half-time. For financial aid purposes, Seattle University defines half-time graduate work as a minimum of three credits, full-time as a minimum of eight credits.

The interest rate for Federal Stafford Loans is variable with a maximum of 8.25 percent. The minimum repayment is \$50 per month and starts six months after students cease half-time enrollment.

Unsubsidized Federal Stafford Loan

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

Work Study

Seattle University offers two work programs: federal work study and state work study. Work study is awarded to graduate students based on request and availability of funds. Earnings under both programs are limited to eligibility as determined by the FAFSA. An authorization-to-work form is sent when students' files are complete if they are awarded work study. Please note the work study program is an opportunity to earn funds by working and is not subtracted from the bill. Students should contact the financial aid office to request work study.

Federal Work Study

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

State Work Study

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

Veterans' Educational Benefits

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

Scholarships

Graduate Scholarships

This is a limited need based scholarship and is awarded to students who are admitted into select programs that vary from year to year. Award amounts are up to \$2400 a year for up to two years and are determined by the Graduate Admissions Office upon consultation with the academic departments. Students must maintain continuous enrollment of at least half-time status, 3 credits for a minimum of 18 credits per academic year. Students must complete the FAFSA application each year in order to receive the funds.

Diversity Scholarships

In an effort to enrich the diversity of the graduate student population, Seattle University designates awards for selected under-represented minority students in education, nursing, and the School of Theology and Ministry. Contact departments to apply.

Executive Master of Not-For-Profit Leadership (MNPL) Program (Apply through NPL)

Nonprofit Management and Leadership Opportunity Program (NMLOP)

This program is funded by the Kellogg Foundation to increase the number of nonprofit leaders from communities of color. The NPL Program has been selected among twelve that can annual-

ly nominate a student for the award. If an SU student is selected, NMLOP pays the student directly.

Henry M. Jackson Foundation

\$20,000 is expected to be disbursed in 2003-2004 in a series of scholarships ranging from \$1,000 to \$5,000.

School of Theology and Ministry (STM) (apply through STM)

STM annually offers tuition-aid grants provided by Seattle University and/or the Roman Catholic Archdiocese of Seattle, and/or participating denominations in the Institute for Ecumenical Theological Studies. These grants are offered only in the form of partial tuition remission and are credited directly to a student's account on a quarterly basis. The amount of the tuition-aid grant is proportioned according to the number of registered credit hours. The deadlines for submission of all materials are April 1st for summer admissions, July 1st for fall admission.

Additional aid is available based on financial need or merit. A limited number of scholarships are available to persons of color who plan to minister to a multicultural faith community. Admitted students employed half time or more by a Catholic institution of the Archdiocese of Seattle may apply for 25% tuition reduction.

Catholic School Special Tuition Grant (apply through Student Financial Services)

Eligible full-time religious and lay teachers and principals of Catholic schools under the auspices of the Archdiocese of Seattle may apply for this grant. Masters in Teaching (MIT) and Doctor of Education (EDD) students are not eligible. The grant cannot be used to pay for MIT or EDD credits. Grant recipients pay half of regular tuition for eligible graduate education courses; the grant covers the other half.

Student Development Graduate Assistantships

Students who have been admitted to the Student Development Administration program may apply for these assistantships. Students receive a stipend for part-time work in a related field. Award amounts vary based up placement. Students should contact the department for an application.

Masters in Nursing Assistantships

Students admitted into the Masters in Nursing program may apply for Teaching Assistantships. Eligibility is determined by the School of Nursing and recipients receive both a grant up to \$3500 and a stipend up to \$7800. Students are expected to supervise undergraduate lab sections.

Advance Education Nursing Traineeship Grants and National Health Services Corps Scholarship

These are federally sponsored traineeships, grants and scholarships for students enrolled in graduate Nursing programs.

Matteo Ricci Consortia Schools Tuition Remission

Full-time employees of the six MRC consortia schools may be eligible for grant funds up to 85 percent of tuition. Eligibility for the grant is determined by Matteo Ricci College.

Departmental Sources

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

Cost of Attendance 2003-04

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

	On/Off Campus
Tuition*	\$11718
Room	4473
Board	2385
Books/Supplies	1080
Personal	1857
Transportation	1323
Average Loan Fee	188
Total	\$23,024

*Note: Tuition budgets are determined based on the per credit rate of each Program. Please refer to the Tuition and Fees section in the Bulletin.

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 has 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 received a 100% tuition refund for the dropped classes, their financial aid will be reduced to the amounts there are eligible to receive based on their new enrollment status. Any credit balance created as a result of the dropped class(es) will be refunded to the financial aid payment first, with the remainder going 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 and Financial Aid

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

- If you withdraw before finishing the quarter...
- and 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
- 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 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.

College of Arts and Sciences

Wallace D. Loh, PhD, Dean

Degrees Offered

- Master of Public Administration (MPA)
- Executive Master of Not-for-Profit Leadership (MNPL)
- Master of Arts in Psychology (MAP)

Objectives

The graduate programs in the College of Arts and Sciences support Seattle University's mission to educate the whole person for a life of leadership and service. Central to that mission, and guided by its Jesuit heritage, the graduate programs emphasize ethical reflection as essential for the complete professional life in addition to such skills as critical thinking and effective communication. To achieve these goals and to create a community of learners, classes are kept small and active learning is practiced. The availability of faculty and students to each other is a hallmark of Seattle University's educational mission.

INSTITUTE OF PUBLIC SERVICE

Russell M. Lidman, PhD, Program Director
Coordinator: Noreen Elbert, MPA
Phone: (206) 296-5440
Website: www.seattleu.edu/artsci/ips

Degree Offered

- Master of Public Administration (MPA)

For more information, visit www.seattleu.edu/artsci/ips

Mission of the Institute of Public Service

Seattle University's Institute of Public Service educates working professionals for positions of responsibility and leadership in public service. The MPA program, consistent with the Mission of Seattle University, aims 'to prepare students who can help build through service a just and peaceful community.'

Students and graduates are expected to meet high standards of professionalism, trust and stewardship. The Institute's academic program is responsive to the evolving character of public service and to the changing problems our public leaders confront.

- A state-of-the-art curriculum emphasizing experiential learning
- A blend of management theory and public-policy analysis
- A specialization in nonprofit management
- Small classes, averaging 18 per class, offered evenings and Saturdays
- An MPA degree in two or three years while enrolled part-time
- The choice of fall, winter, spring, or summer start dates
- Mentorship, internship, and independent study options

Bachelor of Public Affairs/Master of Public Administration: A Five-Year Program

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. This program is also open to junior-year transfer students from other universities and from the community colleges. See the Undergraduate Bulletin of Information for details.

Master of Public Administration

The Master of Public Administration (MPA) degree has been designed for the in-service student who holds or seeks a managerial or professional position in a public or independent sector organization. Its courses blend theory and practice, providing students with the analytic capacity and the understanding of organizations and policy that are essential to effective public management. Students can complete the program entirely on Saturdays, weeknights, or a combination of both. Students may enter during any academic quarter, including summer. A full complement of courses is offered each quarter.

Typically, students are in their late-20s to mid-30s, with considerable professional experience and are employed full-time in a career position in the government, nonprofit, or private sectors. Students bring a wealth of professional and life experiences to the classroom, providing real world learning opportunities for other students.

The faculty members have extensive public sector experience, a complement to their academic qualifications. They maintain regular contact with the practice of public administration through research, consulting, professional associations and community service projects. The program has an outstanding adjunct faculty of public service professionals.

The MPA program provides students with an understanding of the political, legal, and economic environments of public sector administration. Students explore the differences between profit-seeking and public-serving missions, and the central importance of ethical and moral expectations for those serving the public. Core courses teach analytical and interpersonal skills and perspectives required to manage

and lead public sector organizations. Topics include organizational behavior and theories for management, financial and performance information systems, research techniques, policy making and policy analysis, public sector finance, the legal environment, and public sector ethics.

The curriculum is designed in conformity with the standards established by the National Association of Schools of Public Affairs and Administration and reflects both the mission of Seattle University and the program's experience in offering the MPA degree for two decades.

MPA students may register for up to nine credits per term without permission of the director.

Although the University's limitation of 10 transfer credits will apply to most students, those who transfer from another university's MPA program may be allowed as many as 18 quarter credits in transfer.

Degree Requirements - Master of Public Administration

The MPA requires the completion of 54 credits. The degree includes 13 required three-credit classes. The remaining 15 credits are electives designed to enrich understanding of particular aspects of public service, and may include graduate courses taken in other departments. Electives deal with such topics as the nonprofit sector, legislative process, local government, mediation and negotiation, labor law, social justice, oral communication, and program evaluation.

I. MPA Program Requirements

Thirty-nine credits, including:

PUBM 501	Foundations of Public Administration	3
PUBM 511	Organizational Analysis	3
PUBM 512	Policy Formation and Implementation	3
PUBM 521	Management and Human Relations Skills	3
PUBM 522	Human Resource Management	3
PUBM 530	Management Analysis and Control	3
PUBM 531	Public Budgeting	3
PUBM 540	Policy and Program Research	3
PUBM 541	Policy Analysis	3
PUBM 570	Economic Analysis	3
PUBM 571	Government Finance	3
PUBM 572	Administrative Law	3
PUBM 590	Prospectives in Public Service	3

II. Program Electives

Choose electives from the following:15

PUBM 559	Creating and Sustaining the Livable City
PUBM 562	Oral Communication
PUBM 580	Legislative Policy Making
PUBM 581	Labor Law and Collective Bargaining
PUBM 583	Mediation and Negotiation Skills
PUBM 586	Fundamentals of the Nonprofit Sector
PUBM 587	Nonprofit Resource Development
PUBM 588	Nonprofit Board and Volunteers
PUBM 591	Special Topics (1-5)

PUBM 592	Special Topics (1-5)
PUBM 593	Special Topics (1-5)
PUBM 595	Internship (1-6)
PUBM 596	Independent Study (CR/F) (1-5)
Other Graduate Program Courses (see adviser)	

MINIMUM CREDITS REQUIRED FOR DEGREE54

Public Administration Courses

PUBM 501 Foundations of Public Administration 3

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

PUBM 511 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

PUBM 512 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

PUBM 521 Management and Human Relations Skills 3

Addresses management/human relations skills for successful leadership in public and nonprofit organizations. Topics include self-awareness, team building, stress management, communications, empowerment, power and influence, and conflict management. Emphasis is on experiential learning. Required

PUBM 522 Human Resource Management 3

Analyzes effective human resource management in public and nonprofit organizations. Addresses topics of human resource planning, equal employment opportunity laws and programs, recruitment, selection, and compensation of personnel, performance appraisal, organizational development initiatives such as TQM and re-engineering, and selected contemporary topics. Required

- PUBM 530 Management Analysis and Control** 3
Examines primary concepts and purposes of management control in public and nonprofit 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
- PUBM 531 Public Budgeting** 3
Discusses the role, types, and uses of budgeting in public and nonprofit organizations. Specific topics include capital budgeting, the link between planning and budgeting, and performance budgeting. Learn key technical and political issues involved in budgeting. Course relies heavily on case studies and simulation. Suggested Prerequisite: PUBM 530
- PUBM 540 Policy and Program Research** 3
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
- PUBM 541 Policy Analysis** 3
This course addresses approaches to the systematic analyses policies that are under consideration for adoption or are under review. Emphasizes logical and prescriptive techniques for public policy analysis and decision-making. Among the approaches and issues considered are modeling, decision making under risk and uncertainty, and risk preference. Emphasis is on conceptualization, interpretation, and analysis of selected policies. Required
Prerequisite: PUBM 540
- PUBM 559 Creating and Sustaining the Livable City** 3
This course is aimed particularly at those who work or might be contemplating work in local government. Working within an urban planning framework, this course focuses on observing, interpreting, and managing urban environments. Tools such as planning and zoning will be put into the context of their impact on the quality of life and the level of economic activity. There will be an emphasis on the application of qualitative research to better understand the evolution and design of ordinary cityscapes.
- PUBM 562 Oral Communication for Administrators** 3
This course addresses oral communications within the context of the contemporary organization. Discusses theories of techniques, but emphasizes performance and analysis of public speaking. Assignments are differentiated according to the needs and professional applications of individual students. Elective
- PUBM 570 Economic Analysis** 3
Provides students with fundamental economic content and knowledge to understand issues of public policy and management. Focus on concepts of cost, market dynamics, inflation, demand elasticity, welfare, employment theory, and stabilization policy. Required
- PUBM 571 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: PUBM 570 or equivalent
- PUBM 572 Administrative Law** 3
Exposes students to the background and applications of the legal system's central components: regulatory process; rule making; investigation; and adjudication. Utilizes Constitutional framework for statutory analysis, legal research, and liability of governmental units and officials. Assists the administrator in recognizing the legal parameters of decision-making. Required
- PUBM 580 Legislative Policy Making** 3
Considers the play of forces that shape state policy-making within the various branches of government with specific attention to "legislative policy-making". Using current and recent campaigns for public offices and initiatives, the course examines the confluence of cultural and political issues raised there and likely to shape future policy-making. Through texts, readings, and guest speakers, the course utilizes seminar discussions to critically examine state policy-making. Major focus is on individual research paper on a current policy issue. Elective
- PUBM 581 Labor Law and Collective Bargaining** 3
Examines the legal foundations and organizational and behavioral relationships in the field of labor law and collective bargaining. Explores the history, legislation, and court intervention in labor relations. Students will engage in research and undertake other practical applications of the course concepts. Elective
- PUBM 583 Mediation and Negotiation Skills** 3
Discusses conflict resolution and the principles, methods, and dynamics of negotiation and mediation processes. Students develop awareness and personal skills to become more effective in negotiating and resolving conflicts, especially in public service work environments. A large portion of class time is devoted to experiential learning situations including bargaining and mediation simulations. Elective
- PUBM 585 Leadership, Learning and Change Management** 3
The practice of leadership, learning, and change management in relation to self, others, teams, and organizations. A conceptual and experiential exploration of contemporary theories of leadership, personal and organizational learning, and the related dynamics of personal and organizational change. Emphasis on application to public and non-profit organizations. Elective
- PUBM 586 Fundamentals of the Nonprofit Sector** 3
The roles played by various types of not-for-profit organizations in American communities, and the traditions, laws, regulations, and customs which influence their operations. Considers the public policy environment that influences the character and operation of not-for-profits, as well as the roles of nonprofits in influencing public policy. Elective

- PUBM 587 Nonprofit Resource Development 3**
Explores the principles of philanthropy and fundraising as applicable to private non-profit and governmental agencies. The key role of resource development in effective nonprofits is emphasized. Through lectures, discussion groups, guest speakers and panels, in-class exercises, and class projects, students practice resource development skills. Elective
- PUBM 588 Nonprofit Boards and Volunteers 3**
Examines board and volunteer management in terms of legal responsibilities of boards, the role of boards in non-profits, and the dynamics of board and staff relations. Volunteer organization and management is addressed. Elective
- PUBM 589 Policy Reform 3**
Students create reform proposals based on data collection, ethical reasoning, and field interviews with public officials, policy advocates and affected populations. Focus on the intersection of diverse policy issues and the implications for public revenue. Requires advanced skills in writing and public speaking. Elective
- PUBM 590 Prospectives in the Public Service 3**
Capstone course integrates knowledge and skills from required course work in the analysis of a policy or management problem. Students work individually or in pairs in identifying a problem, researching its background, formulating and analyzing alternative solutions, and recommending a course of action. To be taken during the last or next-to-last quarter of study. Required capstone course Prerequisite: PUBM 541.
- PUBM 591 Special Topics 1 to 5**
- PUBM 592 Special Topics 1 to 5**
- PUBM 593 Special Topics 1 to 5**
- PUBM 594 Integrative Seminar 3**
- PUBM 595 Internship 1 to 6**
- PUBM 596 Independent Study (CR/F) 1 to 5**

Institute of Public Service Faculty

Roddrick A. Colvin; BA, Indiana University; MPA, Seattle University; PhD, University at Albany; assistant professor of public administration, organizational analysis, research and statistics; 2001.

Leanna L. Holmer; BA, MA, PhD, 1993, The Ohio State University; associate professor of public administration; organizational theory and behavior, human resource management, management skills; 1995.

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

Edward J. Jennerich; BA, Tenton State College; MS, Drexel University; PhD, 1974, University of Pittsburgh; professor of public administration; policy formation and analysis, higher education law; 1997.

Russell M. Lidman; BS, Cornell University; MPA, Princeton University; MS, PhD, 1972, University of Wisconsin; professor and Director of the Institute of Public Service; public policy, public management, higher education administration, public finance; 2000.

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

Marie Rose Wong; BS, Iowa State University; PhD, 1994, University of Washington; assistant professor of public administration; city and regional planning, urban design, housing policy and design, Asian American Studies; 2002.

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

Institute of Public Service Faculty Emeritus

John Collins, PhD (1992)

THE CENTER FOR NONPROFIT AND SOCIAL ENTERPRISE MANAGEMENT

Michael Bisesi, EdD, Director
Coordinator: Noreen Elbert, MPA
Phone: (206) 296-5440
Website: www.seattleu.edu/artsci/npl or www.mnpl.org

Degree Offered

- Executive Master of Not-for-Profit Leadership (MNPL)

The Center for Nonprofit and Social Enterprise Management, a project jointly sponsored by the College of Arts and Sciences and the Albers School of Business and Economics, was founded in July 2000. It is designed to lead and coordinate the university's educational, research and outreach services to the nonprofit sector and to businesses engaged in civic partnerships with their communities. Activities include the Nonprofit and Philanthropic Executive Series, an annual noncredit workshop designed to improve the leadership skill of staff and boards.

EXECUTIVE MASTER OF NOT-FOR-PROFIT LEADERSHIP

This is the first executive graduate degree program in the country developed specifically for those who head nonprofit organizations. As an executive degree, the program offers opportunities to network with and learn from experienced peers while also working with a distinguished mix of instructors drawn from the IPS faculty, practitioners and training professionals.

It is now recognized that effective nonprofit executives must have the leadership skills that inspire others to voluntary action while also possessing the management abilities

expected in government and business. The program has a unique curriculum designed to teach the core competencies that empirical research has shown are expected of the best non-profit executives. While courses will teach the latest management and leadership theory, content will emphasize practical application. Course work is intended to build on the base of experience that students will bring with them to the classroom.

All courses are scheduled in the evenings or on week-ends, with the exception of a two-week, full-time intensive course period each August or September during summer intersession.

Program participants have the opportunity to meet with a wide variety of the region's nonprofit and grantmaking leaders. Personal mentoring is also provided by a diverse visiting committee. A unique interactive website encourages peer mentoring and exchange of best practices between program participants, graduates, visiting committee members, and faculty. Graduates have access to job placement services and are invited to continue their association with the program through an alumni organization.

Candidates for Admission

The MNPL program is oriented toward working professionals who currently are not-for-profit executives or who expect to be in such positions within three years of completing the program. Students will be selected from:

- Those already employed in nonprofit and philanthropic organizations who have at least two years in middle to upper management;
- Those with comparable experience in business, government and the professions who wish to prepare for a career shift to the nonprofit sector;
- Individuals with eight years of experience in leadership positions on nonprofit boards who now desire employment as a nonprofit executive;
- Professionals selling services to the non-profit sector.

Admission Requirements

All applicants must have:

- a bachelor's degree from a regionally accredited institution.
- a 3.00 grade point average (GPA). In special cases those with less than a 3.00 GPA may be admitted on a probationary status.
- a recommendation from the applicant's employer.

Program Candidates

- A class of 25 to 30 students is admitted each year and this cohort proceeds through the program together in order to provide more opportunities to learn from each other.
- Each admitted student will be asked to gather from an employer an assessment of the student's core competencies and leadership qualities. This profile will be used as a guide during the program and at graduation will be coupled with a plan for future professional development.

Degree Requirements — Not-for-Profit Leadership

The MNPL program requires 45 quarter credits taught through 13 courses offered over 16 months. Electives and/or transferred credits may be substituted if approved by the department. The final required course allows each student to pursue in-depth research on a subject of personal interest.

Program Schedule

Yr	Summer	Intersession	Fall	Winter	Spring
1		NPLR 515	NPLR 535 NPLR 525 NPLR 540	NPLR 537 NPLR 544	NPLR 536 NPLR 538
2	NPLR 539 NPLR 542	NPLR 543	NPLR 541 NPLR 550		

Required NPLR Courses

NPLR 515	Fundamentals of the Not-for Profit Sector.....	3
NPLR 525	Leadership and Interpersonal Behavior For Not-for-Profit Executives.....	6
NPLR 535	Not-for-Profit Management I: Planning.....	3
NPLR 536	Not-for-Profit Management II: Financial Planning and Management..	3
NPLR 537	Not-for-Profit III: Boards and Volunteers.....	3
NPLR 538	Not-for-Profit Management IV: Leading Staff.....	3
NPLR 539	Not-for-Profit Management V: Service Quality Management.....	3
NPLR 540	Not-for-Profit Management VI: Program Evaluation.....	3
NPLR 541	Public Policy, Advocacy and Collaboration.....	3
NPLR 542	Not-for-Profit Marketing and Public Relations.....	3
NPLR 543	Resource Development for Not-for-Profit Organizations.....	6
NPLR 544	Persuasive Communication for Nonprofit Executives.....	3
NPLR 550	Summary Project.....	3

MINIMUM CREDITS REQUIRED FOR DEGREE45

Not-For-Profit Leadership Courses

NPLR 515	Fundamentals of the Not-For-Profit Sector	3
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The role of not-for-profit organizations, their history, traditions, values, ethics, legal, tax, and economic basis and emerging issues facing the sector. Required.

- NPLR 525 Leadership and Interpersonal Behavior for Not-For-Profit Executives** 6
Theoretical and applied knowledge about concepts of leadership, leadership styles and situations, communication skills, techniques of inspiration, motivation, conflict resolution, negotiating and building consensus, coping with change, and fostering innovation. This class will include two weeks of full time study. Required.
- NPLR 535 Not-For-Profit Management I: Planning** 3
Understanding the function of strategic, long range and tactical planning, developing the framework and tools to design a variety of planning models, motivating and managing stakeholder involvement with different planning initiatives, integrating learning organization and systems principles, creating vision, mission, values, strategic thinking. Required.
- NPLR 536 Not-For-Profit Management II: Financial Planning and Management** 3
Planning, reporting and controlling of fiscal resources and overall management control systems, budgeting, terminology and principles of financial accounting and program evaluation, analysis of financial statements, responsibility and program structure, internal controls and audit responsibility, managerial financial controls and pricing. Required.
- NPLR 537 Not-For-Profit Management III: Boards and Volunteers** 3
Organizing and leading volunteers to provide governance and other assistance, board and staff relations, systems and tactics of volunteer motivation, recruitment, development, utilization and retention, strategies and best practices for creating an effective, diverse and committed organizational leadership team. Required.
- NPLR 538 Not-For-Profit Management IV: Leading Staff** 3
Best practices for implementing the management competencies needed to lead staff, political realities of staff operations, fostering creativity, coaching for excellence, achieving diversity, nonprofit aspects of personnel recruitment, administration, retention and evaluation policies and procedures, laws and regulations. Required.
- NPLR 539 Not-For-Profit Management V: Service Quality Management** 3
The role of the executive director in creating a customer/stakeholder-driven organization through the seven levels of work, service quality definitions, quality management concepts, continuous process improvement thinking and tools, the system of creative work, planning and measuring success with the quality scorecard. Required.
- NPLR 540 Not-For-Profit Management VI: Program Evaluation** 3
Program evaluation as a management practice that relates to strategic planning, program development and improvement, resource allocation, and marketing. Application of outcome-based evaluation and results-based accountability frameworks. Required.
- NPLR 541 Public Policy, Advocacy and Collaboration** 3
Understanding how not-for-profit organizations can work productively with governments and businesses to develop and maintain sound public policies that serve the interests of the organization and their customers, framing public problems and developing policy proposals, building effective partnerships, constituencies and advocacy campaigns, and complying with lobbying regulations. Required.
- NPLR 542 Not-For-Profit Marketing and Public Relations** 3
Marketing an organization's image, mission and services, developing and implementing a public relations strategy, working with the media, and tying these functions to the ability of the organization to attract financial support. Required.
- NPLR 543 Resource Development For Not-For-Profit Organizations** 6
Specific skills, knowledge and understanding required of executives to lead and manage the resource development and fundraising functions, integrating fundraising and stewardship throughout the organization, organizational readiness measures, materials and tools of resource development, best practices for involving volunteers, boards and staff in researching and soliciting contributions, methodologies for creating and using an effective, diversified and comprehensive resource development plan. Required.
- NPLR 544 Persuasive Communication for Nonprofit Executives** 3
Principles and practices of speaking effectively to persuade an audience, methods of assessing audience communication preferences, preparing for formal and informal speaking opportunities expected of nonprofit executives including radio and television presentations, assessing your communication strengths and opportunities for improvement. This class will emphasize practice and feedback. Required.
- NPLR 550 Summary Project** 3
Independent research analyzing and proposing resolution to a significant nonprofit leadership issue or management problem that synthesizes, through application, a wide variety of the leadership management skills and knowledge taught throughout the program. The course requires completion of a physical product and an oral presentation. Required.
- NPLR 591 Special Topics** 1-3
- NPLR 592 Special Topics** 1-3
- NPLR 593 Special Topics** 1-3

The Center for Nonprofit and Social Enterprise Management Faculty

Michael Bisesi; BS, University of Texas at Austin; MS, Indiana University; EdD, 1980, University of Houston; Professor and Director; nonprofit fundamentals, planning, boards and volunteers, leadership, civic engagement; 2001

Leanna L. Holmer; BA, MA, PhD, 1993, Ohio State University; associate professor of leadership and management; 1995.

Jim Sawyer; BS, Weber State College; PhD, 1975, University of Utah, associate professor of financial planning and management; 1977.

Mary Stewart Hall; BS, MA, PhD, University of Oregon; SEP, 1985, Stanford; professor of not-for-profit fundamentals, human resources management, research; 1995.

PSYCHOLOGY

Graduate Program Director: Jan D. Rowe, PhD
(206) 296-5400

Degree Offered

- Master of Arts in Psychology (MAP)

MASTER OF ARTS IN PSYCHOLOGY

Combining strong psychotherapeutic training with philosophical reflectiveness, the Existential-Phenomenological Therapeutic Psychology Program offers students an interdisciplinary focus on the qualitative, experiential study of human life. By laying the foundations for a therapeutic attitude, the program prepares students to enter the helping professions, and/or pursue doctoral studies. It proposes a humanistic model of understanding and working with people in-depth, respecting the complexity of our human experience and drawing upon the wisdom accumulated by the long tradition of the humanities. It is informed by the philosophical traditions of existentialism, phenomenology and hermeneutics, and aims to be faithful to experience by setting aside theoretical prejudices in order to understand persons existing in their situations.

Admission Requirements

- Bachelor's degree, including introduction to psychology, statistics, scientific research methods, growth and development, abnormal psychology, theories of personality—ordinarily the equivalent of a minor in psychology
- Minimum 3.00 GPA
- A beginning understanding of existential and phenomenological psychology
- Prior to admission, some experience in the areas of counseling or human services
- Three letters of recommendation (**not forms**)
- An autobiography (minimum four pages) including but not limited to information on the applicant's present and future interests in psychology. This essay should be sufficiently specific to give the reader a concrete sense of your personal, as well as your vocational and intellectual development. Thus, it should include an account of work or volunteer experiences, influential courses or readings, why you are interested in this program and orientation, and *especially* personal events and changes which furthered your interest in psychology and the therapeutic process and relationship.

- An interview, either in person or by telephone, will be asked of those applicants who have reached the final screening.

For a complete application packet and instructions contact the psychology department (206) 296-5400 or graduate admissions (206) 296-2000. For specific questions, contact the department.

NOTE: We regard one's personal experience in psychotherapy, either prior to entering the program or before graduation, as extremely valuable. While in this program, students are not allowed to do psychotherapy as private practitioners.

Degree Requirements - Master of Arts in Psychology

This is ordinarily a full-time, two-year program; students typically carry nine credits each quarter.

Fifty-five credit hours, including:

I. MAP Program Requirements

Thirty-four credits, including:

PSYC 501	Phenomenology of the Face.....	3
PSYC 503	Madness and Society	3
PSYC 505	Desperate Styles	3
PSYC 523	Perspectives/Psychotherapy.....	3
PSYC 533	Therapeutic Comm.....	3
PSYC 543	Basic Practicum I	6
PSYC 544	Basic Practicum II	6
PSYC 545	Basic Practicum III	6
PSYC 563	Integration Paper.....	1

II. Other Requirements

Approved PSYC electives.....21

Note: A student may, with approval, take up to three credits of upper-level undergraduate or graduate courses from another program as electives.

MINIMUM CREDITS REQUIRED FOR DEGREE55

Psychology Courses

PSYC 501	Phenomenology of the Face	3
Introduction to existential-phenomenological philosophy and psychology for therapeutic practice. Existential phenomenology helps us ethically understand other people in face-to-face situations: the paradox that "the face" presented both reveals and conceals the meanings of the other person.		
PSYC 503	Madness and Society	3
Introduction to disturbances labeled schizophrenia and borderline. Focus is on understanding the lived experience of the severely disturbed, an exploration of possible developmental roots of such styles of being and the implication for psychotherapy. Prerequisite: PSYC 505, permission of instructor. (formerly titled Assessment I)		

PSYC 505 Desperate Styles 3
The articulation of a phenomenologically and clinically based perspective for understanding disturbed behavior, with an emphasis on neurotic (anxiety) disorder. Issues in diagnosis (e.g., the DSM-IV) and therapy will also be given considerable attention. Permission of instructor.

PSYC 511 Family 3
Exposure to historical, social and cultural perspectives of the family and contemporary thought on the roles and relationships within the family. A look at the challenges which face the family structure today and especially an introduction to some of the current therapeutic approaches. Permission of instructor.

PSYC 513 Phenomenological Assessment and Research 3
The theory and practice of phenomenological assessment. Specific issues such as diagnosis, report writing, and the uses of psychological tests within the context of dialogue with clients will be discussed in detail. Consideration of the relationship between phenomenological research, psychotherapy and assessment. Prerequisites: PSYC 505, 503, permission of instructor. (formerly titled Assessment II)

PSYC 515 Group: Identity in Community 3
Experiencing the group situation, viewed as a social microcosm and context for therapeutic change, simultaneous with the reflection on the foundational and interdependent notions of existential separateness and identity as rooted in dialogue in community. Majors only, graded CR/F.

PSYC 523 Perspectives of Psychotherapy 3
Exploration of dream interpretation, unconscious phenomena, transference and countertransference, the healing relationship and other key issues in psychotherapy from an experiential as well as conceptual perspective. Permission of instructor.

PSYC 525 Self Psychology 3
The clinical writings of Heinz Kohut and his students, as well as our own therapy work with clients with so-called difficult narcissistic and borderline problems, will be discussed. Self-psychology prizes empathy, listening from within the experiential world of the client, and understanding and utilizing countertransference. Permission of instructor, spring.

PSYC 527 Ethics and Phenomenology 3
A search for the ethical ground for understanding pathology and therapy. A claim that Western philosophical egocentrism contributes to the narcissism of modern pathologies. A review of the philosophy of Emmanuel Levinas, which suggests that the center of the true self is not in the individual self, but in the responsible concerns for others. Permission of instructor, spring.

PSYC 533 Therapeutic Communication 3
Principal focus on listening to, understanding and responding to another, as well as self, in the interview process. Essentially an experiential course designed to explore the meaning of attending to relationship in a quasi-therapeutic setting. Majors only, graded CR/F.

PSYC 535 Phenomenology of Therapeutic Change 3
Exploration of the different meanings of helping and change in a therapeutic relationship. Reflection on various models of the healer and experiential work on our own motives, expectations and needs for ourselves as therapists. Graded CR/F.

PSYC 543 Basic Practicum in Therapeutic Psychology I 6

PSYC 544 Basic Practicum in Therapeutic Psychology II 6

PSYC 545 Basic Practicum in Therapeutic Psychology III 6

Offered as a series; each course provides a minimum of 200 hours on-site supervised practicum experience in agencies providing psychological service; weekly group case consultation with a faculty member, as well as individual consultation as needed. Ordinarily students are not allowed to get their practicum experience at agencies where they are working as staff. Majors only, graded CR/F.

PSYC 551 Hermeneutics: Interpretive Foundations of Non-Behavioral Psychology 3

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

PSYC 563 Integration Paper 1

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

PSYC 591 Special Topics 1 to 3

PSYC 592 Special Topics 1 to 3

PSYC 593 Special Topics 1 to 3

PSYC 596 Independent Study 1 to 3

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

Psychology Faculty

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

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

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

George Kunz, BA, PhL, Gonzaga University; PhD, 1975, Duquesne University; associate professor; 1971.

Erica Lilleht, BS, The College of William and Mary; PsyD, 1997, Rutgers, The State University of New Jersey; assistant professor; 1999.

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

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

Albers School of Business and Economics

Joseph M. Phillips, PhD, Dean
Mary Carpenter, MEd, Director, Graduate Programs

Degrees Offered

- Master of Business Administration (MBA)*
- Master of International Business (MIB)*
- Master of Professional Accounting (MPAC)
- Master of Science in Finance (MSF)*
- Joint Programs in above degrees with Juris Doctor from School of Law

Certificates Offered

Certificate of Post-MBA Studies

Certificate of Post-MIB Studies

Certificate of Post-MPAC Studies

Certificate of Post-MSF Studies

**Accredited by AACSB International – The Association to Advance Collegiate Schools of Business (AACSB). AACSB is the premier accrediting agency and service for U.S. business schools.*

Objectives

The mission and educational goals of the Albers School produce a set of programs and activities designed to prepare students for an increasingly complex and challenging global business environment, to help them appreciate and develop a commitment to personal integrity and corporate responsibility, to develop an enthusiasm for lifelong learning, and to instill a service orientation.

Admission Requirements

Students seeking admission to graduate programs should contact the Albers School of Business and Economics at (206) 296-5700 or the Seattle University Graduate Admissions at (206) 296-2000 for admission materials. Documents required for admission to either the MBA, the master of international business (MIB), the master of professional accounting (MPAC), or the master of science in finance (MSF) programs include the following:

- Completed application form and fee
- Official (sealed) transcripts showing a bachelor's degree from an accredited institution and information from all post-secondary educational institutions attended
- Scores from the Graduate Management Admissions Test (GMAT)
- A current résumé. Note: MBA, MSF, and MIB programs require one year of full-time work experience. Work experience is not required for the MPAC program.

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

A maximum of 12 credits taken in non-matriculated status may be applied toward any master's degree in the Albers School.

Albers students may take one elective course from another Seattle University graduate program with prior approval of the program director with the exception of cross registration with the School of Law.

Math and Computer Proficiency

All graduate students in the degree programs of the Albers School of Business and Economics must establish their proficiency in basic mathematics (college algebra and introductory calculus) and in computer use (word processing, intermediate-level skills in spreadsheet analysis, communication via e-mail, and conduct research via the Internet). All students must have access to a computer with a modem, or the flexibility to use campus computer labs.

Math proficiency can be established by previous credit course work or the non-credit course offered by the Albers School.

Students are encouraged to complete these proficiency requirements prior to starting their graduate degree program. These requirements must be completed by the end of the first year in each program.

Business and Law Joint Degree Program

The Seattle University business and law joint degree program allows students to obtain the JD and a graduate degree in business. Specified courses taken at the Law School may contribute to the business degree and specified courses completed in the Albers School of Business and Economics may contribute to the JD Degree. The joint degree is available to both full- and part-time students but it should be noted that the American Bar Association requires that the JD be completed within six years.

Seattle University offers three graduate degrees which may be earned in combination with the JD degree: master of business administration, master of science in finance, and master of international business.

Transfer Credit

Students are allowed to transfer up to nine quarter credits from AACSB accredited institutions with prior approval of the dean or director of the program. Any transfer credits from international universities are subject to prior approval of the dean. The six-year limit policy applies to courses approved for transfer from other universities.

As an exception the Albers School is a party to the Memorandum of Understanding for AACSB Accredited AJCU Business Schools. The agreement allows students in participating Jesuit AACSB accredited business schools to transfer up to one-half of their degree requirements from their original university to the receiving university.

BUSINESS ADMINISTRATION

MBA Program Director: William L. Weis, PhD

Phone: (206) 296-5700

Degree and Certificate Offered

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

MASTER OF BUSINESS ADMINISTRATION

The master of business administration (MBA) program is designed to prepare graduates for leadership responsibilities in business. The program is constructed with the following goals:

- To provide knowledge and understanding of the fundamental disciplines, techniques and ethical dimensions involved in managerial decisions
- To develop proficiency in applying concepts and analytical methods to domestic and international organizational strategy
- To develop leadership skills within a broad business and social perspective

MBA courses are available at the main campus, as well as the Seattle University Eastside Education Center in Bellevue. Students may select classes from each site. Courses are generally scheduled late afternoons, evenings and Saturdays.

Degree Requirements — Master of Business Administration

I. Preparatory Course Work

Computer Skills

Business Calculus

(The above requirements must be completed by the end of the first year in the program)

II. Fundamental Business Courses*

Eighteen credits, including:

MBA 500	Introductory Business Statistics	3
MBA 501	Statistical Applications and Quantitative Methods	3
MBA 502	Analytical Tools for Managerial Decision Making	3
MBA 503	Financial Accounting	3
MBA 504	Managerial Accounting	3
MBA 505	Domestic and Global Economies	3

*Students with previous comparable course work with a B (3.0) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Leadership and Team Building Courses

Seven required MBA credits, including:

MBA 510	Leadership and Team Development ...	4
MBA 511	Integrated Enterprise Management	3

IV. Required Core Courses

Twenty-four MBA credits, including:

MBA 512	Business Ethics and Social Responsibility	3
MBA 513	Legal and Regulatory Environment	3
MBA 514	Econ of Integrative Markets	3
MBA 515	Financial Management	3
MBA 516	Management of People	3
MBA 517	Marketing Management	3
MBA 518	Operations Management	3
MBA 519	Competitive Strategy	3

V. Electives

Minimum of 3 credits each from 3 separate areas and maximum of 18 credit hours from any one area

24

MINIMUM CREDITS REQUIRED FOR DEGREE.. 55-73

ACCOUNTING CONCENTRATION

A formal concentration is available in accounting, is noted on official transcripts, and requires ten elective courses. Two of the accounting electives are "extra" courses beyond those required by the MBA. The courses are as follow:

- Eight electives from accounting are: ACCT 501, ACCT 531, ACCT 532, ACCT 534, ACCT 536, plus three additional accounting courses.
- Two electives from two separate areas outside the accounting area.

The educational requirement to sit for the CPA exam in Washington State includes 36 quarter hours in accounting in any combination of graduate and undergraduate accounting credit hours. Up to 13 credit hours of course work in principles of accounting may be counted.

CERTIFICATE OF POST-MBA STUDIES

The certificate of post-MBA studies is designed to allow master of business administration graduates to develop expertise and acquire a credential beyond the MBA degree. The certificate program offers post-MBA students to:

- Specialize in new areas of business
- Update older information or degree
- Acquire added skills and credentials to increase their .. career opportunities

The program allows a student, with guidance of the associate dean, to choose a customized program of six graduate business classes from the graduate courses offered through the Albers School of Business and Economics. Certificates are awarded in the following areas of specialization: accounting, economics, e-commerce/information systems, entrepreneurship, finance, international

business, management, and marketing. Course work for the certificate may be applied to other advanced graduate degrees.

Upon completion of the requirements of the program, students will have posted to their transcripts the entry, "Certificate of Post-MBA," or "Certificate of Post-MBA Studies in (insert discipline)" and be issued a certificate listing the discipline studied.

The program is open to graduates of MBA programs accredited by AACSB or from recognized international MBA programs with prior approval by the dean. Application requires submission of completed application, current résumé, and graduate transcripts. Seattle University MBA graduates generally will be considered eligible for the program. Contact the Albers School for information at 296-5700.

ACCOUNTING

MPAC Program Director: Susan Wehrich, PhD, CPA
Phone (206) 296-5784

Degree Offered

- Master of Professional Accounting (MPAC)

MASTER OF PROFESSIONAL ACCOUNTING

The master of professional accounting program is designed to prepare graduates for leadership responsibilities in professional accounting. The program is constructed with the following objectives:

- To transmit, in-depth knowledge and broaden the understanding of the fundamental disciplines, techniques and ethical dimensions involved in providing professional accounting services in the public, private, and governmental sectors of accounting. Depth of knowledge is developed in the cost, financial, tax, information systems, and auditing disciplines. Breadth of understanding is enhanced through the study of financial statement analysis, management control systems, and additional graduate business coursework.
- To develop leadership and management skills essential for taking direction of the accounting function across a broad range of enterprises.
- To develop student awareness of the needs of communities beyond the boundaries of their profession.
- To sharpen essential professional skills including critical thinking, effective written and oral communication, working effectively in teams, and a proficiency in the use of the computer for information search, retrieval, problem solving, and communication.

Degree Requirements — Master of Professional Accounting

The MPAC degree requires 46 graduate credit hours (14 three-credit courses and 1 four-credit course) beyond the undergraduate degree and any of the basic business and accounting prerequisites.

I. Preparatory Course Work

Computer Skills
Business Calculus*

(The above requirements must be completed by the end of the first year in the program)

II. Fundamental Business Courses*

Twenty-four credits, including:

MBA 500	Introduction to Statistics	3
MBA 501	Statistical Applications and Quantitative Methods	3
MBA 502	Analytical Tools for Managerial Decision Making	3
MBA 503	Financial Accounting	3
MBA 504	Managerial Accounting	3
MBA 505	Domestic and Global Econ.	3
MBA 511	Integrated Enterprise Management	3
MBA 513	Legal and Regulatory Environment	3

*Students with previous comparable course work with a B (3.0) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Fundamental Accounting Requirements**

Fifteen credits, including:

ACCT 501	Accounting Information Systems	3
ACCT 531	Financial Accounting I	3
ACCT 532	Financial Accounting II	3
ACCT 534	Managerial Cost Accounting	3
ACCT 536	Federal Taxation I	3

**Students with previous comparable course work completed in the past five years with a B (3.0) or better have the option of waiving these classes.

IV. Leadership Core

Ten credits, including:

MBA 510	Leadership Skills and	4
	Team Development	
MBA 512	Business Ethics and	3
	Social Responsibility	
MBA 516	Management of People	3

V. Program Tracks:

Choose specialization from track A., B., or C.

A. Financial Reporting and Assurance Service

Track requires twenty-seven credits, including:

MBA 515	Financial Management	3
ACCT 533	Advanced Financial Accounting	3
ACCT 535	Auditing	3
ACCT 537	Advanced Accounting Information Systems	3
ACCT 539	Advanced Federal Income Tax II	3
Choose one of the three following electives		3
ACCT 530	Strategic Cost Management	
ACCT 538	Financial Statement Analysis	

ACCT 568 Management Control Systems
 Choose three of the following seven courses
 not chosen above9

ACCT 530 Strategic Cost Management
 ACCT 538 Financial Statement Analysis
 ACCT 560 Introduction to Information Systems
 and E-Commerce
 ACCT 564 Object-Oriented Modeling in Business
 ACCT 566 Database Systems in Business
 ACCT 568 Management Control Systems
 ACCT 569 Strategies and Technologies on
 the Internet

B. E-Commerce and Information Systems

Track requires twenty-seven credits including:

MBA 518 Operations Management.....3
 ACCT 560 Introduction to Information Systems
 and E-Commerce.....3
 ACCT 564 Object-Oriented Modeling-Business...3
 ACCT 566 Database Systems in Business.....3
 ACCT 569 Strategies and Technologies on
 the Internet.....3

Choose one of the three following electives3

ACCT 530 Strategic Cost Management
 ACCT 538 Financial Statement Analysis
 ACCT 568 Management Control Systems

Choose three of the following seven courses
 not chosen above9

ACCT 530 Strategic Cost Management
 ACCT 533 Advanced Financial Accounting
 ACCT 535 Auditing
 ACCT 537 Advanced Acctg. Information Systems
 ACCT 538 Financial Statement Analysis
 ACCT 539 Advanced Federal Income Tax
 ACCT 568 Management Control Systems

C. Corporate Financial Management

Track requires twenty-seven credits including:

MBA 515 Financial Management3
 ACCT 530 Strategic Cost Management3
 ACCT 537 Advanced Accounting Information
 Systems.....3
 ACCT 539 Advanced Federal Income Tax II.....3
 ACCT 568 Management Control Systems3

Choose four of the following seven courses.....12

ACCT 533 Advanced Financial Accounting
 ACCT 535 Auditing
 ACCT 538 Financial Statement Analysis
 ACCT 560 Introduction to Information Systems
 and E-Commerce
 ACCT 564 Object-Oriented Modeling in Business
 ACCT 566 Database Systems in Business
 ACCT 569 Strategies and Technologies on
 the Internet

VI. General Electives

Graduate business courses9

MINIMUM CREDITS REQUIRED FOR DEGREE...46-85

CERTIFICATE OF POST-MPAC STUDIES

The certificate of post-MPAC studies is designed to allow graduates of master of accounting programs accredited by AACSB to develop expertise in a specified area of concentration beyond the MPAC.

The curriculum consists of a custom-designed selection of six graduate courses plus prerequisites. After a review of the student's background and interests, the MPAC director will work out a program of studies with the student. Certificates are awarded in the following areas of specialization: alternative accounting tracks, economics, e-commerce and information systems, entrepreneurship, finance, international business, management, and marketing. Credits earned for the certificate may be applied to other graduate degree programs in the school of business.

Upon successful completion of program requirements, students will have posted to their transcripts the following entry: "Certificate of Post-MPAC Studies in (insert discipline or additional MPAC track)" and will be issued a certificate listing the discipline studied.

The program is open to graduates of master of accounting programs accredited by AACSB. Application requires submission of completed application, current resume, and graduate transcripts. Seattle University MPAC graduates usually will be considered automatically eligible for the program. For non-Seattle University graduates, academic performance and work experience must meet or exceed the standard for entry to the master of professional accounting program.

FINANCE

MSF Program Director: Barbara M. Yates, PhD
 Phone (206) 296-2540

Degree and Certificate Offered

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

MASTER OF SCIENCE IN FINANCE

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

In addition to the development of appropriate quantitative and communication skills, the MSF provides detailed coverage of the following major areas of finance:

- Business finance
- Investments
- Financial institutions and markets

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

MSF graduates typically work in banking, risk management, insurance, personal financial planning, portfolio management, small business finance, capital budgeting, real estate, international finance, and general corporate financial management. Many seek CFA, CFP, or FRM certification or are on the track toward a corporate financial officer position.

Degree Requirements - Master of Science in Finance

I. Preparatory Course Work

Computer Skills
Business Calculus

(The above requirements must be completed by the end of the first year in the program)

II. Fundamental Business Courses*

Eighteen credits, including:

MBA 500	Intro to Statistics	3
MBA 501	Statistical Applications and Quantitative Methods	3
MBA 502	Analytical Tools for Managerial Decision Making	3
MBA 503	Financial Accounting	3
MBA 505	Domestic and Global Economies	3
MBA 511	Integrated Enterprise Management	3

*Students with previous comparable course work with a B (3.0) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Required Core Courses

Twenty-four credits, including:

MBA 512	Business Ethics and Social Responsibility	3
MBA 514	Economics of Integrative Markets	3
MBA 515	Financial Management	3
ECON 565	Applied Econometrics	3
FINC 540	Investments	3
FINC 541	Cases in Managerial Finance	3
FINC 544	Financial Institutions and Markets	3
FINC 546	Finance for International Business	3

IV. Specified Electives

Choose five of the following courses15
(three courses must be in finance):

ACCT 531	Financial Accounting Theory and Practice I
ACCT 538	Financial Statement Analysis
ACCT 568	Management Planning and Control Systems
ECON 564	Quantitative Methods in Economics
ECON 566	Economics and Business Forecasting
ECON 573	International Economics
ECON 581	Theory of the Firm

FINC 543	Advanced Financial Theory
FINC 548	Financial Management of Banks
FINC 549	Capital Budgeting
FINC 550	Financial Risk Management
FINC 551	Entrepreneurial Finance
FINC 552	Portfolio Management
FINC 553	Advanced Topics in Investments
FINC 554	Real Options Analysis

V. General Electives

Electives6

Students with an MBA from an AACSB accredited program may waive these electives.

MINIMUM CREDITS REQUIRED FOR DEGREE...45-63

CERTIFICATE OF POST-MSF STUDIES

The certificate of post-MSF studies is designed to allow graduates of AACSB-accredited MSF programs to develop expertise in a specified area of concentration beyond the MSF. The curriculum consists of a custom-designed selection of six graduate courses plus prerequisites. After a review of the student's background and interests, the MSF director will designate the courses required. Certificates are awarded in the following areas of specialization: accounting, economics, e-commerce/information systems, entrepreneurship, international business, management, and marketing. Credits earned for the certificate may be applied to other graduate degrees.

Upon successful completion of program requirements, students will have posted to their transcript the following entry: "Certificate of Post-MSF Studies in (insert discipline)" and will be issued a certificate listing the discipline studied.

The program is open only to graduates of MSF programs accredited by the AACSB. Application requires submission of completed application, current résumé, graduate transcripts, and GMAT scores. Seattle University MSF graduates usually will be considered automatically eligible for the program. For non-Seattle University graduates, GMAT scores, academic performance and work experience must meet or exceed the standard for entry to the master of science in finance program.

INTERNATIONAL BUSINESS

MIB Program Director: C. Patrick Fleenor, PhD

Phone: (206) 296-2549

Degree and Certificate Offered

- Master of International Business (MIB)
- Certificate of Post-MIB Studies

MASTER OF INTERNATIONAL BUSINESS

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

its impact on business. The key objective of the program is to prepare graduates for positions of leadership in business, government, or other international organizations.

Degree Requirements - Master of International Business

I. Preparatory Course Work

Computer Skills
Business Calculus

(The above requirements must be completed by the end of the first year in the program)

II. Fundamental Business Courses*

Eighteen credits, including:

MBA 500	Introduction to Statistics.....	3
MBA 501	Statistical Applications and Quantitative Methods.....	3
MBA 502	Analytical Tools for Managerial Decision Making.....	3
MBA 503	Financial Accounting.....	3
MBA 505	Domestic and Global Econ.	3
MBA 513	Legal and Regulatory Environment.....	3

*Students with previous comparable course work with a B (3.0) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Leadership and Team Building Requirements

Seven MBA credits, including:

MBA 510	Leadership and Team Development ...	4
MBA 511	Integrated Enterprise Management	3

IV. Required Core Courses

Nine MBA credits, including:

MBA 514	Economics of Integrated Markets.....	3
MBA 515	Financial Management.....	3
MBA 517	Marketing Management.....	3

V. Required International Courses

Twenty-one international credits, including:

BETH 521	International Ethical and Cultural Issues.....	3
BLAW 576	International Law and Business.....	3
ECON 573	International Economics.....	3
FINC 546	Finance for International Business.....	3
MGMT 573	International Management.....	3
MKTG 554	Topics in International Marketing.....	3
MGMT 589	International Business Policy.....	3

VI. Required Electives

Nine credits, including:

MIB International Elective.....	3
General Electives.....	6

VII. Language Proficiency

MIB students must demonstrate intermediate-level oral competency in a foreign language prior to graduation.

VIII. International Experience

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

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

MINIMUM CREDITS REQUIRED FOR DEGREE ..46-64

CERTIFICATE OF POST-MIB STUDIES

The certificate of post-MIB studies offers continuing graduate study in a specific business discipline to graduates of AACSB accredited master of international business programs.

A completed application will include a current résumé, graduate transcripts showing posted graduate degree, and GMAT scores. Seattle University MIB graduates will generally be considered automatically eligible for the program.

The curriculum consists of six graduate courses, plus prerequisites, from the Albers School of Business and Economics. After a review of the student's background and interests, the MIB director will designate the courses required. Certificates are awarded in the following areas of specialization: accounting, economics, e-commerce/information systems, entrepreneurship, international business, management, and marketing. Credits earned for the certificate may be applied to other graduate degrees.

Upon successful completion of the program requirements, students will have posted to their transcripts the entry, "Certificate of Post-MIB" or "Certificate of Post-MIB Studies in (insert discipline)" and be issued a certificate listing the discipline studied.

Graduate Courses

ACCT 501 Accounting Information Systems: Tools and Concepts 3

The study of accounting information systems and their managerial aspects. Topics include system processes, system controls, flowcharting, other documentation techniques, and a comparison of computerized versus manual accounting systems. Prerequisite: MBA 504 or equivalent.

- ACCT 530 Strategic Cost Management 3**
Emphasizes analysis of accounting information with explicit consideration of strategic issues and concerns, including financial analysis and management controls as tools for formulating and implementing strategies for achieving competitive advantage. Also includes strategic analysis, value chain analysis, activity costing and management, quality costing, and management control. Prerequisite: MBA 504 or equivalent.
- ACCT 531 Intermediate Financial Accounting I 3**
Concepts and practices underlying generally accepted accounting principles relating to the organization's operating and investing activities. Measurement and recognition of assets, revenues, and periodic income. Integration of international accounting topics. Emphasis on interpreting and applying professional accounting standards. Prerequisite: MPAC and Accounting Concentration students: ACCT 501. Other graduate students who have completed MBA 504 or equivalent may either take ACCT 501 or may gain entrance through a waiver examination and permission of the chairperson of accounting.
- ACCT 532 Intermediate Financial Accounting II 3**
Concepts and practices underlying generally accepted accounting principles relating the organization's financing and reporting activities. Measurement and recognition of liabilities, equity, earnings per share, and accounting changes. Integration of international accounting topics. Emphasis on interpreting and applying professional accounting standards. Prerequisite: ACCT 531.
- ACCT 533 Advanced Financial Accounting 3**
Concepts and practices underlying generally accepted accounting principles relating to business combinations and consolidations, partnerships, and governmental and not-for-profit entities. In-depth analysis of how controlling interests are reflected in accounting reports. Emphasis on interpreting and applying professional accounting standards. Prerequisite: ACCT 532.
- ACCT 534 Managerial Cost Accounting 3**
Discussion and analysis of costing techniques, use of accounting data in planning and evaluating managerial performance, and use of accounting data in short-run and long-run decisions. Special attention directed to issues in current developments in cost allocation, planning, and performance evaluation. Prerequisite: MBA 504 or equivalent.
- ACCT 535 Auditing 3**
Purpose, scope, concepts, and methods used in examining and attesting to financial statements. Current issues concerning professionalism and role of the public accountant. Prerequisite: ACCT 532 or instructor permission; ACCT 534 recommended.
- ACCT 536 Federal Taxation I 3**
Introduction to the basic concepts of federal income taxation for the various forms of business organizations. Use of tax service and research in tax problems. Prerequisite: MBA 503.
- ACCT 537 Advanced Accounting Information Systems 3**
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. Prerequisite: ACCT 501 or permission of the instructor.
- ACCT 538 Financial Statement Analysis 3**
In-depth analysis of how financial statements and accompanying footnotes can be used in assessing organization value. Emphasis on recent developments in financial reporting and disclosure practices. Recommended after completion of MBA 515. Minimum prerequisite: MBA 502 and MBA 503.
- ACCT 539 Advanced Federal Income Tax II 3**
Study of advanced topics in federal taxation, including formation, operation, and dissolution of the business entity. Also includes the importance of ethical considerations, multi-state tax issues, and special tax subjects. Course requires participation in the Volunteer Income Tax Assistance program which includes two Saturday workshops in January. Emphasis is given to the development of communication 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 536.
- ACCT 560 Introduction to Information Systems and E-Commerce 3**
Addresses the potential of information technology and e-business for changing business processes and the value proposition underlying such changes. Major topics include familiarization with information system components and applications, systems acquisition and the outsourcing process, legal and ethical issues in e-commerce, and the strengths and limitations of current and developing technologies.
- ACCT 564 Object-Oriented Modeling in Business 3**
Introduces an object-oriented way of building information systems. Application of object-orientation at various stages of development, including planning, analysis, design and implementation. Discussions include strategic/managerial issues involved in building information systems. Students are required to produce a set of design specifications and implement them using an object-oriented programming tool.
- ACCT 566 Database Systems in Business 3**
Introduces database systems as a foundation of corporate information systems. Various systems, including Web applications on the Internet, are dependent on database systems for their business operations. We discuss how to design and implement database systems in a corporate environment. Most of class time will be spent on the relational model as well as the Entity-Relationship model. We will use a SQL database management system and a CASE (Computer Aided Software Engineering) tool for instruction and assignments.

- ACCT 568 Management Control Systems 3**
Development of a conceptual framework for the design, use, and evaluation of management control systems based upon discussion of readings, case analyses, and interaction with practitioners from industry and management consulting. Framework elements encompass control elements from business strategy through management compensation and addresses manufacturing and service industries, for-profit and not-for-profit organizations, large and small. Prerequisite: MBA 504.
- ACCT 569 Strategies and Technologies on the Internet 3**
The Internet is becoming our new habitat and living space for daily life and business. E-Commerce on the Internet is on the verge of becoming one of the major business activities in the new millennium. This class introduces the fundamentals of technologies on the Internet, including communication protocols and design of Internet applications. Discuss business strategies in this new environment in various market segments.
- BETH 521 International Ethical and Cultural Issues 3**
This course examines the impact of ethics and culture on international business. Students focus on culture from a world view, examining cultural/ethical patterns by reference to specific existing cultures. (MBA students may not receive credit for both MBA 512 and BETH 521.)
- BLAW 570 Real Estate Law 3**
Course designed to help students evaluate and understand real estate acquisitions. Topics covered include mortgages, deeds of trust, promissory notes, easements, liens, warranty deeds, special warranty deeds, quit claim deeds, encumbrances, taxes, legal descriptions, actions for specific performance, broker responsibilities, leases, community property, joint tenancy, tenancy in common, strategies for investment, negotiation techniques, types of financing and escrow. Prerequisite: MBA 513.
- BLAW 575 Legal Issues for New Ventures 3**
Designed to identify legal and regulatory challenges unique to new ventures and small business. Students will learn to use legal information as a critical management tool by analyzing legal issues as they arise in the life cycle of a new business. We will start at the beginning and work our way to the possible IPO, merger, and ultimate liquidation. Topics will include choosing the right business form, protecting founders' interests, employee issues, intellectual property, financing, IPO process, mergers, social enterprise, and e-commerce. We will also consider lawyer-client and VC-company relationships. MBA 513 is a recommended prerequisite.
- BLAW 576 International Law and Business 3**
This course examines the policy reasons for various U.S. import and export requirements, tariffs, and international business restrictions. Lectures include discussion of legal issues in international commercial transactions and host country regulations involving the European Community, the Pacific Rim, Canada, and third world countries. In addition, specific sections focus on international corporate, labor, and environmental issues. Prerequisite: MBA 513.
- ECIS 560 Introduction to Information Systems and E-Commerce 3**
Addresses the potential of information technology and e-business for changing business processes and the value proposition underlying such changes. Major topics include familiarization with information system components and applications, systems acquisition and the outsourcing process, legal and ethical issues in e-commerce, and the strengths and limitations of current and developing technologies.
- ECIS 562 Internet Marketing 3**
Concepts, tools, and strategies for understanding and exploiting opportunities associated with electronic commerce; focus on the strategic aspects of marketing using the Internet. The Internet is dramatically altering the way business is conducted on a local and global basis, changing 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: MBA 517 or instructor permission)
- ECIS 564 Object-Oriented Modeling in Business 3**
Introduces an object-oriented way of building information systems. Application of object-orientation at various stages of development, including planning, analysis, design and implementation. Discussions include strategic/managerial issues involved in building information systems. Students are required to produce a set of design specifications and implement them using an object-oriented programming tool.
- ECIS 566 Database Systems in Business 3**
Introduces database systems as a foundation of corporate information systems. Various systems, including Web applications on the Internet, are dependent on database systems for their business operations. Design and implementation of database systems in a corporate environment. Most of class time will be spent on the relational model as well as the Entity-Relationship model. Use a SQL database management system and a CASE (Computer Aided Software Engineering) tool for instruction and assignments.
- ECIS 568 Data Communications and Networking 3**
Introduction to concepts and terminology of data communications and network design. Emphasis on the planning and management of equipment, architectures, security, and transmission alternatives. Prerequisite: MBA 511, or INFO 561.
- ECIS 569 Strategies and Technologies on the Internet 3**
The Internet is becoming our new habitat for daily life and business. This class introduces the fundamentals of technologies on the Internet, including communication protocols and design of Internet applications. Discuss business strategies in this new environment in various market segments.

- ECON 561 Business Cycles and Economic Growth** 3
A study of the factors contributing to cyclical patterns of economic growth. A critical examination of the theories of business cycles and growth and issues in current policy debate. Prerequisite: MBA 505.
- ECON 562 Economics of the Market System** 3
The basic theory of consumer demand, the firm, and the partial equilibrium analysis of markets. Designed to provide an analytical and conceptual framework for applied micro-economics. Prerequisites: MBA 514 and ECON 564.
- ECON 563 Survey Research Methods/Experimental Design** 3
Principles and techniques for analysis of experimental data, survey design, and planning of statistical aspects of surveys. Topics may include linear models; analysis of variance; design and analysis of surveys. Prerequisites: math and computer proficiency, MBA 500. ECON 565 or MBA 501 recommended.
- ECON 564 Quantitative Methods in Economics and Finance** 3
Mathematical techniques used to integrate complex issues in finance and economics. Topics include graphical representation, differential and integral calculus, differential and difference equations, vectors and matrices, and applications of matrix algebra. Prerequisites: mathematics proficiency, MBA 500. MBA 502 recommended.
- ECON 565 Applied Econometrics** 3
Fundamentals of econometrics, and use of econometric techniques in financial and economic research and decision-making. Topics include simple linear regression, residual analysis, multivariate regression, and the generalized linear model. The course will stress computer applications. Prerequisites: MBA 501, math and computer proficiency.
- ECON 566 Economics and Business Forecasting** 3
Techniques for applied business forecasting with emphasis on time-series methods. A survey of regression-based and time-series methods, models for stationary and non-stationary time series, estimation of parameters, computations of forecasts and confidence intervals, and evaluation of forecasts. Prerequisites: MBA 501, math and computer proficiency.
- ECON 568 Natural Resources and Environmental Economics** 3
This course covers the economic analysis related to natural resource and environmental management. Topics include: renewable and non-renewable resources, pollution, preservation, conservation, and policy analysis. Prerequisite: MBA 514.
- ECON 571 Government Finance and Economics** 3
Analysis of the revenues, expenditures, and debts of federal, state and local governments. Public investment and pricing. Effects of government on the private sector. Prerequisites: MBA 514 and MBA 505.
- ECON 572 Labor Market Analysis** 3
Recent developments in labor market analysis and public policies related to contemporary labor issues. Determinants of labor supply and demand, the structure and stratification of labor markets, the effects of discrimination, unions, and government regulations. Prerequisites: MBA 514 and MBA 505.
- ECON 573 International Economics** 3
Analysis of modern trade theories and issues concerning international competitive strategy. The impact of trade patterns and commercial policy on domestic business activity. The effects of macroeconomic policies across nations. Prerequisites: MBA 514 and MBA 505.
- ECON 575 Health Care Economics and Finance** 3
The application of economic principles to health care policy issues. Topics include analysis of health care demand, information costs, market structure, and the provision of private and social health care insurance. Prerequisite: MBA 514.
- ECON 577 Industry and Competitive Analysis** 3
Analysis of the determinants of market structure. Strategic interaction among firms in imperfectly competitive markets. Considers effects of market structure on pricing, capacity choices, product differentiation, marketing, innovation, contracts with customers, etc. Prerequisite: MBA 514.
- ECON 578 Urban/Regional Economics** 3
Examines the distribution of economic activity over space. The study of location and land use decisions as they affect neighborhood and regional development. Analysis of urban economic problems such as poverty, housing, and transportation. Prerequisites: MBA 505 and MBA 514.
- ECON 581 Theory of the Firm** 3
The theory of the firm involves what decisions firms actually make, why they make them, and how they do it. The topics addressed include: efficiency, incentives, decisions under uncertainty, value-maximization, informational imperfections, and mechanism design. Prerequisite: MBA 514.
- ECON 582 Game Theory** 3
Game theory is the study of "small numbers" decision problems in which the fortunes of each party depend directly on what other parties do. Emphasizing theory and applications, this course covers key equilibrium concepts, applicable static games of complete information, dynamic games of complete information, and static and dynamic games of imperfect or incomplete information. Students will learn several game theoretic notions, from the meaning of a dominant strategy and the prisoners' dilemma in a game of complete information to the value of commitment and credibility in dynamic games of incomplete information. Prerequisite: MBA 514.

- ECON 583 Emerging Nations and the International Economy** 3
Analysis of emerging economies with an emphasis on international issues. Topics include: recent history of selected emerging nations; basic models of economic progress; natural and human resources; technology and technology transfers; domestic and international economic policy; international aid and investment; the international economy; multinational corporations; and the LDC debt crisis. Prerequisites: MBA 502, MBA 505, MBA 514.
- FINC 532 Personal Financial Planning** 3
Objective is to expose students to the various elements involved in formulating a comprehensive financial plan. Topics included will be personal investing, education planning, retirement planning, risk management, and consumer finance. Prerequisite: MBA 502.
- FINC 540 Investments** 3
Evaluation of stocks, bonds, options, and futures. Review of theory and empirical research on risk/return relationships and market efficiency. Prerequisites: MBA 502 and MBA 503, math and computer proficiency.
- FINC 541 Cases in Managerial Finance** 3
Cases in business finance that develop students' skills for identifying problems, acquiring relevant material, and using appropriate financial theory for making decisions in simulated business settings. Prerequisites: MBA 515. FINC 540 recommended.
- FINC 543 Advanced Financial Theory** 3
Examination of advanced current topics and issues in financial theory using a seminar approach. The course involves readings, discussions, and case studies on selected topics. Prerequisites: MBA 500 and MBA 515.
- FINC 544 Financial Institutions and Markets** 3
Structure of US money and capital markets, the impact of monetary and fiscal policies on the funds flows and interest rates in these markets, and the policies of financial institutions participating in these markets. Prerequisites: MBA 502 and MBA 505.
- FINC 546 Finance for International Business** 3
Reviews theoretical concepts, practical techniques, institutions, and issues related to the management of financial aspects of international business. Includes topics such as balance of payments, exchange rates, trade finance instruments, hedging, economic exposure, capital budgeting, foreign investment. Prerequisite: MBA 515.
- FINC 548 Financial Management of Banks** 3
Analysis of problems in the financial management of commercial banks and other financial institutions. Asset/liability management; loan management; capital policies; and other selected issues. Prerequisites: FINC 540 and FINC 544.
- FINC 549 Capital Budgeting** 3
Focus on the process of capital budgeting: the decision area of financial management that establishes criteria for investing resources in long-term projects. The decisions made regarding the acquisition, maintenance, or abandonment of capital assets plus certain financial decisions such as lease vs. buy are analyzed. Focus on the capital budgeting process under uncertainty and the connection with strategic planning. Prerequisite: MBA 515.
- FINC 550 Financial Risk Management** 3
The basics of riskless hedge modeling, using the binomial and Black-Sholes pricing models, modifying portfolio risk with features and options contracts, buying and writing put and call options, using futures and options in optimal asset allocation, hedging assets to reduce exposure to systematic risk, examination of the effects that lead to hedging, selecting the appropriate hedge vehicle, measuring the yield relationship, determining the proper hedge ratio, financial engineering—the creation and valuation of synthetic assets. Prerequisites: MBA 515, and FINC 540 (or instructor permission).
- FINC 551 Entrepreneurial Finance** 3
Course examines financing options available to an entrepreneurial venture as well as the financial management of the small business. Financing sources follow the life cycle of the business from start-up through angel investors, venture capital, bank lending, leasing, asset based lending, and franchising to the IPO. Focus is on methods of valuation used in entrepreneurial finance. Prerequisite: MBA 515.
- FINC 552 Portfolio Management** 3
Course emphasizes portfolio construction rather than security selection. Topics include setting portfolio objectives and constraints for individual and institutional investors, efficient diversification, asset allocation, portfolio insurance, international diversification, performance measurement, and attribution. Prerequisite: FINC 540.
- FINC 553 Advanced Topics in Investments** 3
Examination of advanced topics and issues in investments using a seminar approach. The course involves readings, discussions, applications, and case studies on selected topics. Prerequisite: FINC 540.
- FINC 554 Real Options Analysis** 3
Extends traditional asset valuation techniques to incorporate the value of flexibility and account for the sequential nature of much decision-making. Especially useful for new product development, R&D activity, patents, and other intangible assets and for valuing emerging, high growth, and/or high technology companies. Prerequisite: MBA 515.
- HRMA 551 Selection and Assessment** 3
A semi-seminar format; lectures, readings, debates, discussion, and role-play exercises. Active participation is expected and student meetings outside of class hours are necessary. Four overlapping topics will be covered. First, "organizational entry" will be covered, including subtopics of recruitment, matching individual and organizational needs, and initial employee socialization. Second, "legal issues in selection" will be addressed, including subtopics of testing, validation, fairness, and hiring methods. Finally, assessment methods and processes will be examined in detail.

- HRMA 552 Training and Development** 3
The primary purpose of the course is to introduce students to the training field and to the competencies needed to perform in it. A hands on approach to evaluating tools, techniques, and training methods is emphasized. The course also examines the theory and practice of training development in organizations, but the focus is on the appropriate design and practical application of effective training programs in organizations.
- HRMA 553 Compensation and Benefits Management** 3
Major topics of compensation and benefits management; underlying theories, concepts, skills, and issues covering these two areas. Examines different methods of job evaluation to determine internal equity, wage surveys to determine external equity, and pay structures to determine employee equity. Legal issues in compensating and appraising human performance explored. Performance measurement techniques, rater and ratee biases are discussed.
- MBA 500 Introductory Business Statistics** 3
Descriptive and summary statistics, probability, statistical sampling and sampling distributions, interval estimation, hypothesis testing on one population, Chi-square analysis and simple correlation. Prerequisites: math and computer proficiency.
- MBA 501 Statistical Applications and Quantitative Methods** 3
This course will develop further the basic quantitative skills of students. The topical emphasis is on: analysis of variance, regression analysis, decision trees, linear programming, and queuing theory. Major emphasis will be placed on computer applications of quantitative methods applicable to business functional areas. Prerequisites: math and computer proficiency, MBA 500.
- MBA 502 Analytical Tools for Managerial Decision Making** 3
The concepts of the time value of money and weighted average cost of capital will be developed as background material for a full understanding of capital budgeting techniques, net present value, and internal rate of return. Additionally, the determinants of market demand and supply will be developed to further enhance the application of capital budgeting. Prerequisite: math proficiency.
- MBA 503 Financial Accounting** 3
Concepts and principles underlying financial accounting, with emphasis on interpreting the content of published financial reports. Introduction and examination of the balance sheet, income statement, statement of cash flows, basic accounting model, accounting cycle, underlying assumptions and conventions.
- MBA 504 Managerial Accounting/ Information for Decision Making** 3
Accounting information for decision making, planning, and controlling the operations of business enterprises. Introduction and examination of product costing systems, capital budgeting methods, cost-volume-profit analysis, and the structure and use of management financial control systems. Prerequisite: MBA 503. MBA 502 recommended.
- MBA 505 The Domestic and Global Economies** 3
The domestic and global economic environment of business and its impact on management planning and decision making. The determinants of business cycles, inflation, unemployment, interest rates, and exchange rates. The effect of economic events and policies on industries and firms. Prerequisite: math proficiency, MBA 502.
- MBA 510 Leadership Skills and Team Development** 4
Focus on self-assessment, tools for developing leadership skills, and concepts of, and practice in, group dynamics. A retreat component and service project emphasize individual growth and team building. In-class activities may require active participation and will include case analyses, mini-lectures, and group work. To be completed in the first or second quarter of the student's program.
- MBA 511 Integrated Enterprise Management** 3
Provides an integrative framework for the analysis of organizational effectiveness and serves as a platform for the MBA program as a whole. Students develop an appreciation for the business processes that extend across traditional organizational functions, from assessment of customer needs and analysis of the environment, through delivery of goods and services. Features activities such as discussion of current business events, analysis of cases, and high-level guest speakers. Topics include competitive strategy, market orientation, processes for delivering customer satisfaction, functional integration and process feedback through information systems, measuring organizational performance, and social responsibility of the firm. To be completed in the first or second quarter of the student's program. Prerequisite: computer proficiency.
- MBA 512 Business Ethics and Social Responsibility** 3
Provides students with an understanding of the social and natural environments within which moral issues in business arise. Within this framework it introduces students to both the ethical concepts and ethical principles, and the reasoning and analytical skills needed to resolve those moral dilemmas. (MBA students may not receive credit for both MBA 512 and BETH 521.)
- MBA 513 The Legal and Regulatory Environment** 3
Designed to help students analyze the legal and regulatory environment in which business operates. Provides essential information regarding the systems, institutions, and processes which are the framework for understanding the legal environment of business. Emphasis is on critical legal analysis through case study, challenging students to offer solutions to management problems presented within the current legal environment.

MBA 514 Economics of Integrative Markets 3

Develops a unified framework for the economic analysis of markets—product, labor, capital, internal—in which business decisions are made. Discussions, quantitative exercises, and case analyses help students identify and interpret critical economic variables for the purpose of making value-maximizing decisions. Students discover how value-maximizing decisions depend on, and can favorably influence, market characteristics. Prerequisites: math proficiency and MBA 502.

MBA 515 Financial Management 3

This course focuses on the link between business strategy and finance. Various techniques to evaluate alternative business strategies are explored. Spreadsheets are used extensively to analyze the various strategies and to gain a richer understanding of the effects certain assumptions have on the results. Prerequisites: MBA 500-505, MBA 510-512.

MBA 516 Management of People 3

The course provides broad perspectives on management and people. Covers tools and leadership skills to manage activities and processes, organization design, managing diversity, technology management, and managing work/personal life. Prerequisites: MBA 500-505, MBA 510-512.

MBA 517 Marketing Management 3

Develops essential knowledge and skills for effectively planning, implementing, and controlling marketing activities of various organizations. Focus is not only on the application of basic marketing concepts and principles for managing an organization's marketing function but also on strategic decision making for achieving and sustaining competitive advantages in market. Prerequisites: MBA 500-505, MBA 510-512.

MBA 518 Operations Management 3

Designed to provide students with an appreciation for the role of business processes as determinants of competitive advantage. Through readings, case discussions, class exercises, application assignments, and a tour of a local manufacturing or service facility, students develop an understanding of the concepts and tools that are fundamental to the operations function. Topics include service delivery, manufacturing process design, quality management, technology, productivity, inventory, supply chain management, project management, and international operations issues. Prerequisites: MBA 500-505, MBA 510-512.

MBA 519 Competitive Strategy 3

This course addresses general management and the tasks of strategy formulation and implementation. It builds on and integrates material from all functional areas. Course to be taken during last two quarters of enrollment. Prerequisites: At least five out of the six courses MBA 513-MBA 518, one of which may be taken concurrently with the strategy course. (MBA students may not receive credit for both MBA 519 and MGMT 589.)

MGMT 571 Adventure-Based Leadership Seminar 3

This seminar is a leadership development program that utilizes both indoor and outdoor experiential activities to 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 in the course. Prerequisite: MBA 510.

MGMT 573 International Management 3

Investigates the role of management in developing and executing international and global business strategy. Emphasis is on theories of organizational roles in society; how culture shapes both organizational and individual behaviors; how firm-specific and country-specific elements relate to competitive advantages. Prerequisite: MBA 510.

MGMT 574 Entrepreneurial Leadership: Social Entrepreneurship 3

Facets of entrepreneurship are examined to equip the student with the entrepreneurial applications to create social and private value in profit or not-for-profit organizations. Students consult with (1) for-profit organizations desiring to use their resources to address social issues; (2) individuals starting for-profit microenterprises for a self-employment/job creation, and/or (3) nonprofit ventures desiring to create "profitable" opportunities to fund their own programs or to create employment and training opportunities as the reasons for being. Courses in core entrepreneurship concentration recommended but not required as prerequisites: MGMT 583, MKTG 561, FINC 551.

MGMT 577 Managing Diversity 3

Examines environments in which diversity initiatives operate. Dominant work values are explored to understand how they define desired work behaviors and ways in which diversity challenges some dominant work values. Challenges students to acquire information about diversity via studies of organizational culture and subcultures. Prerequisite: MBA 510.

MGMT 580 Organization Structure and Theory 3

Structure and behavior in organizations. Topics include organization strategy, environment and departmentation, corporate culture, motivation, power leadership, conflict and change. Prerequisite: MBA 510.

MGMT 581 Human Resource Management 3

Problems and policies in personnel philosophy; ethics; implementation of personnel programs; directing, appraisal, compensation, training and development of employees. Prerequisite: MBA 510.

- MGMT 583 New Venture Creation** 3
A new venture, from idea phase to opportunity phase, is examined and evaluated. How entrepreneurs get creative ideas, how they become good ideas, and how it is known if they will be marketable ideas. Growing the new venture, maintaining it, and harvesting it; a holistic look at the entrepreneur process. Emphasis on understanding the process of the development and testing of good ideas; testing for feasibility and evaluating for potential success. Development of the "front end" of a business/marketing plan; taking good ideas from concept to marketplace.
- MGMT 584 Labor Relations and Collective Bargaining** 3
Historical development of labor management relations and current legal and regulatory systems, including collective bargaining and future prospects. Emphasis on developing skills in labor relations. Prerequisites: MBA 510 and MBA 513.
- MGMT 585 Management of Change** 3
Process of change in organizations, its impact on the individuals and organizations. Problems in technology and culture, managerial philosophy, lifestyles and attitudes toward work. Prerequisite: MBA 510.
- MGMT 586 Entrepreneurship: New Venture Plan** 3
An opportunity to (1) develop a business plan for the student's own proposed business or (2) to help an entrepreneur put together a business plan for a start-up or (3) consult with an entrepreneur in the initial stages of growing a business or (4) to consult with a nonprofit to develop a social venture plan. Formal presentations of the plans are critiqued by local entrepreneur-mentors. Students are encouraged to submit plans to business plan competition. Recommend MGMT 583 as prerequisite and MKTG 561, FINC 551 prior or concurrently. Prerequisites: MBA 515 and MBA 517.
- MGMT 588 Negotiation Skills** 3
This course introduces a range of approaches to bargaining and conflict resolution. Through interactive exercises students develop negotiation skills for use in a professional context or any interpersonal activity. Prerequisites: MBA 513 and MBA 510.
- MGMT 589 International Policy and Strategy** 3
Business policy deals with general management and the tasks of strategy formulation and implementation. International business policy must take into account the complexities of corporate operations in different cultures. Prerequisites: All required MIB courses. This course is recommended as the MIB program's capstone course. (MBA students may not receive credit for both MGMT 589 and MBA 519.)
- MKTG 551 Consumer Behavior** 3
Study and research in consumer behavior. Theoretical concepts from psychology, sociology, and economics are applied to understanding human behavior in the market place and relating it to firm strategy. Prerequisite: MBA 517.
- MKTG 552 Marketing Research** 3
Purpose, methods, and techniques of marketing research and description of marketing information systems. Prerequisites: MBA 500, and MBA 517.
- MKTG 553 New Product Development** 3
Fits the interests of those involved in bringing new products to market. It addresses the entire new product development process within the context of a strategic framework. Topics include new product development strategy, idea generation and evaluation, organization and design, time-to-market, design and development team management, forecasting for new products, market entry decisions, and marketing launch strategy. Prerequisites: MBA 517 and MBA 518.
- MKTG 554 Topics in International Marketing** 3
Growing importance of international marketing, differences in economic, cultural and political factors between countries, feasibility of using American techniques in performing marketing functions abroad. Prerequisite: MBA 517.
- MKTG 555 Promotion Management** 3
This course will involve budgeting issues, matters of strategy, marketing functions of personal selling, advertising, sales promotion and publicity, and their coordination into an effective promotional mix. Prerequisite: MBA 517.
- MKTG 557 Marketing for High Technology Firms** 3
Explores application of fundamental marketing concepts to high technology products. Effective marketing strategy to manage diffusion of innovation and promote consumer adoption of new and complex products is an important focus. Includes integrating marketing strategy with organizational objectives and the high technology market environment. Prerequisites: MBA517.
- MKTG 558 Sales Management** 3
Explores management of the sales component of an organization's marketing program. Utilizes a managerial approach and emphasizes developing an understanding of basic marketing concepts, interrelationships among sales force management, and other areas of business, developing appropriate strategy for managing a sales force, and resolving often-conflicting strategic objectives. Prerequisites: MBA 517.
- MKTG 559 Brand Management** 3
Organized around the product and brand management decisions that must be made to build, measure, and manage brand equity. Focal objectives are 1) to increase understanding of the important issues in planning and evaluating brand strategies and 2) to provide the appropriate theories, models, and research tools to make better branding decisions. Founded on basic marketing principles with particular emphasis on psychological principles in consumer behavior. Prerequisite: MBA 517.

MKTG 561 New Venture Marketing 3

The special marketing challenges faced by start-up firms require focus, planning, and creativity in place of the money, experience, and people that are the strengths of established companies. The course assumes that a venture has identified an idea or a business; it will not specifically address idea generation and evaluation. The course will deal with marketing research, however, for marketing planning and growth. Includes segmentation and positioning, competitive strategy, the 4 Ps (product, pricing, distribution and promotion with special emphasis on Internet and direct marketing), and marketing planning. Prerequisite: MBA 517.

OPER 561 Operations Strategy 3

A comprehensive examination of the links between the operations function and marketing, finance, and engineering in both manufacturing and service industries. Domestic and international cases are used to illustrate the formulation and implementation of operations strategies and the role of operations in supporting business strategy. An emphasis is placed on the challenges faced by managers in finding a complementary match among strategic elements. Student teams apply a theoretical framework to analyze operations strategies in local organizations. Prerequisites: MBA 518.

OPER 562 Total Quality Management 3

Begins with assessment of customer requirements, extends through the production and service delivery process to an evaluation of product and service reliability in the field. Tools that have been effectively applied in the implementation of Total Quality Management (TQM), Continuous Quality Improvement (CQI) and other approaches to customer-focused organizational change. These include quality planning and organization, quality function deployment, benchmarking, statistical process control, process analysis tools, quality-circles, and reliability prediction. Emphasis on ethical responsibilities of goods and service producing firms in relation to their customers and other stakeholders. Cases and team projects introduce students to current industry practices. Prerequisite: MBA 518.

OPER 563 Operations Planning and Control Systems 3

An in-depth study of the interacting systems that support manufacturing and service operations. Cases, computer exercises, simulations, plant tours, class exercises, and analytical assignments will be used to demonstrate course concepts. These concepts include master planning, forecasting, inventory management, master production scheduling, material requirements planning, capacity planning, staffing, just-in-time systems, systems theories, distribution requirements planning, automation and implementation issues. Prerequisite: MBA 518.

OPER 564 Supply Chain Management 3

The strategic importance of supply chain management to manufacturing and services. Activities will include case discussions, guest speakers, and simulated negotiations. An overview of the supply chain, supplier selection and development, supplier partnerships, ethics, negotiation, just-in-time methods, legal concerns, international issues, inventory management, new product development, hazardous material procurement and disposal, and transportation/logistics. Prerequisite: MBA 518.

OPER 565 International Study Tour in Operations 3

Students will spend one-to-two weeks touring factories and meeting in faculty-led seminar groups in Latin America, Europe, or Asia. Seminar sessions and extensive readings prior to the tours will provide students with relevant backgrounds regarding politics, customs, culture, language, and manufacturing practices. A strong emphasis is placed on the development of observational skills on best practices benchmarking. Group projects completed prior to the tour will allow students to learn about specific industries to be visited. At the end of the tour, each student will write a paper summarizing observations and relating them to previous course work in operations. Prerequisites: MBA 518 and instructor permission.

OPER 566 Project Planning and Scheduling 3

This course addresses managerial concepts and technical tools required for evaluating, planning, and scheduling projects. An emphasis is placed on the integration of social and technical concepts for effective planning. Topics include: project selection, human resource issues, project team-building, work breakdown structures, the role of creativity, project definition, budgeting, network planning models such as PERT/CPM, resource management, and time-cost trade-offs. Guest speakers from the industry highlight implementation issues. Students work in teams to develop a complete project plan. Prerequisite: MBA 518.

OPER 576 Project Management and Control 3

A continuation of OPER 566, this course extends beyond the planning phase to address topics related to the management and control of projects. Students gain hands-on experience in the entire spectrum of project management skills by planning and completing a complex community service project. Course topics will include project leadership, the role of information systems, project evaluation techniques, managing the customer interface, risk analysis, supplier relationships, cost-schedule control systems, management of project crises, project management software, contract administration, conducting review meetings and post-project evaluation. Prerequisite: OPER 566 or instructor permission.

ACCT 591, BETH 591, BLAW 591, ECIS 591, ECON 591, FINC 591, HRMA 591, MGMT 591, MKTG 591, OPER 591 3

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

ACCT 595, BETH 595, BLAW 595, ECIS 595, ECON 595, FINC 595, HRMA 595, MGMT 595, MKTG 595, OPER 595 3

Internship. Mandatory CR/F.

ACCT 596, BETH 596, BLAW 596, ECIS 596, ECON 596, FINC 596, HRMA 596, MGMT 596, MKTG 596, OPER 596 3

Independent study. Mandatory CR/F.

ACCT 599, BETH 599, BLAW 599, ECIS 599, ECON 599, FINC 599, HRMA 599, MGMT 599, MKTG 599, OPER 599 3

Research paper.

Albers Faculty

Al Ansari, PhD, University of Nebraska; Operations.

David W. Arnesen, JD, Seattle University School of Law; Business Law.

Vidya Awasthi, PhD, CPA, University of Washington; Accounting.

Sarah Bee, MBA, Seattle University, Accounting.

Peter Brous, PhD, University of Oregon; Finance.

Chauncey A. Burke, PhD, CPA, University of Washington; Communication.

Robert E. Callahan, PhD, Case Western Reserve University; Management.

David Carrithers, MBA, University of Washington; Finance.

John Culbertson, DBA, Harvard; Management.

Vinay Datar, PhD, University of Florida; Finance.

C. Frederick DeKay, PhD, Johns Hopkins University; Economics.

John W. Dienhart, PhD, University of Illinois at Urbana; Ethics.

Greg Eillis, PhD, University of California, Berkeley; Agricultural and Resource Economics.

Suzanne M. Erickson, PhD, University of Washington; Finance.

C. Patrick Fleenor, PhD, University of Washington; Management.

Colette Frayne, PhD, University of Washington; Management

Gareth Green, PhD, University of California, Berkeley; Economics.

Bridget Hiedemann, PhD, Duke University; Economics.

Thomas J. Kelley, MBA, CPA, University of New Hampshire; Accounting.

Bonn-Oh Kim, PhD, University of Minnesota; Information and Decision Science.

Gail Lasprogata, JD, Villanova University LL.M., New York University School of Law; Business Law.

Teresa Ling, PhD, University of California, Berkeley; Statistics and Quantitative Methods.

Sharon Lobel, PhD, Harvard University; Management.

Diane L. Lockwood, PhD, University of Nebraska; Management.

Gregory Magnan, PhD, Michigan State University; Operations.

Carlos Mello-e-Sousa, PhD, Cornell University; Accounting

Carl Obermiller, PhD, Ohio State University; Marketing.

Barbara Parker, PhD, University of Colorado; Management.

Virginia L. Parks, PhD, University of Houston; Accounting.

Dean Peterson, PhD, University of Illinois at Urbana-Champaign; Economics.

Joseph M. Phillips, PhD, University of Notre Dame; Economics, Dean.

Gregory Prussia, PhD, Arizona State University; Management.

Madhu T. Rao, PhD, Indiana University; Information Systems.

Peter Raven, PhD, Washington State University; Marketing.

Mary Jean Rivers, PhD, University of Pittsburgh; Economics; acting associate dean.

J. Fiona Robertson, PhD, Queen's University; Finance.

Ken Shah, PhD, University of Oregon, Finance.

Timothy Sorenson, PhD, Harvard University; Economics.

Harriet B. Stephenson, PhD, University of Washington; Management.

David E. Tinius, PhD, CPA, University of Washington; Accounting.

Rex Swee-Kee Toh, PhD, University of Minnesota; Marketing and Statistics.

Ruben Trevino, PhD, University of Alabama; Finance.

Christian Weber, PhD, Duke University; Economics.

Susan Wehrich, PhD, CPA, University of Houston; Accounting.

William L. Weis, PhD, CPA, University of Washington; Management.

Barbara M. Yates, PhD, University of Michigan; Economics

Jot Yau, PhD, University of Massachusetts; Finance.

Albers School of Business and Economics and the School of Law

Albers School of Business and Economics:
Joseph M. Phillips, PhD, Dean
Mary Carpenter, MEd, Director, Graduate Programs

School of Law:
Rudolph Hasl, JD, LL.M., Dean
Donna Claxton Deming, JD, Assoc. Dean for Internal Affairs
John W. Weaver, JD, Assoc. Dean for Academic Affairs

Business and Law Joint Degree Program

The Seattle University business and law joint degree program is designed to allow students interested in obtaining both the JD and a graduate degree in business to complete the degrees in less time than if the two degrees were obtained independently outside the program. Full-time students are able to complete the two degrees in less time because, through the program, specified courses taken at the School of Law may count toward the graduate business degree and specified courses taken in the Albers School of Business and Economics may count toward the JD degree. The joint degree program is also available to part-time students.¹

Degrees Offered

- **JD/MBA (Juris Doctor/Master of Business Administration)**
- **JD/MSF (Juris Doctor/Master of Science in Finance)**
- **JD/MIB (Juris Doctor/Master of International Business)**

Program of Study

The Seattle University Business and Law Joint Degree Program allows students to choose either to spend their first year in the Albers School of Business and Economics or in the School of Law. Once a student chooses, the full first year must be spent in that school. The second year is spent in the other school (e.g., if the student chose law first, the second year would be in business, and vice versa). In the last two years (or more) students may take courses in both the business and law schools. The Albers School of Business and Economics operates on a quarter system and the School of Law operates on a semester system. Therefore, specific schedules must be carefully coordinated with and approved by the School of Law Associate Dean and the ASBE Director of Graduate Programs.

Admission Requirements for the Joint Degree Program

Students must be admitted separately to both the School of Law and the Albers School of Business and Economics, and should consult the Graduate Bulletin for the specific admissions requirements for each school. Students may be admitted to both schools before starting in the joint program; alternatively, students may seek admission to the other school during their first year of law or graduate business school. In any case, students will be expected to meet the respective school's admissions deadlines for the coming year. Prospective applicants should note that the admissions requirements for the MBA, MSF, and MIB programs include a current resume reflecting one continuous year of full-time work experience in business.

Length of Program

The minimum length of time required to complete the joint degree program is four years for full-time students. The length of time required for completion of the joint degree program will be longer if the student is part-time and/or if the student must complete business prerequisites for the graduate business degree.

Credit Requirements

Students in the joint program are required to complete 90 semester credits for the JD degree. The number of quarter credits required to complete the graduate business degree varies, depending upon which of the four degrees the student wishes to obtain in combination with the JD degree. In the joint degree program, students can satisfy the requirements for each degree by using a specified number of crossover credits chosen from a list of approved courses in each school. Of the 90 semester credits required for the JD degree, 12 semester credits can be satisfied by 18 quarter credits chosen from a list of specified graduate business degree courses (listed below).² Of the 55 quarter credits required for the MBA degree, 12 quarter credits can be satisfied by 8 semester credits chosen from a list of specified JD degree courses (listed below).³ Of the 45 quarter credits required for the MSF or MIB degrees, 9 quarter credits can be satisfied by 6 semester credits chosen from the list of specified law courses. Joint degree program students must complete all required courses for both the JD degree and the graduate business degree.

JURIS DOCTOR/MASTER OF BUSINESS ADMINISTRATION JOINT DEGREE PROGRAM (JD/MBA)

The Seattle University Juris Doctor/Master of Business Administration joint degree program is designed to allow students to complete both degrees in less time than if the two degrees were obtained independently outside the program. Certain courses taken at the School of Law count toward the MBA degree and certain courses taken in the Albers School of Business and Economics count toward the JD degree. This joint degree program is available to both full- and part-time students.

MBA degree: Full-time graduate business students ordinarily complete the MBA degree in a minimum of two years. Among other requirements, applicants to the MBA program must have a current resume that reflects one continuous year of full-time work experience in business. MBA students must demonstrate computer and math proficiency and complete six prerequisite courses that provide fundamental business skills and knowledge, or they may seek to have some or all of those courses waived. In addition to the prerequisites, MBA students must complete 55 quarter credits of course work in designated areas, including ten required courses and eight elective courses. See specific MBA course requirements in this *Bulletin*.

JD degree: Full-time law students ordinarily complete the JD degree in three years; part-time students may take four years or longer. Students must complete a total of 90 semester credits of course work. In the full-time program, students complete 30 credits of required course work in their first year. In their second and third years, law students must complete 15 credits of required course work and 45 elective credits. For specific JD course requirements see the *School of Law Catalog*.

JD/MBA Joint Degree Program: Full-time students can complete the JD/MBA joint degree program in a minimum of four years, which is one year less than would be required to complete the two degrees independently. Time to completion will be longer if the student is part-time and/or if the student must complete business prerequisites for the MBA degree. Students in the JD/MBA program must complete the equivalent of 90 semester credits for the JD degree and the equivalent of 55 quarter credits plus the prerequisites (unless waived) for the MBA degree. Students can satisfy the requirements for each degree by using a specified number of crossover credits chosen from a list of approved courses in each school. Of the 90 semester credits required for the JD degree, 12 semester credits can be satisfied by 18 quarter credits chosen from a list of specified graduate business degree courses. Of the 55 quarter credits required for the MBA degree, 12 quarter credits can be satisfied by 8 semester credits chosen from a list of specified JD degree courses. Students must, however, complete the business prerequisites (unless waived) and all of the required courses for each degree.

JURIS DOCTOR/MASTER OF SCIENCE IN FINANCE JOINT DEGREE PROGRAM (JD/MSF)

The Seattle University Juris Doctor/Master of Science in Finance joint degree program is designed to allow students to complete both degrees in less time than if the two degrees were obtained independently outside the program. Certain courses taken at the School of Law count toward the MSF degree and certain courses taken in the Albers School of Business and Economics count toward the JD degree. This joint degree program is available to both full- and part-time students.

MSF degree: Full-time students ordinarily complete the Master of Science in Finance degree in a minimum of two years. Among other requirements, applicants to the MSF program must have a current resume that reflects one continuous year of full-time work experience in business. MSF students must demonstrate computer and math proficiency and complete six prerequisite courses that provide fundamental business skills and knowledge, or they may seek to have some or all of those courses waived. In addition to the prerequisites, students in the Master of Science in Finance program must complete 45 credits of course work in designated areas, including eight required courses and seven electives. Students with an MBA from an AACSB-accredited program may waive two of the free electives. See specific MFA course requirements in this *Bulletin*.

JD degree: Full-time law students ordinarily complete the JD degree in three years; part-time students may take four years or longer. Students must complete a total of 90 semester credits of course work. In the full-time program, students complete 30 credits of required course work in their first year. In their second and third years, law students must complete 15 credits of required course work and 45 elective credits. For specific JD course requirements see the *School of Law Catalog*.

JD/MSF Joint Degree Program: Full-time students can complete the JD/MSF joint degree program in a minimum of four years, which is one year less than would be required to complete the two degrees independently. Time to completion will be longer if the student is part-time and/or if the student must complete the business prerequisites for the MSF degree. Students in the JD/MSF program must complete the equivalent of 90 semester credits for the JD degree and the equivalent of 45 quarter credits plus the prerequisites (unless waived) for the MSF degree. Students can satisfy the requirements for each degree by using a specified number of crossover credits chosen from a list of approved courses in each school. Of the 90 semester credits required for the JD degree, 12 semester credits can be satisfied by 18 quarter credits chosen from a list of specified graduate business degree courses. Of the 45 quarter credits required for the MSF degree, 9 quarter credits can be satisfied by 6 semester credits chosen from a list of specified JD degree courses. [Please note that law credits may not be used to satisfy the MSF requirement of three finance courses chosen from specified electives.] Students must complete the business prerequisites (unless waived) and all of the required courses for each degree.

JURIS DOCTOR/MASTER OF INTERNATIONAL BUSINESS JOINT DEGREE PROGRAM (JD/MIB)

The Seattle University Juris Doctor/Master of International Business joint degree program is designed to allow students to complete both degrees in less time than if the two degrees were obtained independently outside the program. Certain courses taken at the School of Law count toward the MIB degree and certain courses taken in the Albers School of Business and Economics count toward the JD degree. This joint degree program is available to both full- and part-time students.

MIB degree: Full-time students ordinarily complete the Master of International Business degree in a minimum of two years. Among other requirements, applicants to the MIB program must have a current resume that reflects one continuous year of full-time work experience in business. MIB students must demonstrate computer and math proficiency and complete six prerequisite courses that provide fundamental business skills and knowledge, or they may seek to have some or all of those courses waived. In addition to the prerequisites, students in the Master of International Business Program must complete 45 credits of course work in designated areas, including twelve required courses and three electives. In addition, students must be proficient in a foreign language and complete an international experience requirement. See specific MIB course requirements in this *Bulletin*.

JD degree: Full-time law students ordinarily complete the JD degree in three years; part-time students may take four years or longer. Students must complete a total of 90 semester credits of course work. In the full-time program, students complete 30 credits of required course work in their first year. In their second and third years, law students must complete 15 credits of required course work and 45 elective credits. For specific JD course requirements see the *School of Law Catalog*.

JD/MIB Joint Degree Program: Full-time students can complete the JD/MIB joint degree program in a minimum of four years, which is one year less than would be required to complete the two degrees independently. Time to completion will be longer if the student is part-time and/or if the student must complete the business prerequisites for the MIB degree. Students in the JD/MIB program must complete the equivalent of 90 semester credits for the JD degree and the equivalent of 45 quarter credits plus the prerequisites (unless waived) for the MIB degree. Students can satisfy the requirements for each degree by using a specified number of crossover credits chosen from a list of approved courses in each school. Of the 90 semester credits required for the JD degree, 12 semester credits can be satisfied by 18 quarter credits chosen from a list of specified graduate business degree courses. Of the 45 quarter credits required for the MIB degree, 9 quarter credits can be satisfied by 6 semester credits chosen from a list of specified JD degree courses. Students must, however, complete the MIB prerequisites (unless waived), the MIB language proficiency requirement, the MIB international experience and all of the required courses for each degree.

Crossover Courses for Joint Degree Program

The following courses can be used to satisfy elective credits toward the JD and graduate business degrees. Not all courses are offered each quarter, semester, or year, and some courses may require particular sequencing or have prerequisites. In addition to the courses listed below, students may, upon approval, receive crossover credit for other appropriate courses that may be offered from time to time. Crossover credit will not be granted for courses that are substantially similar to courses already taken in the other school.

School of Law

Administrative Law
Advanced Real Estate
Alternative Dispute Resolution
Antitrust
Bankruptcy
Basic Real Estate
Business Entities
Business Planning
Consumer Protection
Corporate Acquisitions
Corporate and Partnership Tax
Employment Discrimination
Employment Law
Environmental Law: Fundamentals
Environmental Law: Pollution Regulation
Environmental Law: Toxics
Health Law
Individual Income Tax
Intellectual Property
International Business Transactions
International Law
International Tax
Labor Law: Private Sector
Labor Law: Public Sector
Land Use Planning
Law and Economics
Negotiation/Mediation
Payment Law (UCC Paper)
Pensions and Employee Benefits
Products Liability
Securities Regulation
Taxation of Charitable Organizations
UCC Sales and Secured Transactions

Albers School of Business and Economics

Accounting

ACCT 531 Financial Accounting Theory and Practice I
ACCT 532 Financial Accounting Theory and Practice II
ACCT 538 Financial Statement Analysis
ACCT 568 Management Planning and Control Systems

Economics

ECON 562 Economics of the Market System
ECON 563 Survey Research Methods/Experimental Design
ECON 564 Quantitative Methods in Economics and Finance
ECON 565 Applied Econometrics
ECON 568 Natural Resources and Environmental Economics

ECON 571 Government Finance and Economics
ECON 572 Labor Market Analysis
ECON 573 International Economics
ECON 575 Health Care Economics and Finance
ECON 577 Industry and Competitive Analysis
ECON 578 Urban/Regional Economics
ECON 581 Theory of the Firm
ECON 582 Game Theory
ECON 583 Economics of Emerging Nations

Finance

FINC 540 Investments
FINC 541 Cases in Managerial Finance
FINC 543 Advanced Financial Theory
FINC 544 Financial Institutions and Markets
FINC 546 Finance for International Business
FINC 548 Financial Management of Banks
FINC 550 Risk Management
FINC 552 Portfolio Management
FINC 553 Advanced Topics in Investments

Management

HRMA 551 Selection and Assessment
HRMA 553 Compensation and Benefits Management
MBA 514 Economics of Integrative Markets
MBA 515 Financial Management
MBA 516 Management of People
MGMT 573 International Management
MGMT 581 Human Resource Management
MGMT 584 Labor Relations and Collective Bargaining
MGMT 586 Entrepreneurship
MGMT 577 Managing Diversity
MGMT 588 Negotiation Skills
MGMT 589 International Policy and Strategy

¹ The American Bar Association, one of the accrediting agencies for law schools, requires that the JD degree be completed within a maximum of six years.

² One quarter credit is the equivalent of .67 semester credits. A 3 quarter credit crossover business course could, for example, be used to satisfy 2 semester credits for the JD degree.

³ One semester credit is the equivalent of 1.5 quarter credits. A 4 semester credit crossover law course could, for example, be used to satisfy 6 quarter credits for the graduate business degree.

School of Education

Sue A. Schmitt, EdD, Dean

Beth Jackson, EdD, Assistant Dean, Professional Development/Continuing Education Programs

Ivan L. Hutton, PhD, Associate Dean

(206) 296-5760

Web Site: www.seattleu.edu/soe

Degrees Offered

- Doctor of Education/Educational Leadership (EdD)
Specializations are available in the following areas:
Adult learning and development
Higher education administration
P-12 educational administration for principals, program administrators, or superintendents
School psychology
Student development administration
Teacher leadership
- Educational Specialist (EdS)
School Psychology specialization
Educational Administration specialization
Special Education
- Master of Arts in Education/Adult Education and Training (MA)
- Master of Arts in Education/Counseling (MA)
Mental Health Counseling specialization
Post-Secondary Counseling specialization
School Counseling specialization
- Master of Arts in Education/Curriculum and Instruction (MA)
General Curriculum and Instruction
Individually Designed Program
- Master of Arts in Education/Educational Administration (MA)
General Administration specialization
Principal specialization
Program Administration specialization
School Business Administration specialization
- Master of Arts/Student Development Administration (MA)
- Master of Education/Adult Education and Training (MEd)
- Master of Education/Curriculum and Instruction (MEd)
General Curriculum and Instruction
Reading (see Literacy for Special Needs)
Individually Designed Program
Experienced Teacher Certification Option (ETCO)

- Master of Education/Educational Administration (MEd)
General Administration specialization
Principal specialization
Program Administration specialization
School Business Administration specialization
- Master of Education/Literacy for Special Needs (MEd)
- Master of Education/Special Education (MEd)
- Master of Education/Student Development Administration (MEd)
- Master in Teaching (MIT)
- Master of Arts in Teaching English to Speakers of Other Languages (MA)
- Master of Education in Teaching English to Speakers of Other Languages (MEd)

Post-Master's Certificates Offered

- Community College Teaching
- Department Head/Team Leader
- Gifted Education
- Literacy Specialist
- Principal
- Professional Certificate (second-level teacher certificate)
- Program Administrator
- School Counseling
- School Psychology
- Staff Development
- Teaching English to Speakers of Other Languages

Courses:

- Adult Education and Training
- Counseling
- Curriculum and Instruction
- Education
- Educational Administration
- Educational Leadership
- Literacy
- Professional Certificate (second-level teacher certificate)
- Post-Baccalaureate
- School Psychology
- Special Education

- Student Development Administration
- Teacher Education
- Teaching English to Speakers of Other Languages

Mission

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

These five principles, integral to the Mission Statement, guide decision-making:

- 1) The School of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
- 2) The School of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
- 3) The School of Education strives to provide a curriculum relevant to the needs of its profession and the greater society and supported by the best practice and research.
- 4) The School of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
- 5) The School of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

Admission Requirements

Master's degree programs each have a specified grade point average (GPA) and other admission requirements that are included in their program descriptions that follow this section.

Graduate Record Examination (GRE) information is available by calling the Graduate Admissions office at (206) 296-2000.

General School of Education requirements include:

- Bachelor's degree from a regionally accredited institution and initial certification (where applicable). Applicants from bachelor's degree programs with neither letter nor numerical grading must submit GRE or Miller Analogies Test (MAT) scores. (GRE for counseling).
- Relevant work experience, usually at least one year beyond the bachelor's degree.
- For school administration, curriculum and instruction, or literacy programs, academic background equivalent to that required for a teaching certificate is necessary. This does not apply to school business administrators or students preparing for work in other than K-12 settings.

General Format of Degree Studies

Following are typical programs for each major field (except master in teaching). While details vary from program to program, all education graduate degree programs contain the following components.

- Admission as degree applicant (see general admission requirements).
- Students accepted on probation must remove all conditions of probation before completing more than 15 credits of degree work at Seattle University.
- Initial course work: 15 credits of course work to include EDUC 500 Introduction to Research and Graduate Studies, plus the designated first course in the major field and other courses designated at admission or by the program adviser.
- Candidacy: Admission to degree candidate status is based on the following criteria:
 - 3.00 (B) grade point average (GPA) in the first 15 credits; (20 credits for counseling and school psychology majors)
 - Recommendation of major program adviser
 - Submission of a planned program of studies approved by adviser
 - Counseling and school psychology majors only: successful completion of COUN 510, Fundamental Counseling Skills; COUN 511, Counseling Theories.
 - Educational Leadership: successful completion of EDLR 621, 622, and 623; approval of a program of studies; and formal acceptance of a dissertation proposal.
- Advanced course work:
 - Completion of major field course work. The amount varies from program to program and student to student.
 - Completion of core and approved electives. The amount varies by degree, from program to program, and student to student.
 - In the programs requiring a practicum or internship, there are two evaluation points beyond initial admission—at candidacy and just prior to the practicum or internship—to further determine the candidate's capabilities to function effectively in the practicum or internship role.
- Comprehensive examination:
 - Satisfactorily complete a written comprehensive examination covering the major area of study. The student may seek an examination appointment as soon as all major area course work is completed. The examination is offered at least three times each year.

Grade Point Average

A 3.00 (B) GPA must be maintained during graduate study. In addition, individual programs may have minimum grade requirements for specific courses. Please check individual program student handbooks for details.

Time Limit

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

Residency

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

Certification Program Records and Information Release Form

All applicants to School of Education programs preparing for Washington state certification in the P-12 schools (program administrator, principal, school counselor, school psychologist, superintendent, teacher) are required to sign a Records and Information Release form. This release form allows Seattle University to share records and information with the Office of the Superintendent of Public Instruction for the purpose of OSPI's investigating a candidate's character and fitness for the role for which the candidate is preparing. Applicants are required to sign this release form prior to enrolling and attending their first class in their certification program.

Degree Work and Certification Combined

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

Enrollment Limits for Employed Students

Anyone holding full-time employment is ordinarily limited to six hours per quarter. (This may be exceeded when added courses are an integrated part of the working day, e.g., internship, and certain independent studies and graduate projects.)

Non-matriculation Limits

Non-matriculated students must check with program coordinator or division chair for available courses and credit limits.

Commencement Participation Requirements

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. All students enrolled in the Master's in Teaching program scheduled to complete degree requirements in the summer quarter are eligible to participate in commencement the preceding spring.

Doctoral (EDLR) candidates must have completed the doctoral project/dissertation, have secured the signatures of their committee and the chair and have turned the project/dissertation in to the program director by April 10th of the year in which they wish to participate in the commencement ceremony. Doctoral students who participate in the commencement ceremony will not have their degree posted to the transcript in June unless the dissertation is signed off by the EDLR program director and the dissertation and all other grades (including removal of all I and N grades) are received by the registrar on the date final grades for the spring term are due as published in the University calendar.

ADULT EDUCATION AND TRAINING

Program Director: Carol L. Weaver, PhD

Phone: (206) 296-5696

E-mail: cweaver@seattleu.edu

Program Office Phone: (206) 296-5908

Department Chairperson: Jeremy Stringer, PhD

E-mail: stringer@seattleu.edu

Degrees Offered

- Master of Arts in Education (MA)
- Master of Education (MEd)

Certificate Offered

- Post-Master's Certificate in Community College Teaching

Overview

The master's degree in adult education is intended for those planning to instruct adults or manage programs

designed for adult learners in post-secondary institutions or public and private organizations. Students select their area of specialization, which can include adult development or basic education, teaching English as a second language, or human resources development (training). Many students create a course of study that includes two of the specializations to more broadly prepare for job opportunities. Up to nine elective credits and the internship may be used to emphasize a particular content area.

The specializations include:

- Adult Development or Adult Basic Education prepares individuals to work in community colleges or social service agencies helping adults improve basic skills in reading, writing, math.
- Human Resources Development is designed for those who wish to administer or instruct in employer-sponsored training programs.
- English as a second language prepares individuals to work with adult learners who wish to improve their ability to speak English. See TESOL program for details.

Admission Requirements for Adult Education

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

- A bachelor's degree from a regionally accredited college or university.
- A 3.00 cumulative GPA from a regionally accredited institution or a 3.00 GPA in the last 90 quarter credits (60 semester credits) contributing to the baccalaureate degree. Applicants with less than a 3.00 GPA may apply but are required to submit by the application deadline official scores not more than five years old from the GRE or the MAT.
- Two recommendations from recent supervisors.
- A resumé indicating a minimum of one year's work experience.

Degree Requirements for Adult Education

- A 3.00 cumulative GPA must be maintained to remain in the program and to graduate from the program.
- Satisfactory completion of a three credit hour internship. The internship is selected cooperatively by the student and major adviser and is designed to provide a practical learning experience in an appropriate setting.
- Satisfactory performance on a comprehensive examination of selected areas within the program of study. The examination may be taken upon completion of Part I, Part II, and Part III of the program of study.

**MASTER OF ARTS IN EDUCATION/
ADULT EDUCATION**

**Degree Requirements - Master of Arts in
Education/Adult Education**

I. Basic School of Education Requirements

- EDUC 500 Introduction to Educational Research.3
- EDUC 521 Adult Psychology/Learning3
- EDUC 530 Philosophy of Education3

II. Adult Education and Training Requirements

- Twenty-one credits, including:
- AEDT 510 Course Design for Adult Learners.....3
 - AEDT 562 Foundations of Adult Education3
 - AEDT 563 Instructional Methods for
Adult Learners3
 - AEDT 566 Internship in Adult Setting.....3
 - AEDT 577 Evaluation in Programs for
Adult Learners3
 - AEDT 595 Adult Education Graduate Project3
 - EDUC 515 Multicultural Perspectives3

III. Adult Education and Training Electives

Choose four courses from the following:12

- AEDT 564 Issues in Basic Skills for Adults
- AEDT 565 Philosophy and Methods of
Skill Training
- AEDT 567 Internship in Adult Setting
- AEDT 568 Administration in Adult Settings
- AEDT 569 Teaching Methods in Basic Skills
for Adults
- AEDT 573 Human Resources: Training,
Education and Development
- AEDT 574 Continuing Education for
the Professional
- AEDT 576 Building a Consulting Practice
- EPDES 930-944 Teaching English as a Second
Language
- SDAD 559 The American Community College

IV. Elective Courses

Choose two of the following nine courses:6

- COUN 510 Fundamental Counseling Skills
- COUN 511 Counseling Theories
- COUN 512 Lifespan Career Development
- EDAD 570 Leadership in Education I
- EDAD 571 Leadership in Education II
- LITC 526 Literacy in the Content Fields
- TSOL 531 Second Language Acquisition:
Theories and Issues
- TSOL 534 Linguistics for Language Teachers I
- TSOL 535 Linguistics for Language Teachers II

NOTE: Other electives may be substituted with approval of adviser.

MINIMUM CREDITS REQUIRED FOR DEGREE48

**MASTER OF EDUCATION/
ADULT EDUCATION**

**Degree Requirements - Master of
Education/Adult Education**

I. Basic School of Education Requirement

- EDUC 500 Introduction to Educational Research.3
- EDUC 521 Adult Psychology/Learning3
- EDUC 530 Philosophy of Education3

II. Adult Education and Training Requirements

- Eighteen credits, including:
- AEDT 510 Course Design for Adult Learners.....3
 - AEDT 562 Foundations of Adult Education3
 - AEDT 563 Instructional Methods for
Adult Learners3
 - AEDT 566 Internship in Adult Setting.....3
 - AEDT 577 Evaluation in Programs for
Adult Learners3
 - EDUC 515 Multicultural Perspectives3

III. Adult Education and Training Electives

Choose four courses from the following12

- AEDT 564 Issues in Basic Skills for Adults
- AEDT 565 Philosophy and Methods of Skill Training
- AEDT 567 Internship in Adult Setting (1 - 3)
- AEDT 568 Administration in Adult Settings
- AEDT 569 Teaching Methods in Basic Skills for Adults
- AEDT 573 Human Resources: Training, Education and Development
- AEDT 574 Continuing Education for the Professional
- AEDT 576 Building a Consulting Practice
- EPDES 930-944 Teaching English as a Second Language (3 - 12)
- SDAD 559 The American Community College

IV. Elective Courses

Choose three of the following nine courses:9

- COUN 510 Fundamental Counseling Skills
- COUN 511 Counseling Theories
- COUN 512 Lifespan Career Development
- EDAD 570 Leadership in Education I
- EDAD 571 Leadership in Education II
- LITC 526 Literacy in the Content Fields
- TSOL 531 Second Language Acquisition: Theories and Issues
- TSOL 534 Linguistics for Language Teachers I
- TSOL 535 Linguistics for Language Teachers II

NOTE: Other electives may be substituted with approval of adviser.

MINIMUM CREDITS REQUIRED FOR DEGREE48

Post-Master's Certificate in Community College Teaching

The post-master's certificate in community college teaching provides practical teaching preparation for individuals who seek or hold teaching positions in community colleges. Individuals seeking the certificate usually will have a master's degree in a content area taught in the community college system. The certificate is not required in Washington community colleges.

The courses and the required supervised teaching experience are designed to provide an overview of the characteristics of community college students; the history, purposes, beliefs, aims, and administrative structure of the community and technical college system in the state of Washington; program planning and course development; and instructional methods.

Admission Requirements

- Master's degree (or higher) from a regionally accredited college or university in a field other than education.

- Two recommendations, one from the master's degree major adviser and one from a current supervisor, regarding student's ability to perform as a teacher in the content field.

Post-Master's Certificate in Community College Teaching Requirements

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

I. Required Certificate Courses

- AEDT 510 Course Design for Adult Learners.....3
- AEDT 561 Internship in Community College Setting.....3
- AEDT 563 Instructional Methods for Adult Learners.....3
- EDUC 521 Adult Psychology and Learning3
- SDAD 559 The American Community College3

MINIMUM CREDITS REQUIRED15

COUNSELING

Program Director: Hutch Haney, MS
 E-mail: haney@seattleu.edu
 Phone: (206) 296-5751
 Program Office Phone: (206) 296-5750
 Department Chairperson: Hutch Haney, MS
 Phone: (206) 296-5751
 E-mail: haney@seattleu.edu

Degree Offered

- Master of Arts in Education (MA)
 Mental Health Counseling specialization
 Post-Secondary Counseling specialization
 School Counseling specialization

Certificate Offered

- Post-Master's Certificate in School Counseling

Overview

Flexible scheduling allows students to integrate graduate studies with full-time work commitments. Curricula incorporate theoretical perspectives with practical applications. Instructional approaches encourage an equal emphasis on direct and reflective learning experiences.

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

Program graduates work in educational and mental health settings, institutional environments, and private practice. Public and private schools, colleges, social services,

and mental health agencies, correctional facilities and youth service bureaus have all become venues for graduates of these programs.

Electives and Related Programs

Electives for all of the program options are available from other programs, including, but not limited to, addiction studies and psychology. Students should work closely with advisers to ensure selection of approved electives.

Admission Criteria

- A bachelor's degree from an accredited institution in the area of psychology, sociology, social work, education, nursing, women's studies, cultural studies or a related academic area .

Applicants with a bachelor's degree in a non-human services discipline may apply if they have 45 quarter hour credits (or 30 semester credits) in courses related to human services or 500 supervised work/volunteer hours in human services. These applicants must submit the Counseling Programs Supplemental Application form Part 1 listing the 45 quarter credits (or 30 semester credits) in a human services discipline; or Part 2 listing the work/volunteer experience.

- A 3.00 grade point average. Applicants with less than a 3.00 GPA may apply but are required to submit recent (within the past five years) official Graduate Record Examination (GRE) scores by the application deadline. GRE information is available by calling the Graduate Admissions Office at 206-296-2000. Applicants from non-letter grade bachelor's degree programs must also submit GRE scores.
- Two recommendations from employers, administrators or supervisors who are familiar with your work and your interpersonal skills. Do not choose peers, friends, professors or therapists. Required recommendation forms and envelopes are available.

Application Procedures

- Request an application packet from Graduate Admissions or download the packet online at www.seattleu.edu. Applications for upcoming quarters are reviewed twice a year and decisions are made on a space available basis. The deadlines to submit all application materials for each review period are October 20 for winter and spring quarters and March 20 (July 1 for 2003 only) for summer and fall quarters.
- Complete the Graduate School application and the Counseling Programs Supplemental Application form, if necessary, (see Admission's Criteria, above) and attach the application fee.
- Request official transcripts be sent either to the student or directly to Seattle University from every college or university attended. Confirm with each institution their policy for issuing official transcripts. If mailed to the student directly, they must remain in their sealed envelopes.

- Distribute the recommendation forms and designated envelopes. Recommenders must seal and sign the envelopes before returning them to the applicant. Return the recommendations in the sealed envelopes to Graduate Admissions by the deadline.
- Test scores must be sent directly from Educational Testing Services to Graduate Admissions.
- Applicants will be notified by mail or phone of their eligibility for a group interview with faculty members and other candidates. Admission decisions are sent by letter within 30 days after the group interview.

Readmission

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

**MASTER OF ARTS IN EDUCATION/
MENTAL HEALTH COUNSELING**

Preparing students to work in various mental health settings, this program includes an internship at a mental health counseling agency, e.g., youth service bureaus, mental health centers and correctional facilities.

Degree Requirements - Master of Arts in Education/Mental Health Counseling

I. Prerequisites
 Psychopathology or Abnormal Psychology3
 Addiction Studies course3

II. Basic School of Education Requirements
 EDUC 500 Introduction to Educational Research.3
 Choose one of the following three courses:.....3
 EDUC 521 Adult Psychology/Learning
 EDUC 522 Child Psychology/Learning
 EDUC 523 Adolescent Psychology/Learning

III. Counseling Requirements
 Thirty-eight credits, including:
 COUN 510 Fundamental Counseling Skills.....3
 COUN 511 Counseling Theories.....3
 COUN 512 Lifespan Career Development.....3
 COUN 517 Group Counseling Theory and Practice3
 COUN 518 Group Counseling Practicum.....3
 COUN 527 Counseling Tests and Measurements.3
 COUN 551 Counseling Lab4
 COUN 552 Counseling Practicum I4
 COUN 564 Counseling Internship/ Graduate Project I4
 COUN 565 Counseling Internship/ Graduate Project II4
 COUN 566 Counseling Internship/ Graduate Project III4

III. Mental Health Counseling Requirements
 Fifteen credits, including:

COUN 513	Counseling Diverse Populations	3
COUN 536	Law and Ethics for Mental Health Counselors	3
COUN 540	Diagnosis and Assessment for Mental Health	3
COUN 558	Community Mental Health Practice	3
COUN 560	Family and Couples Counseling	3

IV. Other Requirements
 Electives

		9
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MINIMUM CREDITS REQUIRED FOR DEGREE68

**MASTER OF ARTS IN EDUCATION/
 SCHOOL COUNSELING**

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

Certification

Persons serving as education staff associates in public schools shall hold certificates authorized by the state board of education for service in these roles as required by statute or rules of the state board of education. The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction which issues the School Counselor Educational Staff Associate (ESA) Certification. This certification program is included in the master's degree in school counseling described below.

**Degree Requirements - Master of Arts in
 Education/School Counseling**

I. Prerequisite
 Addiction Studies course

		3
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II. Basic School of Education Requirements
 EDUC 500 Introduction to Educational Research.3
 Choose one of the following three courses:.....3

EDUC 521	Adult Psychology/Learning	
EDUC 522	Child Psychology/Learning	
EDUC 523	Adolescent Psychology/Learning	

III. Counseling Requirements
 Thirty-eight credits, including:

COUN 510	Fundamental Counseling Skills.....	3
COUN 511	Counseling Theories.....	3
COUN 512	Lifespan Career Development.....	3

COUN 517	Group Counseling Theory and Practice	3
COUN 518	Group Counseling Practicum.....	3
COUN 527*	Counseling Tests and Measurements ..	3
COUN 551	Counseling Lab	4
COUN 552	Counseling Practicum I	4
COUN 564	Counseling Internship/ Graduate Project I	4
COUN 565	Counseling Internship/ Graduate Project II	4
COUN 566	Counseling Internship/ Graduate Project III	4

*Dual certification candidates in School Counseling/School Psychology take SPSY 554 in lieu of COUN 527

III. School Counseling Requirements

Twenty-four credits, including:

COUN 508	Law and Ethics for School Counselors and School Psychologists.....	3
COUN 509	Comprehensive School Counseling.....	3
COUN 561	Child and Adolescent Counseling.....	3
EDUC 515	Multicultural Perspectives	3
EDUC 530	Philosophy of Education	3
SPED 540	Introduction to Special Education and Learning Disorders	3
SPED 543	Introduction to Behavior Disorders and Intervention	3
SPSY 562	Family/School Collaboration	3

MINIMUM CREDITS REQUIRED FOR DEGREE68

**MASTER OF ARTS IN EDUCATION/
 POST-SECONDARY COUNSELING**

This program prepares students for work in two- and four-year college counseling centers.

**Degree Requirements - Master of Arts in
 Education/Post-Secondary Counseling**

I. Prerequisites
 Psychopathology or Abnormal Psychology

		3
	Addiction Studies course	3

II. Basic School of Education Requirements
 EDUC 500 Introduction to Educational Research.3
 Choose one of the following three courses:.....3

EDUC 521	Adult Psychology/Learning	
EDUC 522	Child Psychology/Learning	
EDUC 523	Adolescent Psychology/Learning	

III. Counseling Requirements
 Forty-one credits, including:

COUN 510	Fundamental Counseling Skills.....	3
COUN 511	Counseling Theories.....	3
COUN 512	Lifespan Career Development.....	3

COUN 517	Group Counseling Theory and Practice	3
COUN 518	Group Counseling Practicum	3
COUN 527	Counseling Tests and Measurements	3
COUN 551	Counseling Lab	4
COUN 552	Counseling Practicum I	4
COUN 560	Family and Couples Counseling	3
COUN 564	Counseling Internship/ Graduate Project I	4
COUN 565	Counseling Internship/ Graduate Project II	4
COUN 566	Counseling Internship/ Graduate Project III	4

IV. Post-Secondary Counseling Requirements

Eighteen credits, including:

COUN 513	Counseling Diverse Populations	3
COUN 536	Law and Ethics for Mental Health Counselors	3
COUN 540	Diagnosis and Assessment for Mental Health	3
SDAD 559	American Community College*	3
EDUC 530	Philosophy of Education	3
SDAD 576	Leadership and Governance of Post- Secondary Education	3

*Students preparing for four-year college counseling track may select an additional three elective credits in lieu of this course.

V. Other Requirements

Electives	3
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MINIMUM CREDITS REQUIRED FOR DEGREE68

POST-MASTER'S CERTIFICATE PROGRAM IN SCHOOL COUNSELING/POST MASTER'S ESA CERTIFICATION IN SCHOOL COUNSELING

This program is designed for individuals who already have a graduate degree in counseling or a related field, and wish to obtain the courses necessary to be recommended by the Department of Counseling and School Psychology for Washington State ESA certification as a school counselor.

Individual Programs of Study

Individual programs of study are designed by the student and an advisor and must include: 1) a minimum of 15 credits; 2) all courses necessary for ESA certification that the student has not previously completed or documentation of life experience; and 3) an internship. COUN 551, Counseling Lab, is required as part of the 15 credit minimum. This course can be waived: the applicant must submit, for faculty review, an audio or video tape (30 minutes minimum) of a counseling session. Individual programs of study are completed on an advising form and signed by the student and the advisor.

Pre-application Advising

Applicants may request an advising session prior to applying to determine what courses are necessary for ESA certification. Applicants may reserve, on a probationary basis, a place in an internship course at the time of the pre-application advising. After formal admission takes place, the internship reservation is guaranteed. Only formally admitted students may take an internship. Applicants must meet the criteria and follow the procedure for admission to the counseling programs.

Current Students

Students who have received candidacy in a non-school counseling program in the Department of Counseling and School Psychology and who want certification in school counseling must submit a letter of intent to their advisor. Applicants will be notified of their admissions status by the program.

Seattle University Certificate

Students may also apply for a certificate issued by the registrar at Seattle University indicating the completion of the student's individualized course of study.

Admission Requirements

In addition to the admission requirements outlined for the Master of Arts in Education (MA) with a specified counseling specialization, the individual must hold a graduate degree (MA, MS, MSW, MEd, EdS, EdD and/or PhD) from a regionally accredited university.

School Psychology and School Counseling Dual Certification and Two Degrees

Students may pursue two degrees and/or dual certification in *both* school counseling and school psychology. Students must meet all the requirements of both programs. To meet the school counseling degree and certification requirements, school psychology students must complete 18 additional credits in School Counseling (COUN 512, Lifespan Career Development; and three quarters of Counseling Internship and Graduate Project). To meet the school psychology degree and certification requirements, school counseling students must complete an additional 48 credits of coursework in the School Psychology Program, including a full time, year-long internship which may be taken concurrently with the school counseling internship. Total credit hours for both degrees and dual certification: 113. Students with dual degree/dual certification status will have an advisor in each respective program. The application options are:

1. Initial Seattle University Application: Individuals intending to pursue the dual degree/certification option may apply for both programs when they initially apply to Seattle University. If done at this point, applicants must complete the admissions packets and meet admission requirements for both programs. Applicants will be notified of their admission status separately by the Office of

Admissions. *This option assures the maximum scheduling flexibility.*

- 2) Students seeking certification only in one program must apply as a regular student in that program prior to candidacy (completion of 20 credits). Applicants will be notified of their admission status separately by the Office of Admissions.

At the completion of 20 credits, students are reviewed for candidacy in their respective programs. Students in either program may apply for admission to the other program at this time by 1) completing the *Declaration of a Second Degree* form, and 2) returning this form to the program coordinator of the new program during the first week of the quarter following the completion of 20 credits. Forms are available in the program office or from advisors. Students will be notified of their admission status by the Office of Admissions. Admission status will be effective the quarter following the application.

- 3) After Candidacy: Students may apply to the other program after receiving candidacy in one program by submitting a letter of intent to their advisor in lieu of the *Declaration of Second Degree* form. Applicants will be notified of their admissions status by the respective program.

CURRICULUM AND INSTRUCTION

Program Director and Department Chairperson:

John Chatten-McNichols, PhD

Phone: (206) 296-5775

E-mail: jcm@seattleu.edu

Program Office Phone: (206) 296-5908

Degrees Offered

- **Master of Arts in Education (MA)**
with specialization in:
General Curriculum and Instruction
Individually Designed Program
- **Master of Education (MEd)**
with specialization in:
General Curriculum and Instruction
Reading (see Literacy for Special Needs)
Individually Designed Program
Experienced Teacher Certification Option (ETCO)

Post-Master's Certificates Offered

- Department Head/Team Leader
- Gifted Education
- Staff Development

Overview

The curriculum and instruction program centers on education in its most basic form: facilitating the exchange of knowledge between learner and teacher. In today's information society, as specific content knowledge becomes rapidly

outdated, knowing how to learn becomes increasingly significant. This program is designed to develop educators who can articulate clearly a philosophy of education, and who have solid understanding of the learner, and the educational needs of diverse populations.

Curriculum and instruction core classes and electives provide a background of academic methodological and clinical knowledge. Faculty members emphasize individual attention in teaching and advising.

One of the significant advantages of this program is the degree of flexibility available to students. Students may work with faculty to develop individualized programs of study, tailor-made for specific professional goals.

Program Design

The program is designed primarily for part-time students who plan to take one or two courses per quarter. Full-time residency is not required; however, students typically live within commuting distance of campus.

During the summer quarter, students often are able to take additional courses. For part-time students, the time to program completion will vary greatly.

For a full-time student, the program typically requires a minimum of two years for completion. Students may begin the program during any quarter, but since all classes are not offered every quarter, students who desire full-time status should plan to begin fall quarter. Classes are offered late afternoons and evenings during the school year, and also during daytime hours in the summer session. Most classes meet weekly in blocks of two hours and 40 minutes.

Who Should Participate?

This degree program is designed for individuals involved in all aspects of curriculum and instruction concerned with the pre-kindergarten through 12th grade schools and students. The program provides a solid background in educational theory and the foundations of teaching and curriculum development, as well as the opportunity to work in depth in specific areas of curriculum and instruction.

While most students in the program are professional educators, the degree also is appropriate for individuals employed in non school settings who are interested in educational settings and issues, especially in the business and non profit sectors.

Admission Requirements

- A 3.00 cumulative GPA from a regionally accredited college or a 3.00 GPA in the last 90 quarter credits (60 semester credits) contributing to the baccalaureate degree. Applicants with less than a 3.00 GPA may apply but are required to submit official scores from the GRE or the MAT by the application deadline. Test scores must be from tests taken within the last five years.
- Relevant work experience, usually at least one year beyond the bachelor's degree.
- Two recommendations including one from an immediate supervisor and one from a previous academic adviser or professor.

**MASTER OF ARTS IN EDUCATION/
GENERAL CURRICULUM AND INSTRUCTION**

The generalist option allows students, in consultation with their advisers, to design a degree program tailored to their own professional development. They may develop a specialization in such areas as early childhood, gifted education, religious education or they may with the approval of an adviser, combine a variety of courses from other graduate programs and academic areas to meet their specific professional needs.

Degree Requirements - Master of Arts in Education/General Curriculum and Instruction

I. Basic School of Education Requirements

- EDUC 500 Introduction to Educational Research.3
- EDUC 530 Philosophy of Education3
- Choose one of the following three courses:.....3
 - EDUC 521 Adult Psychology/Learning
 - EDUC 522 Child Psychology/Learning
 - EDUC 523 Adolescent Psychology/Learning

II. Curriculum and Instruction Requirements

- Twenty-one CUIIN credits, including:
- Choose one of the following two courses:.....3
 - CUIIN 535 Introduction to Gifted Education
 - SPED 540 Introduction to Special Education and Learning Disorders
- CUIIN 510 Foundations of Curriculum and Instruction3
- CUIIN 512 Seminar: Instructional Effectiveness...3
- CUIIN 513 Supervision of Instruction3
- CUIIN 519 Practicum: Curriculum Design3
- CUIIN 520 Curriculum and Instruction: Theories and Contemporary Issues ...3
- CUIIN 595 Graduate Project Curriculum and Instruction3

III. Electives

Choose from additional work in curriculum and instruction, other graduate education majors, other graduate programs, and academic areas.18

MINIMUM CREDITS REQUIRED FOR DEGREE48

**MASTER OF EDUCATION/
GENERAL CURRICULUM AND INSTRUCTION**

Degree Requirements - Master of Education/General Curriculum and Instruction

I. Basic School of Education Requirements

- EDUC 500 Introduction to Educational Research.3
- EDUC 530 Philosophy of Education3

Choose one of the following three courses:.....3

- EDUC 521 Adult Psychology/Learning
- EDUC 522 Child Psychology/Learning
- EDUC 523 Adolescent Psychology/Learning

II. Curriculum and Instruction Requirements

Choose one of the following two courses:.....3

- CUIIN 535 Introduction to Gifted Education
- SPED 540 Introduction to Special Education and Learning Disorders
- CUIIN 510 Foundations of Curriculum and Instruction3
- CUIIN 512 Seminar: Instructional Effectiveness...3
- CUIIN 513 Supervision of Instruction3
- CUIIN 519 Practicum: Curriculum Design3
- CUIIN 520 Curriculum and Instruction: Theories and Contemporary Issues ...3

III. Electives

Choose from additional work in curriculum and instruction, other graduate education majors, other graduate programs, and academic areas.21

MINIMUM CREDITS REQUIRED FOR DEGREE48

Experienced Teacher Certification Option (ETCO)

The Experienced Teacher Certification Option (as an Individually Designed Specialty Area) is available within the Curriculum and Instruction master's degree program for teachers who are currently employed in independent or parochial private schools, who have demonstrated success in teaching (a minimum of three years), and who are seeking Washington State beginning teacher certification. There is a limit of two student entries per year. An applicant must qualify for a Washington State teaching endorsement as a condition of being accepted into this program. Teachers who have worked at the elementary level with a single subject area (such as world languages, art, PE, technology) and who have not had experience in teaching all the elementary subjects to a single class are not eligible for this program.

There is an additional admissions requirement for the Experienced Teacher Certification Option: a written document of no more than 2 pages including a self-evaluation of the candidate's success in and commitment to teaching, prior applicable course work, experience with school-age students, and understanding of cultural differences.

Individual teachers are admitted to this program subject to the approval of the MIT (teacher education) faculty. The program includes taking both a one-quarter TEED methods course (12 credits) and taking a student teaching internship (7 credits).

If a group of twenty qualified teachers agree to take the program together as a cohort, it may be possible to create a special section of the methods course (normally taught with the daytime course TEED521/522). This course could be offered after school hours, so that the cohort of students would not have to leave their classrooms for a quarter. Please contact the program director for more information.

Information on the Experienced Teacher Certification Option is available from the Curriculum and Instruction web-site at: <http://www.seattleu.edu/soe/candi>.

Post-Master's Certificates

The Post-Master's Certificate programs in curriculum and instruction are designed for individuals who already have graduate degrees in education and wish to continue graduate study in specific specialty areas. The curriculum consists of a selection of graduate courses in education and curriculum and instruction plus prerequisites, and culminates with comprehensive examinations in the certificate area. Applicants employed outside of the kindergarten through 12th grade school setting are eligible to apply.

Students will work with a designated certificate adviser and must earn a minimum of 15 credits in residence after admission to the certificate program.

Admission Requirement for certificates:

- Graduate Degree (MA, MEd, or MIT), from regionally accredited university.
- Current résumé
- Relevant work experience, usually at least one year beyond the bachelor's degree.
- Two recommendations, including one from an immediate supervisor and one from a previous academic adviser or professor. NOTE: Recommendation forms and envelopes are provided in the application packet.

General Certificate Requirements

- A cumulative GPA of 3.00 must be maintained to complete the program.
- Up to six quarter hour credits may be transferred from a regionally accredited college or university to apply to requirements for advanced certificate. Such courses must be at the 400 level or above, and the grade earned must be a B or higher. The courses must be similar to the courses listed in the EPDES 930-944 series. An official transcript from the sponsoring institution must be submitted.

Issuance of Certificates

(Policy 76-11)

- The certificates will be issued by the Seattle University registrar in accordance with established policies and procedures of the university. Candidates must make application prior to the published deadline and provide the required evidence of completion.

The School of Education offers a state-approved Professional Certificate program. Information on the program is available at www.seattleu.edu/soe/procert.

**POST-MASTER'S CERTIFICATE/
DEPARTMENT HEAD/TEAM LEADER**

This certificate is designed for those individuals who have responsibility to provide leadership in the development of curriculum in a school or district position.

**Certificate Requirements - Post-Master's
Certificate/Department Head/Team Leader**

I. Prerequisites

EDUC 500	Introduction to Educational Research (or equivalent).....	3
EDUC 515	Multicultural Perspectives or equivalent	3
Choose one of the following three courses:.....		3
EDUC 521	Adult Psychology/Learning	
EDUC 522	Child Psychology/Learning	
EDUC 523	Adolescent Psychology/Learning or equivalent	

II. Required Certificate Courses

Seventeen credits, including:

CUIN 510	Foundations of Curriculum & Instruction	3
CUIN 513	Supervision of Instruction	3
CUIN 520	Curriculum and Instruction: Theories and Contemporary Issues	3
CUIN 596	Curriculum and Instruction Independent Study.....	2
EDAD 570	Leadership in Education I	3
EDAD 571	Leadership in Education II	3

III. Elective Courses

Choose two of the following courses:.....6

AEDT 577	Evaluation of Educational Programs	
CUIN 512	Seminar in Instructional Effectiveness	
Or other adviser approved graduate level course		

MINIMUM CREDITS REQUIRED23

**POST-MASTER'S CERTIFICATE/
GIFTED EDUCATION**

This certificate is designed for those dealing with the needs of gifted and talented children and young people, within regular, self-contained, and/or pull-out classrooms, and for curriculum specialists and program administrators.

**Certificate Requirements - Post-master's
Certificate/Gifted Education**

I. Prerequisites

EDUC 500	Introduction to Educational Research (or equivalent).....	3
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EDUC 515 Multicultural Perspectives
or equivalent.....3

Choose one of the following three courses:.....3

EDUC 521 Adult Psychology/Learning

EDUC 522 Child Psychology/Learning

EDUC 523 Adolescent Psychology/Learning or
equivalent

II. Required Certificate Courses

Twenty-three CUIIN courses, including:

CUIIN 512 Seminar: Instructional Effectiveness...3

CUIIN 531 Curriculum for the Gifted:
Development and Modification3

CUIIN 532 Psychosocial Development of Gifted
Students3

CUIIN 533 Current Issues in Gifted Education3

CUIIN 537 Gifted Education Practicum3

CUIIN 535 Introduction to Gifted Education.....3

CUIIN 536 Gifted Education: Math and Science..3

CUIIN 596 Curriculum and Instruction
Independent Study.....2

MINIMUM CREDITS REQUIRED23

**POST-MASTER'S CERTIFICATE/
STAFF DEVELOPMENT**

This certificate program is designed for professionals who facilitate professional and personal growth in the life-long learning processes. It is appropriate for individuals who coordinate, communicate and provide staff development opportunities and resources throughout the learning community that support personal, professional and organizational growth.

**Certificate Requirements - Post-Master's
Certificate/Staff Development**

I. Prerequisites

EDUC 500 Introduction to Educational Research
(or equivalent).....3

EDUC 515 Multicultural Perspectives
or equivalent.....3

Choose one of the following three courses:.....3

EDUC 521 Adult Psychology/Learning

EDUC 522 Child Psychology/Learning

EDUC 523 Adolescent Psychology/Learning or
equivalent

II. Required Certificate Courses

Twenty credits, including:

CUIIN 510 Foundations of Curriculum and
Instruction3

CUIIN 512 Seminar: Instructional Effectiveness...3

CUIIN 513 Supervision of Instruction3

CUIIN 520 Curriculum and Instruction:
Theories and Contemporary Issues....3

CUIIN 596 Curriculum and Instruction
Independent Study.....3

AEDT 574 Continuing Education for the
Professional.....3

AEDT 577 Evaluation of Educational Programs...3

III. Other Requirements

Electives with adviser's prior approval6

MINIMUM CREDITS REQUIRED26

EDUCATIONAL ADMINISTRATION

Program Director: Teri Wing
Phone: (206) 296-5798
E-mail: wingt@seattleu.edu
Department Chairperson: Jeremy Stringer, PhD
Phone: (206) 296-6061
E-mail: stringer@seattleu.edu

Degrees Offered

- Master of Arts in Education (MA)
with specialization in:
Principal
School Business Administration
Program Administration
General Administration
- Master of Education (MEd)
with specialization in:
Principal
School Business Administration
Program Administration
General Administration
- Educational Specialist (EdS)

Post-Master's Certificates Offered

- Principal
- Program Administrator

Overview

The program in educational administration offers four specializations to meet the needs of instructional leaders in K-12 and post-secondary schools, as well as other organizations. The specializations are: principalship for public, independent and Catholic school educators; program administration; school business administration; and general administration. Certification as a principal or program administrator is available as a post-master's option or as part of an educational specialist degree or a doctoral degree.

Field Experience

All students must complete field experience at sites selected cooperatively by the student and major adviser. Students seeking certification as principals, whether in public or in independent schools, take three one-credit practica

and three two-credit internships; students in program administration take three one-credit practica and one two-credit internship.

Admission Requirements for Master's Programs

- Bachelor's degree from a regionally accredited college or university
- One year's successful relevant work experience
- A 3.00 GPA from a regionally accredited institution or a 3.00 GPA in the last 90 quarter credits (60 semester credits) contributing to the baccalaureate degree. Applicants with less than a 3.00 GPA may apply, but are required to submit official scores from the GRE or the MAT by the application deadline. Test scores must be from tests taken within the last five years.
- Two recommendations from supervisors within past five years
- Interview with the program coordinator

Admission Requirements for Principal and Program Administrator Credentials

- A Master's degree from a regionally accredited university. Equivalent coursework from that degree can apply to the certification requirements.
- Interested applicants should contact the Educational Administration Program Coordinator for specific requirements.
- For entering students who hold a master's degree, Seattle University requires content knowledge equivalent to the master's program leading to certification. The program coordinator evaluates the applicant's transcripts and plans a program of no fewer than 15 credits (the University minimum requirement) in a range that extends to as many as 42 credits for the principal certificate and 41 credits for the program administrator certificate.

Certification

Persons serving as principals in the public or private schools shall hold certificates authorized by the state board of education for service in the respective roles as required by statute or rules of the state board of education. The university recommends for certification a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction, which issues the appropriate certificate.

- Initial Administrative Certification

State requirements for the administrative credentials include possession of a valid teacher's certificate (principal only) or valid educational staff associate certificate and demonstrated successful school-based experience in an instructional role with students; completion of a master's degree, of which at least 30 quarter hours of graduate level work are in the approved preparation program; completion of an internship at the levels and in the

role for which the certificate will be endorsed; and three years of full-time teaching experience with at least 30 days with the same employer. Acceptance to the graduate program is a prerequisite.

- Continuing Administrative Certification

Candidates for any continuing administrative credential must have the appropriate initial administrative credential, and must have completed 180 days of full-time employment in the role at the appropriate level(s), and at least 30 days with the same employer.

MASTER OF ARTS IN EDUCATION/PRINCIPAL

Degree Requirements - Master of Arts in Education/Principal

I. Prerequisites

Exceptionality course.....3

II. Basic School of Education Requirements

EDUC 500 Introduction to Educational Research.3
 EDUC 521 Adult Psychology/Learning3
 EDUC 530 Philosophy of Education3
 Choose one of the following two courses:.....3
 EDUC 522 Child Psychology/Learning
 EDUC 523 Adolescent Psychology/Learning

III. Principal Requirements

Forty-two credits, including:

CUIN 510 Foundations of Curriculum & Instruction3
 CUIN 512 Seminar: Instructional Effectiveness...3
 CUIN 513 Supervision of Instruction3
 EDAD 544 Administrative Practicum I1
 EDAD 545 Administrative Practicum II1
 EDAD 546 Administrative Practicum III1
 EDAD 557 Educational Law I+.....2
 EDAD 558 Educational Law II+.....2
 EDAD 560 Educational Resources Management+2
 EDAD 564 Administrative Internship I2
 EDAD 565 Administrative Internship II.....2
 EDAD 566 Administrative Internship III.....2
 EDAD 567 Leadership for Change Seminar I++...2
 EDAD 568 Leadership for Change Seminar II++..2
 EDAD 569 Leadership for Change Seminar III++ .2
 EDAD 570 Leadership in Education I+++3
 EDAD 571 Leadership in Education II+++3
 EDAD 572 The Principalship.....3
 EDAD 595 Administrative Graduate Project3

+ Courses taken concurrently with Administrative Practicum

++Courses taken concurrently with Administrative Internship

+++Taken in sequence in the first 15 credits

MINIMUM CREDITS REQUIRED FOR DEGREE54

MASTER OF EDUCATION/PRINCIPAL

Degree Requirements - Master of Education/Principal

I. Prerequisites

Exceptionality course.....3

II. Basic School of Education Requirement

EDUC 500 Introduction to Educational Research.3
 EDUC 521 Adult Psychology/Learning3
 EDUC 530 Philosophy of Education3
 Choose one of the following two courses:.....3
 EDUC 522 Child Psychology/Learning
 EDUC 523 Adolescent Psychology/Learning

III. Principal Requirements

Thirty-nine credits, including:

CUIN 510 Foundations of Curriculum & Instruction3
 CUIN 512 Seminar: Instructional Effectiveness...3
 CUIN 513 Supervision of Instruction3
 EDAD 544 Administrative Practicum I1
 EDAD 545 Administrative Practicum II1
 EDAD 546 Administrative Practicum III1
 EDAD 557 Educational Law I+.....2
 EDAD 558 Educational Law II+.....2
 EDAD 560 Educational Resources Management+2
 EDAD 564 Administrative Internship I2
 EDAD 565 Administrative Internship II.....2
 EDAD 566 Administrative Internship III.....2
 EDAD 567 Leadership for Change Seminar I++...2
 EDAD 568 Leadership for Change Seminar II++...2
 EDAD 569 Leadership for Change Seminar III++...2
 EDAD 570 Leadership in Education I+++3
 EDAD 571 Leadership in Education II+++3
 EDAD 572 The Principalsip.....3

+ Courses taken concurrently with Administrative Practicum

++Courses taken concurrently with Administrative Internship

+++Taken in sequence in the first 15 credits

MINIMUM CREDITS REQUIRED FOR DEGREE51

MASTER OF ARTS IN EDUCATION/SCHOOL BUSINESS ADMINISTRATION

Degree Requirements - Master of Arts in Education/School Business Administration

I. ..BASIC SCHOOL OF EDUCATION REQUIREMENTS

EDUC 500 Introduction to Educational Research.3
 EDUC 521 Adult Psychology/Learning3
 EDUC 530 Philosophy of Education3

II. School Business Administration Requirements

Twenty-eight to thirty credits, including:

CUIN 510 Foundations of Curriculum & Instruction3
 EDAD 557 Educational Law I2-3
 EDAD 558 Educational Law II2-3
 EDAD 560 Educational Resources Management .3
 EDAD 564 Administrative Internship I.....2
 EDAD 565 Administrative Internship II.....2
 EDAD 566 Administrative Internship III.....2
 EDAD 570 Leadership in Education I+3
 EDAD 571 Leadership in Education II+3
 EDAD 595 Administrative Graduate Project3
 EDUC 515 Multicultural Perspectives3

+Taken in sequence in first 15 credits

III. Other Requirements

Electives in personnel and finance from the Albers School of Business and Economics, the Center for Non-Profit and Social Enterprise Management, or the Institute for Public Service6-8

MINIMUM CREDITS REQUIRED FOR DEGREE45

MASTER OF EDUCATION/SCHOOL BUSINESS ADMINISTRATION

Degree Requirements - Master of Education/School Business Administration

I. Basic School of Education Requirements

EDUC 500 Introduction to Educational Research.3
 EDUC 521 Adult Psychology/Learning3
 EDUC 530 Philosophy of Education3

II. Required Courses

Twenty-five to twenty-seven credits, including:

CUIN 510 Foundations of Curriculum & Instruction3
 EDAD 557 Educational Law I2-3
 EDAD 558 Educational Law II2-3
 EDAD 560 Educational Resources Management .3
 EDAD 564 Administrative Internship I.....2
 EDAD 565 Administrative Internship II.....2
 EDAD 566 Administrative Internship III.....2
 EDAD 570 Leadership in Education I+3
 EDAD 571 Leadership in Education II+3
 EDUC 515 Multicultural Perspectives3

+Taken in sequence in first 15 credits

III. Other Requirements

Electives in personnel and finance from the Albers School of Business and Economics, the Center for Non-profit and Social Enterprise Management, or the Institute for Public Service12-14

MINIMUM CREDITS REQUIRED FOR DEGREE48

**MASTER OF ARTS IN EDUCATION/
PROGRAM ADMINISTRATION**

**Degree Requirements - Master of Arts in
Education/Program Administration**

I. Prerequisites

Exceptionality course.....3

II. Basic School of Education Requirements

EDUC 500 Introduction to Educational Research.3

EDUC 521 Adult Psychology/Learning3

EDUC 530 Philosophy of Education3

Choose one of the following two courses:.....3

EDUC 522 Child Psychology/Learning

EDUC 523 Adolescent Psychology/Learning

III. Program Administration Requirements

Forty-one credits, including:

CUIN 510 Foundations of Curriculum &
Instruction3

CUIN 512 Seminar: Instructional Effectiveness...3

CUIN 513 Supervision of Instruction3

CUIN 519 Practicum: Curriculum Design3

CUIN 520 Curriculum & Instruction: Theories &
Issues3

EDAD 544 Administrative Practicum I1

EDAD 545 Administrative Practicum II1

EDAD 546 Administrative Practicum III1

EDAD 557 Educational Law I+.....2

EDAD 558 Educational Law II+.....2

EDAD 560 Educational Resources Management+2

EDAD 564 Administrative Internship I.....2

EDAD 567 Leadership for Change Seminar I++...2

EDAD 568 Leadership for Change Seminar II++..2

EDAD 569 Leadership for Change Seminar III++..2

EDAD 570 Leadership in Education I+++3

EDAD 571 Leadership in Education II+++3

EDAD 595 Administrative Graduate Project3

+ Courses taken concurrently with Administrative
Practicum

++Courses taken concurrently with
Administrative Internship

+++ Taken in sequence in the first 15 credits.

MINIMUM CREDITS REQUIRED FOR DEGREE53

**MASTER OF EDUCATION/
PROGRAM ADMINISTRATION**

**Degree Requirements - Master of
Education/Program Administration**

I. Prerequisites

Exceptionality course.....3

II. Basic School of Education Requirements

EDUC 500 Introduction to Educational Research.3

EDUC 521 Adult Psychology/Learning3

EDUC 530 Philosophy of Education3

Choose one of the following two courses:.....3

EDUC 522 Child Psychology/Learning

EDUC 523 Adolescent Psychology/Learning

III. Program Administration Requirements

Thirty-eight credits, including:

CUIN 510 Foundations of Curriculum &
Instruction3

CUIN 512 Seminar: Instructional Effectiveness...3

CUIN 513 Supervision of Instruction3

CUIN 519 Practicum: Curriculum Design3

CUIN 520 Curriculum & Instruction: Theories &
Issues3

EDAD 544 Administrative Practicum I1

EDAD 545 Administrative Practicum II1

EDAD 546 Administrative Practicum III1

EDAD 557 Educational Law I+.....2

EDAD 558 Educational Law II+.....2

EDAD 560 Educational Resources Management+2

EDAD 564 Administrative Internship I.....2

EDAD 567 Leadership for Change Seminar I++...2

EDAD 568 Leadership for Change Seminar II++..2

EDAD 569 Leadership for Change Seminar III++..2

EDAD 570 Leadership in Education I+++3

EDAD 571 Leadership in Education II+++3

+ Courses taken concurrently with Administrative
Practicum

++Courses taken concurrently with
Administrative Internships

+++Taken in sequence in the first 15 credits.

MINIMUM CREDITS REQUIRED FOR DEGREE50

**MASTER OF ARTS IN EDUCATION/
GENERAL ADMINISTRATION**

**Degree Requirements - Master of Arts in
Education/General Administration**

I. Basic School of Education Requirements

EDUC 500 Introduction to Educational Research.3

EDUC 521 Adult Psychology/Learning3

EDUC 530 Philosophy of Education3

II. General Administration Requirements

Eighteen credits, including:

EDAD 564 Administrative Internship I.....2

EDAD 565 Administrative Internship II.....2

EDAD 566 Administrative Internship III.....2

EDAD 570 Leadership in Education I+3

EDAD 571 Leadership in Education II+3

EDAD 595 Administrative Graduate Project3

EDUC 515 Multicultural Perspectives	3
+Taken in sequence in the first 15 credits.	

III. Other Requirements

Electives in evaluation, personnel, law, and finance from the School of Education, the Albers School of Business and Economics or the Institute for Public Service	18
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MINIMUM CREDITS REQUIRED FOR DEGREE45

MASTER OF EDUCATION/ GENERAL ADMINISTRATION

Degree Requirements - Master of Education/General Administration

I. Basic School of Education Requirements

EDUC 500 Introduction to Educational Research.	3
EDUC 521 Adult Psychology/Learning	3
EDUC 530 Philosophy of Education	3

II. General Administration Requirements

Fifteen credits, including:	
EDAD 564 Administrative Internship I.....	2
EDAD 565 Administrative Internship II.....	2
EDAD 566 Administrative Internship III.....	2
EDAD 570 Leadership in Education I+	3
EDAD 571 Leadership in Education II+	3
EDUC 515 Multicultural Perspectives	3
+Taken in sequence in the first 15 credits.	

III. Other Requirements

Electives in evaluation, personnel, law, and finance from the School of Education, the Albers School of Business and Economics or the Institute for Public Service	24
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MINIMUM CREDITS REQUIRED FOR DEGREE48

EDUCATIONAL SPECIALIST DEGREE (EdS) IN EDUCATIONAL ADMINISTRATION

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

Course work is in the areas of administration, organization and management; law and policy; research and evaluation; instructional leadership; values; and electives. Required courses are identified based on prior graduate coursework matched to certification requirements and/or other student interests.

Admission requirements

- Master's degree in a field of education, with the prerequisite courses from a regionally accredited college or university.
- Three letters of recommendation from supervisors within the past five years.
- A 3.25 post-baccalaureate cumulative GPA from a regionally accredited institution. Applicants with a GPA between 3.00 and 3.25 who have received a strong endorsement from their supervisory administrator(s), may apply, but are required to submit official scores from the GRE or the MAT by the application deadline, and have a personal interview. Test scores must be from tests taken within the last five years.

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

EDUCATIONAL LEADERSHIP

Program Director, Educational Leadership:

Daisy Arredondo Rucinski, PhD

Phone: (206) 296-2105

E-mail: darredo@seattleu.edu

Department Chairperson: Jeremy Stringer, PhD

Phone: (206) 296-6061

E-mail: stringer@seattleu.edu

Degree Offered

- Doctor of Education (EdD) with specialization in:
 - Adult learning and development
 - Higher education administration
 - P-12 educational administration for principals, program administrators, or superintendents
 - School psychology
 - Student development administration
 - Teacher leadership

Overview

This three-year, post-master's program leads to the doctor of education (EdD) degree with a major in educational leadership. It is the only doctoral program in the greater Puget Sound area specifically designed using a cohort model for a diverse student group whose current or future careers are a mix of the following areas: education, business, health care, and human resource work.

Educational leadership students may complete their degree while at the same time continuing full-time employment.

The program is designed to meet the needs of a very broad spectrum of leaders in K-12 schools, colleges, universities, businesses, health care, social agencies, and human resources.

The program includes a common core of studies in educational leadership theory and practice, as well as courses, internships, projects, and independent studies oriented toward the specific needs of each student. Individual programs of study can include earning a Washington state K-12

superintendent, principal, or program administrator certificate.

The cohort program begins once each year in July.

Admission Requirements

Note: Although entry decisions are made by a faculty committee after consideration of a number of criteria, the following are desired minimum qualifications.

- Master's degree from a regionally accredited college or university
- A 3.5 GPA in master's degree program courses
- Two recommendations for doctoral study, one from a master's degree major professor and one from an immediate on-the-job supervisor
- Official test scores from either the GRE (verbal of 500 or verbal plus quantitative total of 900) or the MAT (40). Scores must be from tests taken within the last five years.
- Three years of successful educational experience (in K-12 schools, colleges, universities, service agencies, or consulting settings, or in instructional, developmental, or training roles).
- A minimum of one year in a leadership role as a leader of adult professionals
- A personal interview with Seattle University School of Education and Educational Leadership program faculty members, which is followed by each interviewee providing an on-site sample of writing skills.

For details on admission procedures please call the program office (206) 296-6170.

Residency

Full-time residency is not required; however, 31 credits must be completed in the first 13 months, including EDLR 600, EDLR 621, 622 and 623. The program is designed for completion within three years by those continuing to work full-time in leadership positions. Doctoral students who do not complete all program requirements in three years (by the spring of the third year) must register for a continuation course beginning with the fall following the conclusion of the spring of the third year and continuing during all subsequent quarters (fall, winter, spring and summer) until and including the quarter when the student completes all program requirements. As long as students are active in the program, enrollment every quarter is required. Formal leaves may be granted for cause. Credit applied to the degree may not be more than six years old when the educational leadership program is completed.

Transfer Credit

Up to 15 credits of post-master's graduate study may be transferred, if the credits meet Seattle University criteria: taken at a regionally accredited institution; completed with a minimum grade of 3.0 on a 4.0 American grading scale; taken for graduate credit; and course completion date is

within six years of the date all doctoral degree work is concluded. Post-master's graduate credit taken at Seattle University prior to acceptance into the program is also eligible for consideration within the 15 credits allowed to transfer.

For graduates of Seattle University who have completed the Ed.S degree in School of Psychology and are admitted into the EDLR program, up to 29 credits of the Ed.S degree may be used to fulfill elective and or cognate courses toward the 90 credit minimum requirement of the EDLR program.

All of the School of Education SPSY graduates who are accepted into the EDLR program will be expected to complete:

- a. all of the Educational Leadership (EDLR) Core courses
- b. the Dissertation and Dissemination requirements, and
- c. the following professional education courses which were not included in the SPSY Ed.S degree requirements: Finance, Human Resources, and Curriculum

If any of the three professional education courses is waived, students must substitute the equivalent number of credits by taking other graduate level courses at Seattle University. Unless otherwise approved by the Dean, three will be the maximum number of School Psychology students who could be admitted to the program in any one year.

Credit at Seattle University

At least three-fourths of the applicable credits taken at Seattle University must be 500 level or higher. In any case, no more than 15 credits at Seattle University below the 500 level may be applied, and then only with specific advanced, written approval. (Inclusion in an approved graduate program of studies will satisfy written approval)

Formal Degree Candidacy

A student is eligible for candidacy when EDLR 621, 622 and 623 have been completed, a program of studies has been approved, and a dissertation proposal has been formally accepted.

Comprehensive Exam

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

Certification

Students who complete superintendent, program administrator and principal programs may earn a Washington state K-12 administration certificate as part of their doctoral program. Further details on requirements for integrating studies toward any of these certificates into a doctoral program are available from the program office at (206) 296-6170.

**DOCTOR OF EDUCATION/
EDUCATIONAL LEADERSHIP**

**Degree Requirements - Doctor of Education/
Educational Leadership**

I. Prerequisites

- Introduction to research.....3
- Child, Adolescent or Adult Psychology/Learning.....3
- Note: Prerequisite credits are not included in the total credits required for the degree.

II. Education Leadership Requirements

- Thirty EDLR credits, including:
- EDLR 600 Workshop in Educational Leadership.....9
- EDLR 621 Seminar in Educational Leadership I ..2
- EDLR 622 Seminar in Educational Leadership I ..2
- EDLR 623 Seminar in Educational Leadership I ..2
- EDLR 631 Seminar in Educational Leadership II.....3
- EDLR 632 Seminar in Educational Leadership II.....3
- EDLR 633 Seminar in Educational Leadership II.....3
- EDLR 641 Seminar in Educational Leadership III.....2
- EDLR 642 Seminar in Educational Leadership III.....2
- EDLR 643 Seminar in Educational Leadership III.....2

III. Cognate Study Requirement

Any field other than educational leadership (e.g., business, nursing, adult education, higher education student development, public service, psychology, theology and ministry, or software engineering) with adviser approval for a minimum of.....12

IV. Professional Studies Requirements+++

- Twenty-four to twenty-seven credits, including:
- EDUC 530 Philosophy of Education3
- Choose one of the following three courses.....3
- AEDT 510 Course Design for Adult Learners
- AEDT 563 Instructional Methods for Adult Learners
- CUIN 510 Basics of Curriculum and Instruction
- Choose one of the following two courses.....3
- COUN 510 Fundamental Counseling Skills
- COUN 511 Counseling Theories
- Financial course.....3
- Human Resource course3
- Law course3
- Electives3-27

+++Requirements may be waived with prior coursework but areas III and IV must total a minimum of 39 credits. Equivalent or alternative courses allowed only with adviser's approval. Specializations in adult learning and development, higher education administration, P-12 educational administration (for principals, program administration, and superintendents), school psychology, student development administration, and teacher leadership are achieved through combinations of cognate, elective and professional studies courses.

V. Project Studies

- Twenty-four EDLR credits, including:
- EDLR 608 Internship (not required).....1-9
- EDLR 610 Doctoral Project.....11-19
- EDLR 611 Doctoral Project/Dissertation Dissemination1
- EDLR 617 Quantitative Research.....3
- EDLR 618 Qualitative Research3
- EDLR 619 Proposal Seminar.....3
- EDLR 696 Independent Study1-5

Information about program specializations in adult learning and development, higher education administration, P-12 educational administration (for principals, program administration, and superintendents), school psychology, student development administration, and teacher leadership is available from the program office.

MINIMUM CREDITS REQUIRED FOR DEGREE 90-105*

*Some specializations require additional credits, up to a maximum of 105 credits.

LITERACY FOR SPECIAL NEEDS

Program Director: Katherine L. Schlick Noe, PhD
E-mail: literacy@seattleu.edu
Program Office Phone: (206) 296-5908
Department Chair: John Chattin-McNichols, PhD
Phone: (206) 296-5775
E-mail: jcm@seattleu.edu

Degree Offered

- Master of Education (MEd)

Post Master's Certificate Offered

- Literacy Specialist

**Washington State Teacher Certification
Primary Endorsement Offered**

- Reading

Supporting Endorsement Offered

- Reading

Overview

The Literacy for Special Needs master's degree program is designed to prepare general education teachers, special educators, and reading specialists to work effectively with K-12 students with a broad range of specialized learning needs. The program prepares candidates for various roles, including literacy assessment, instructional planning, and nurturing lifelong literacy development and skill application. Courses in this program include an examination and evaluation of current literacy and special education research and best practice. Completion of the master's degree in literacy for special needs leads to the Washington State primary endorsement (45 credits) in reading and provides 33 credits toward the Washington State primary endorsement (45 credits) in special education. Students who complete this program qualify for the Washington State five-year endorsement waiver to teach special education while they earn the remaining credits for the primary endorsement.

The Post-Master's Certificate/Literacy Specialist is designed for teachers who already hold a master's degree but who want to earn the 24 credits for the supporting endorsement in Reading. The Graduate Endorsement-Only Program: Reading is designed for teachers without the master's degree who want to earn the 24 credits for the supporting endorsement in reading.

Program Design

The program is designed for working professionals who take one or two courses a quarter during the academic year and one or two courses during the summer. Students take a planned program of coursework in literacy and special education, culminating in the practicum working with K-12 students with special needs. In consultation with the program director, students can develop a flexible course of study to meet their individual professional goals.

Students can begin the program during any quarter. Courses during the academic year meet in the late afternoon and evening hours; some summer courses meet during the day. Part-time students can complete the program in three to four years.

Teacher Certification

Students who wish to earn the Washington state primary or supporting endorsement in reading and/or the Washington State five-year endorsement waiver in special education through the Literacy for Special Needs program must already hold a Washington state teaching certificate.

Students completing the Master in Teaching Program may apply up to 15 credits toward the post-master's certificate/literacy specialist prerequisites and required courses and the supporting endorsement in reading by completing the following courses:

Prerequisites:

- TEED 541 satisfies EDUC 500 (3 credits)
- 6 credits of TEED 512 satisfy EDUC 515 and EDUC 522/523

Required courses:

- 3 credits of TEED 521 satisfy LITC 525
- MIT elective in Literacy (3 credits) can meet a literacy course requirement.

Admissions Requirements

- A bachelor's degree with a 3.00 cumulative grade point average from a regionally accredited college/university or a 3.00 GPA in the last 90 quarter credits (60 semester credits) toward the baccalaureate degree. Applicants with less than a 3.00 GPA may apply but are required to submit official scores from the GRE or MAT by the application deadline. Test scores must be from tests taken within the last five years.
- Relevant work experience; usually at least one year of teaching experience at the K-12 level.
- Two recommendations, including one from an immediate supervisor and one from a previous academic advisor or professor.

MASTER OF EDUCATION/ LITERACY FOR SPECIAL NEEDS

Degree Requirements – Master of Education/Literacy for Special Needs

I. Basic School of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 530	Philosophy of Education	3
Choose one of the following two courses:		3
EDUC 522	Child Psychology/Learning	
EDUC 523	Adolescent Psychology/Learning	

II. Literacy Requirements

Twenty-three credits, including:

LITC 521	Teaching with Children's and Adolescent Literature	3
LITC 522	Seminar in Writing Instruction	3
LITC 524	Literacy Assessment and Evaluation	3
LITC 525	Seminar in Literacy Instruction	3
LITC 526	Literacy in the Content Fields	3
LITC 527	Specialized Literacy Techniques	3
LITC 528	Practicum: Literacy for Special Needs	5

III. Special Needs Requirements

Sixteen credits, including:

SPED 540	Introduction to Special Education and Learning Disorders	3
SPED 541	Multicultural/Multilingual Issues in Learning	3
SPED 542	Teaching Students with Learning Disorders	3

SPED 545 School Consultation and Intervention...3
 SPSY 554 Individual Educational Assessment4

MINIMUM CREDITS REQUIRED FOR DEGREE48

**POST-MASTER'S CERTIFICATE/
LITERACY SPECIALIST**

This certificate program is designed for students who already have a master's degree and a Washington State teaching certificate and wish to earn the Washington State supporting endorsement in reading.

**Certificate Requirements - Post-Master's
Certificate/Literacy Specialist**

I. Prerequisites

EDUC 500 Introduction to Educational Research (or equivalent).....3
 EDUC 515 Multicultural Perspectives or equivalent.....3
 Choose one of the following courses or equivalent:3
 EDUC 522 Child Psychology/Learning
 EDUC 523 Adolescent Psychology/Learning

II. Required Literacy Courses

Twenty-three credits, including:
 LITC 521 Teaching with Children's and Adolescent Literature3
 LITC 522 Seminar in Writing Instruction3
 LITC 524 Literacy Assessment and Evaluation ..3
 LITC 525 Seminar in Literacy Instruction3
 LITC 526 Literacy in the Content Fields3
 LITC 527 Specialized Literacy Techniques3
 LITC 528 Practicum: Literacy for Special Needs5

Elective

To be determined with adviser1

**MINIMUM CREDITS REQUIRED FOR
CERTIFICATE24**

**GRADUATE ENDORSEMENT-ONLY
PROGRAM: READING**

This program is designed for students with a bachelor's degree who hold a Washington State teaching certificate and wish to earn the supporting endorsement in reading.

I. Prerequisites

EDUC 500 Introduction to Educational Research (or equivalent).....3

II. Required Endorsement Courses

Twenty-three credits, including:
 LITC 521 Teaching with Children's and Adolescent Literature3

LITC 522 Seminar in Writing Instruction.....3
 LITC 524 Literacy Assessment and Evaluation ..3
 LITC 525 Seminar in Literacy Instruction3
 LITC 526 Literacy in the Content Fields3
 LITC 527 Specialized Literacy Techniques3
 LITC 528 Practicum: Literacy for Special Needs5

Elective

To be determined with adviser1

**MINIMUM CREDITS REQUIRED FOR
ENDORSEMENT24**

**PROFESSIONAL CERTIFICATION
PROGRAM**

Program Director: Margie Kates
 Phone: (206) 296-6173
 E-mail: katesm@seattleu.edu
 Department Chairperson: John Chatten-McNichols, PhD
 Phone: (206) 296-5775
 E-mail: jcm@seattleu.edu

Program Offered

- Washington State Professional Certificate for Teachers (second-level teacher certification)

Overview

The Professional Certification Program has both a graduate-level option and a continuing education option (for teachers already holding a masters degree). The program has been approved by the Washington State Board of Education. Successful completion of this program enables a Washington State Residency Certificate teacher to receive a Professional Certificate from the State of Washington.

Program Design

The program is designed for Residency Certificate teachers who are employed full-time. It is a personalized, cohort-based program, blending the best in-person and online learning with a focus on praxis integrating coherent and grounded reflection, understanding, and action. Program instruction is delivered almost exclusively on weekends (preferably in locations most convenient for the teachers) and online using the web. The program is 15 graduate-level quarter credits and extends over 10 quarters (2 1/2 years). The program organizes Residency teachers into cohorts (with a maximum of 20 teachers) according to grade levels (elementary or secondary). Elementary cohorts will focus on the instructional theme of "Meeting the Needs of All Students." Secondary cohorts will integrate their learning around "Differentiated Instruction." Both grade-level cohorts emphasize "Leadership."

Each cohort will be assigned for the duration of its program one SU faculty member and one field-experienced teacher as its instructional team. The program will help the

residency teachers to engage in graduate-level action research and to design and implement authentic assessment of the positive impact of their teaching on student learning. The program will provide Residency Certificate teachers with a suggested sequence for meeting the 3 standards and 17 criteria required by the state; at the same time, these teachers will be invited and encouraged to create their own sequence for completing those requirements.

The graduate-level program is designed to articulate to three School of Education graduate degree programs in the School of Education: 1) Literacy for Special Needs [includes a Reading Endorsement], 2) Special Education [includes a Special Education Endorsement], and 3) Curriculum and Instruction. In addition, it has been designed to articulate with, and build upon, the MIT performance-based curriculum.

The Continuing Education option is designed for teachers who already hold a master's degree. The Implementation phase of the program is designed to be self-paced. After completing the Preassessment Seminar, teachers will work with a coach/mentor to complete the program during one school year.

Annually, there are two admission opportunities into the program: 1) in October prior to the Preassessment Seminar (3 credits) which begins each Winter quarter, or 2) in April for the remaining 12 credits of the program which begins in Summer (this April admissions date is only for those who have taken their Preassessment Seminar elsewhere or those who had not yet completed Provisional Status when they began their Preassessment Seminar).

Admissions Requirements

Requirements for admission to the Preassessment Seminar only (first course, 3 quarter credits):

1. Valid Washington State Residency Teaching Certificate
2. Evidence of current full-time employment as a teacher in a Washington State public school or a state-approved private school
3. Non-matric form
4. Official transcript with a posted bachelor's degree.

Teachers may take the Preassessment Seminar prior to completing Provisional status.

Requirements to complete the 15 credit program or to enter the program for the last 12 credits (assuming that the Preassessment Seminar was completed at another college/university and/or the Residency teacher had not completed Provisional Status prior to entering the Preassessment Seminar):

1. Preassessment Seminar Admission Requirements #1 and #2 above.
2. A 3.0 GPA in the Residency teacher's undergraduate degree or an earned master's or higher graduate degree
3. Evidence of completion of Provisional status in a public school district or the equivalent in a state-approved private school

4. If the Preassessment Seminar has been completed at another Washington state-approved Professional Certification Program, evidence of successful completion of the Preassessment Seminar, including a copy of the teacher's approved Professional Growth Plan that was done in compliance with WAC and OSPI format and standards.

Program Completion Requirements

1. Produce a Professional Growth Plan (PGP) in PROC 520 (which is required to pass PROC 520) which can be recommended for approval by the Residency teacher's Professional Growth Team and is approved by the Professional Certification Program
2. Minimum GPA of 3.0 upon completion of the program
3. Prepare a portfolio demonstrating that all required documents and performance-based goals and objectives in the PGP have been met
4. Receive approval of the performance-based portfolio by the Professional Certification Program

Program Requirements

EPCT 520	Preassessment Seminar.....	3
EPCT 521	PGP Implementation Seminar I.....	1
EPCT 522	PGP Implementation Seminar II.....	2
EPCT 523	PGP Implementation Seminar III.....	1
EPCT 524	PGP Implementation Seminar IV.....	2
EPCT 531	Culminating Seminar I.....	1
EPCT 532	Culminating Seminar II.....	2
EPCT 533	Culminating Seminar III.....	1
EPCT 534	Culminating Seminar IV.....	2

TOTAL CREDITS REQUIRED FOR PROGRAM15

SCHOOL PSYCHOLOGY

Program Director: Kristin Guest, PhD
 Phone: (206) 296-5776
 E-mail: kguest@seattleu.edu
 Program Office Phone: (206) 296-5750
 Department Chairperson: Hutch Haney, MS
 Phone: (206) 296-5751
 E-mail: haney@seattleu.edu

Degree Offered

Educational Specialist (EdS)

Certificate Offered

Post-Master's Certificate in School Psychology

Overview

This Washington State approved program prepares students for educational staff associate (ESA) certification as a school psychologist in K-12 settings. Students who

complete this NASP-approved program are automatically eligible for the National Certificate in School Psychology (NCSP) upon satisfactory completion of the NCSP exam. Dual degrees and dual certification in both counseling and school psychology are also a possibility.

The curriculum of the program is based on a best practices orientation as defined by the National Association of School Psychologists, the National Council for the Accreditation of Teacher Education (NCATE), and Washington state standards for accreditation.

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

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

Certification

Persons serving as educational staff associates in public schools shall hold certificates authorized by the state board of education for service in the respective roles as required by statute or rules of the state board of education. The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction which issues the appropriate certificate.

Admission Requirements for School Psychology

We seek applicants who demonstrate strong academic knowledge and skills, a commitment to equity and justice, and continued growth and learning. In addition, applicants must demonstrate potential for leadership and effective interpersonal relationships.

- A bachelor's degree from a regionally accredited college or university.
- A 3.00 GPA for students entering with a bachelor's degree; 3.25 GPA for students entering with a master's degree. Applicants are required to submit official GRE scores. Test scores must be from tests taken within the last five years. The test score requirement will be waived for students already holding a master's degree or doctorate achieved with a 3.25 cumulative GPA. Strong applicants whose GPA is below 3.00 may be admitted with probationary status.
- Two recommendations.
- One year's successful professional, educational or related experience (documented)
- A one-page autobiographical statement indicating motivation and commitment to school psychology and relevant experience with children and adolescents
- A small group interview with faculty members and other candidates. NOTE: Qualified applicants will be contacted by mail or phone to schedule an interview.

POST-BACCALAUREATE EDUCATIONAL SPECIALIST DEGREE/ SCHOOL PSYCHOLOGY

Degree Requirements - Post-Baccalaureate EdS/School Psychology

I. Psychological Foundation Requirements

ADST 480	Introduction to Alcohol and Drug Addiction	3
EDUC 515	Multicultural Perspectives	3
EDUC 522	Child Psychology/Learning	3
EDUC 523	Adolescent Psychology/Learning	3

II. Educational Foundation Requirements

EDUC 530	Philosophy of Education	3
SPED 540	Introduction to Special Education and Learning Disorders	3

III. Interventions/Problem Solving Requirements

Forty-two credits, including:

COUN 509	Comprehensive School Counseling	3
COUN 510	Fundamental Counseling Skills	3
COUN 511	Counseling Theories	3
COUN 517	Group Counseling Theory and Practice	3
COUN 561	Child and Adolescent Counseling	3
LITC 525	Seminar in Literacy Instruction	3
SPED 541	Multicultural/Multilingual Issues in Learning	3
SPED 543	Introduction to Behavior Disorders and Intervention	3
SPED 545	School Consultation and Intervention	3
SPED 546	Advanced Behavioral Intervention	3
SPSY 553	Individual Intelligence Assessment	4
SPSY 554	Individual Educational Assessment	4
SPSY 555	Personality and Behavior Assessment	4

IV. Statistics/Research Methodologies Requirements

EDUC 500	Introduction to Educational Research	3
EDUC 505	Fundamentals of Research Design	3

V. Professional School Psychology Requirements

COUN 508	Law and Ethics for School Counselors and Psychologists	3
SPSY 556	Issues in School Psychology I	1
SPSY 557	Issues in School Psychology II	1
SPSY 558	Issues in School Psychology III	1
SPSY 562	Family/School Collaboration	3

VI. Practica and Internship Requirements

COUN 551	Counseling Lab	4
COUN 552	Individual Counseling Practicum I	4
SPSY 559	School Psychology Internship	9
SPSY 560	School Psychology Assessment Practicum	3

MINIMUM CREDITS REQUIRED FOR DEGREE95

POST-MASTER'S EDUCATION SPECIALIST DEGREE/SCHOOL PSYCHOLOGY

A minimum of 45 credits is required for this educational specialist degree. The total credits and the program of study are determined on an individual basis dependent on the master's degree course work, the degree, and the state and national certification requirements. Students entering with master's degrees other than in special education, counseling or school psychology must expect to take additional course work to meet the degree requirements outlined under post-baccalaureate EdS/School Psychology.

All students must complete a supervised internship in a school setting, either on a full-time, 1200 hour basis for three successive quarters, or on a half-time 1200 hour basis for two years.

A written comprehensive examination is required of all degree students as well as all students recommended for state education staff associate (ESA) certification in school psychology.

Doctoral Study for Ed.S. Graduates

For graduates of Seattle University who have completed the Ed.S. degree in School Psychology and are admitted into the EDLR program, up to 29 credits of the Ed.S. degree may be used to fulfill elective and/or cognate courses toward the 90 credit minimum requirement of the EDLR program. See the Doctor of Education section of this bulletin for details.

School Psychology and School Counseling Dual Certification and Two Degrees

Students may pursue two degrees and dual certification in both school counseling and school psychology. Students must meet all the requirements of both programs. To meet the school counseling degree and certification requirements, school psychology students must complete 18 additional credits in School Counseling (COUN 512, Lifespan Career Development; COUN 518 Group Counseling Practicum, and three quarters of Counseling Internship). To meet the school psychology degree and certification requirements, school counseling students must complete an additional 48 credits of coursework in the school psychology program, including a full time, year-long internship which may be taken concurrently with the school counseling internship. Total credit hours for both degrees and dual certification: 113.

POST-MASTER'S CERTIFICATE SCHOOL PSYCHOLOGY

This program is designed for individuals who have a master's or doctoral degree in a related field and wish to obtain the courses necessary to be recommended by the Department of Counseling and School Psychology for Washington State ESA certification as a school psychologist. Individual programs of study are designed by the student and an adviser and must include: 1) a minimum of 15 credits; 2) all courses necessary for ESA certification that the student has not previously completed; and 3) an internship. Students seeking certification must meet admission requirements outlined for the EdS degree in school psychology.

SPECIAL EDUCATION

Program Director: Steven E. Curtis, PhD

Phone: (206) 296-6167

E-mail: curtiss@seattleu.edu

Department Chair: John Chatten-McNichols, PhD

Phone: (206) 296-5775

E-mail: jcm@seattleu.edu

Degrees Offered

- Master of Education (MEd)
- Education Specialist (EdS)

Endorsement-Only Graduate Program Offered

- Primary Endorsement: Special Education

Washington State Endorsements Offered

- Primary endorsement: Special Education
- Supporting endorsement: Reading

Overview

The Special Education program prepares special education teachers to provide specialized special education services to a linguistically and culturally diverse population of children and adolescents (K to 12th grade) with disabilities. The emphasis of the program is on those students with learning (e.g., learning disabilities and mental retardation) and behavioral disorders (e.g., attention-deficit, oppositional, conduct, pervasive-developmental, and emotional disorders). Students complete a series of courses designed to give a solid background in special education law, procedures, and methods; types of childhood exceptionalities; behavioral intervention and consultation; multicultural and multilingual issues; child/adolescent development; research methods; and educational philosophy. A uniqueness is that students also complete a series of coursework designed to give a strong foundation in literacy development and effective reading instruction.

Program Design

The program is designed for full-time students as well as working professionals who take one or two courses a quarter during the academic year and one or two courses during the summer. Students take a planned program of coursework in special education, culminating in the practicum working with K-12 students with special needs. In consultation with the program coordinator, students can develop a flexible course of study to meet their individual program goals. Students who wish to earn an MEd in special education enroll in the MEd in special education program. Students with a master's degree may either enroll in the EdS in special education program or the Endorsement-Only Special Education graduate program..

Completion of the MEd, or EdS, or Endorsement-Only graduate program in special education leads to the Washington State primary (45 credits of special education

required) endorsement in special education. Completion of 24 credits in either of the three programs allows the student to obtain a pre-endorsement waiver in special education from the State of Washington. This allows the student to teach as an endorsed special education teacher while completing the remaining credits for full endorsement over a 5-year period. Students in any of these special education programs at Seattle University, and who are already hired as teachers, can easily remain in the program while working to complete the full endorsement.

Students are admitted each quarter. Courses during the academic year meet in the late afternoon and evening hours; some summer courses meet during the day. Full time students can complete the program in 5 quarters (two summers and full-time enrollment during one school year). Part-time students can complete the program in 9 to 12 quarters.

Teacher Certification

Students who wish to earn the Washington State primary endorsement (including the pre-endorsement waiver) in Special Education through the Special Education program must already hold a Washington State teaching certificate.

Students completing the Master in Teaching program may apply up to 15 credits toward the Endorsement-Only graduate program in Special Education and EdS by completing the following courses:

Prerequisites:

- TEED 541 satisfies EDUC 500 (3 credits)
- 6 credits of TEED 512 satisfy EDUC 515 and EDUC 522/523

Required Courses:

- 3 credits of TEED 521 or TEED 522 satisfy SPED 540
- MIT elective in Special Education (3 credits) can meet a special education course requirement.

Masters in Teaching (MIT) with Special Education Endorsement

The MIT with special education endorsement is for those who are not currently certified teachers, but who are interested in pursuing special education as a career. Students may complete both an initial teaching certificate and the primary endorsement in special education through 6 quarters of study of which 4 quarters are full time. For further information, students should review the MIT with Special Education Endorsement brochure, visit the MIT website at www.seattleu.edu/soe/mit, or contact the special education program director. This option is only available to MIT students who enter in a spring cohort; students who enter in a fall MIT cohort are not eligible for the MIT with Special Education program.

MASTER OF EDUCATION/ SPECIAL EDUCATION

Admissions Requirements

- A bachelor's degree with a 3.00 cumulative GPA from a regionally accredited college/university or a 3.00 GPA in the last 90 quarter credits (60 semester credits) toward the baccalaureate degree. Applicants with less than a 3.00 GPA may apply but are required to submit official scores from the GRE or the MAT by the application deadline. Test scores must be from tests taken within the last five years.
- Relevant work experience; usually at least one year of teaching experience at the K-12 level.
- Two recommendations, including one from an immediate supervisor and one from a previous academic advisor or professor.

Degree Requirements - Master of Education/Special Education

I. Basic School of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 530	Philosophy of Education	3
Choose one of the following two courses:		3
EDUC 522	Child Psychology/Learning	3
EDUC 523	Adolescent Psychology/Learning	

II. Special Education Requirements

Twenty-seven credits, including:

SPED 540	Introduction to Special Education and Learning Disorders	3
SPED 541	Multicultural/Multilingual Issues in Learning	3
SPED 542	Teaching Students with Learning Disorders	3
SPED 543	Intro to Behavior Disorders and Intervention	3
SPED 545	School Consultation and Intervention	3
SPED 547	Teaching Students with Low Incidence Disabilities	2
SPSY 554	Individual Educational Assessment	4
SPSY 562	Family/School Collaboration	3
SPED 549	Practicum: Special Education	3

III. Literacy Requirements

Six credits, including:

LITC 525	Seminar in Literacy Instruction	3
Choose one of the following two courses:		3
LITC 524	Literacy Assessment and Evaluation	
LITC 527	Specialized Literacy Techniques	

IV. Electives

Choose six credits from the following: 6

- LITC 524 Literacy Assessment and Evaluation
- LITC 527 Specialized Literacy Techniques
- SPED 546 Advanced Behavioral Intervention
- Or, other elective in consultation with adviser

MINIMUM CREDITS REQUIRED FOR DEGREE48

**EDUCATION SPECIALIST/
SPECIAL EDUCATION**

Admissions Requirements

- A Master's degree in a field of education with a 3.00 cumulative GPA from a regionally accredited college/university.
- Relevant work experience; usually at least one year of teaching experience at the K-12 level.
- Two recommendations, including one from an immediate supervisor and one from a previous academic advisor or professor.

**Degree Requirements – Education Specialist/
Special Education**

I. Basic School of Education Requirements

Six credits, including:

- EDUC 500 Introduction to Educational Research.3
- Choose one of the following courses:.....3
 - EDUC 522 Child Psychology/Learning
 - EDUC 523 Adolescent Psychology/Learning

II. Special Education Requirements

Twenty-seven credits, including:

- SPED 540 Introduction to Special Education and Learning Disorders3
- SPED 541 Multicultural/Multilingual Issues in Learning3
- SPED 542 Teaching Students with Learning Disorders3
- SPED 543 Intro to Behavior Disorders and Intervention.....3
- SPED 545 School Consultation and Intervention.3
- SPED 547 Teaching Students with Low Incidence Disabilities2
- SPSY 554 Individual Educational Assessment4
- SPSY 562 Family/School Collaboration3
- SPED 549 Practicum: Special Education3

III. Literacy Requirements

Six credits, including:

- LITC 525 Seminar in Literacy Instruction3
- Choose one of the following two courses:.....3
 - LITC 524 Literacy Assessment and Evaluation
 - LITC 527 Specialized Literacy Techniques

IV. Electives

Choose six credits from the following:6

- LITC 524 Literacy Assessment and Evaluation
- LITC 527 Specialized Literacy Techniques
- SPED 546 Advanced Behavioral Intervention
- Or, other elective in consultation with adviser

MINIMUM CREDITS REQUIRED FOR DEGREE45

**Endorsement-Only Special Education
Graduate Program**

This is designed for students with a master's degree in special education or related field, who hold a Washington State teaching certificate, do not wish to pursue an additional degree, and wish to earn the primary endorsement in special education. Individual programs of study are designed by the student and an advisor and must include: 1) a minimum of 15 credits; 2) all courses necessary for the special education endorsement that the student has not previously completed; and 3) a practicum. Students seeking this option must meet the admission requirements for the EdS degree in special education.

**STUDENT DEVELOPMENT
ADMINISTRATION**

Program Director: Jeremy Stringer, PhD

Phone: (206) 296-6061

E-mail: stringer@seattleu.edu

Program Office Phone: (206) 296-6170

Department Chairperson: Jeremy Stringer, PhD

E-mail: stringer@seattleu.edu

Degrees Offered

- Master of Arts (MA)
- Master of Education (MEd)

Objectives

This program prepares students for careers in college student development, such as administrators of student programs, college student services planners and student advisers. Themes offered across the program include understanding student clientele, fostering diversity, incorporating ethics and values, and adapting to cultures of specific educational environments.

Internship

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

Admission Requirements

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

- A bachelor's degree in any field from a regionally accredited college or university.

- A 3.00 GPA in the last 90 quarter credits (or 60 semester credits) contributing to the baccalaureate degree. Upper-division and postgraduate grades and credits are averaged into the GPA. Students below a 3.00 GPA and those with non-letter-graded transcripts must include scores from the GRE. Scores must be from tests taken within the last five years.
- Two recommendations.
- Professional autobiography showing evolution of career interests.
- Current résumé.

MASTER OF ARTS / STUDENT DEVELOPMENT ADMINISTRATION

Degree Requirements - Master of Arts/Student Development Administration

I. Basic School of Education Required Courses

EDUC 500	Introduction to Educational Research	3
EDUC 521	Adult Psychology/Learning*	3
EDUC 530	Philosophy of Education	3

*Recommend completion within first 18 credits.

II. Student Development Administration Requirements

Thirty-nine credits, including:

Counseling course		3
EDAD 570	Leadership in Education I	3
EDAD 571	Leadership in Education II	3
EDUC 515	Multicultural Perspectives	3
SDAD 559	The American Community College	3
SDAD 564	Internship in Student Development Administration I	1
SDAD 565	Internship in Student Development Administration II	1
SDAD 566	Internship in Student Development Administration III	1
SDAD 575	Best Practices in Student Services	3
SDAD 576	Leadership and Governance in Post-Secondary Education	3
SDAD 577	Principles of Student Development Administration*	3
SDAD 578	Student Development Theory, Research and Practice	3
SDAD 579	Student Development Capstone Seminar	3
SDAD 580	Higher Education Law	3
SDAD 595	Student Development Graduate Project	3

*Recommend completion within first 18 credits.

III. Electives

Choose one of the following courses:.....3

ADST 480	Introduction to Alcohol and Drug Addiction	
AEDT 563	Instructional Methods for Adult Learners	
COUN 510	Fundamental Counseling Skills	
COUN 511	Counseling Theories	
COUN 512	Lifespan Career Development	
COUN 515	Loss and Grief	
COUN 517	Group Counseling-Theories and Practice	
MGMT 571	Adventure-based Leadership Seminar	
SDAD 585	Higher Education Finance	
SDAD 591	Special Topics in SDAD	

Other electives may be substituted with adviser's approval.

MINIMUM CREDITS REQUIRED FOR DEGREE51

MASTER OF EDUCATION/STUDENT DEVELOPMENT ADMINISTRATION

Degree Requirements - Master of Education/Student Development Administration

I. Basic School of Education Requirements

EDUC 500	Introduction to Educational Research	3
EDUC 521	Adult Psychology/Learning*	3
EDUC 530	Philosophy of Education	3

*Recommend completion within first 18 credits.

II. Student Development Administration Requirements

Thirty-six credits including:

Counseling Course		3
EDAD 570	Leadership in Education I	3
EDAD 571	Leadership in Education II	3
EDUC 515	Multicultural Perspectives	3
SDAD 559	The American Community College	3
SDAD 564	Internship in Student Development Administration I	1
SDAD 565	Internship in Student Development Administration II	1
SDAD 566	Internship in Student Development Administration III	1
SDAD 575	Best Practices in Student Services	3
SDAD 576	Leadership and Governance in Post-Secondary Education	3
SDAD 577	Principles of Student Development Administration*	3
SDAD 578	Student Development Theory, Research and Practice	3

SDAD 579 Student Development
 Capstone Seminar.....3
 SDAD 580 Higher Education Law3
 *Recommend completion within first 18 credits.

III. Elective Courses

Choose two of the following courses:.....6
 ADST 480 Introduction to Alcohol and Drug
 Addiction
 AEDT 563 Instructional Methods for
 Adult Learners
 COUN 510 Fundamental Counseling Skills
 COUN 511 Counseling Theories
 COUN 512 Lifespan Career Development
 COUN 515 Loss and Grief
 COUN 517 Group Counseling Theories
 and Practice
 MGMT 571 Adventure-based Leadership
 Seminar
 SDAD 585 Higher Education Finance
 SDAD 591 Special Topics in SDAD

Other electives may be substituted with adviser's approval. Observe prerequisites noted in course descriptions.

MINIMUM CREDITS REQUIRED FOR DEGREE51

Comprehensive Examination

Students must satisfactorily complete a four-hour written comprehensive examination at the conclusion of their program. The examinations are offered on a regular schedule, in accordance with established School of Education policy.

TEACHER EDUCATION

Program Director: Margit E. McGuire, PhD
 Phone: (206) 296-5797
 E-mail: mmcguire@seattleu.edu
 Program Office Phone: (206) 296-5759
 Department Chairperson:
 John Chattin-McNichols, PhD
 Phone: (206) 296-5775
 E-mail: jmc@seattleu.edu

Degree Offered

- Master in Teaching (MIT)

Overview

"A Teacher Affects Eternity." –Henry Adams
 The words of philosopher Henry Adams are the inspiration for this innovative, full-time graduate degree program that enables students to earn both their master in teaching degree and their initial teaching certification, all within four academic quarters of study. MIT students proceed together through the program as members of a cohort, which provides the opportunity to create and experience a "learning

community." MIT students are placed in a school setting within the first two weeks of the program. Students have multiple field experiences, all of which feature supervisory support and incorporate peer collaboration and team teaching.

Why a Master in Teaching Degree?

Reports on the state of education note that teachers are often not adequately prepared in their academic subject areas, when undergraduate programs attempt to combine both teacher education and academic majors within the limits of four years. A significant advantage of the MIT program is that it provides prospective teachers with the opportunity to have both the in-depth preparation of a full academic major at the undergraduate level, as well as solid preparation for professional education at the graduate level.

The advantages of having a master's degree, as reflected in Washington school district pay scales, are clear. Entering teachers with master's degrees earn more than those from undergraduate programs leading to teacher certification, and continue to earn more for each year they teach.

Commitment

Individuals who want to be part of the learning and growth of young people would be interested in this program. Those who demonstrate strong academic knowledge and skills, a commitment to equity and justice, and continued growth and learning are encouraged to apply. In addition, applicants must demonstrate potential for leadership, have a strong self-concept, and appropriate interpersonal skills.

Program Design

The program curriculum includes comprehensive educational theory and research following the themes of individualization, ethical responsibility, and the use of technology as an essential educational tool. Internships in community service programs put pre-service teachers in touch with the world as it is lived by their students.

Successful completion of the MIT program will enable the student to become a certificated teacher in Washington state.

The elementary certification (K-8) candidate must have completed an undergraduate degree with a strong liberal arts foundation, including courses in language arts, sciences and math, social sciences, and the arts. The secondary certification (grade 5–12) candidate must have completed an undergraduate or a graduate degree from the endorsement list below.

**National Report Card for the Teacher Education Program (MIT)
 Program Information**

Academic Year	Sept 1, 2000 to Aug 31, 2001
Number of Program Completers	95
Number of Students Enrolled in Fall Quarter 1999.....	93
Number of Student Teachers.....	97
Total Number of Supervising Faculty (headcount)	17

Faculty-to-Student Ratio	15.3: 1
Number of Hours of Student Teaching	440 hours
	(minimum)
Nationally Accredited Program	NCATE
	(National Council for
	the Accreditation
	of Teacher Education)

This information is being provided as required by Federal Regulations under Title II. For those interested in more program information, the entire Title II Seattle University Institutional Report for 2000-2001 can be found on the internet in portable document format (pdf) at the following URL:
<http://www.seattleu.edu/soe/pdfs/reportcard2.pdf>

Endorsements

Elementary Applicants (K-8): Applicants must complete the Seattle University Elementary Endorsement form outlining academic preparation related to the content requirements of the endorsement. Forms may be downloaded from the web: www.seattleu.edu/soe/mit/ChooseEndrsPDF.asp or contact the School of Education Certification Office to request an endorsement form: (206) 296-5774. Please read the endorsement form carefully before completing the requested information.

Secondary Applicants (5-12): Generally an academic major meets the requirements of a teaching endorsement. However, applicants must document that they have coursework in all areas required of the endorsement, which may necessitate additional coursework. For example, if the applicant has a history major but has not taken a Northwest history and geography course, the applicant must take such a course to meet the requirements of that endorsement area. If the applicant desires a "broad-based" endorsement such as social studies the applicant must have coursework in all areas identified in the endorsement. If the applicant has an academic major (e.g. international studies) that is not an endorsable area, then an endorsement area should be sought that most closely matches the academic major — provided that is the subject area desired to teach. Forms may be downloaded from the web:

www.seattleu.edu/soe/mit/ChooseEndrsPDF.asp or contact the School of Education Certification Office to request endorsement forms: (206) 296-5774. Please read the endorsement forms carefully before completing the requested information.

Secondary Endorsements: Arts, Drama, Visual Arts, General Music, Choral Music, Instrumental Music, English, English/Language Arts, ESL, History, Social Studies, Mathematics, General Science, Biology, Chemistry, Earth Science, Physics, World Languages: French, German, Japanese, and Spanish.

The K-12 special education endorsement is offered through the MIT with Special Education Endorsement program. Students applying to this program must still complete the special education endorsement form but it is recognized that students will complete the full endorsement requirements upon completion of the program.

Background Check: By Washington State law, a background check is required using fingerprint identification, conducted through the Washington State Patrol and the Federal Bureau of Investigation. The results of the background

check may preclude teacher certification and placement in a school setting. Information on procedures is sent to those who are admitted to the MIT program.

Admission Requirements

- A bachelor's degree with a 3.00 GPA from a regionally accredited institution. Applicants with a GPA below 3.00 may be admitted on probation.
- Official scores from the Washington Educator Skills Test - Basic. (For more information go to www.pesb.wa.gov or call 360-725-6274)
- Two recommendations, preferably from people who can address the applicant's work with young people and/or applicant's current immediate supervisors. The required recommendation forms and envelopes are provided in the application packet.
- Satisfactory completion of: (1) endorsement(s) form; (2) the MIT Prerequisite Form; (3) an autobiographical statement; (4) the spontaneous writing sample; and (5) an interview with faculty.

MASTER IN TEACHING

Degree Requirements - Master in Teaching

I. Prerequisites

- Competency in Mathematics
- Competency in Technology
- Fingerprint Identification/background check

II. MIT Requirements

- Fifty-seven TEED credits, including:
- | | | |
|---|--|----|
| TEED 510 | The Teacher as Reflective Decision Maker | 5 |
| TEED 511 | The Arts and Cultural Diversity | 1 |
| TEED 512 | Learners and Instruction | 12 |
| TEED 513 | Peer Coaching Field Experience..... | 2 |
| TEED 520 | Service Leadership..... | 2 |
| Choose one of the following two courses:..... | | |
| TEED 521 | Elementary Curriculum, Instruction, and Assessment | |
| TEED 522 | Middle and Secondary Curriculum, Instruction, and Assessment | |
| TEED 523 | Middle School Field Experience/ Seminar | 2 |
| Choose one of the following two courses:..... | | |
| TEED 528 | Teaching Internship (Elementary) | |
| TEED 529 | Teaching Internship (Secondary) | |
| TEED 535 | Child Abuse and Related Issues..... | 1 |
| TEED 540 | Reflective Teaching Seminar..... | 3 |
| TEED 541 | Research | 3 |

III. Other Requirements

- Elective

MINIMUM CREDITS REQUIRED FOR DEGREE60

Certification

The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction which issues the appropriate certificate.

Special Education Endorsement

Students completing the 60 credit MIT Program may apply up to 15 credits towards an educational specialist degree or the endorsement-only special education graduate program at Seattle University by completing the following courses:

- TEED 541 Research (3 credits) satisfies EDUC 500 (Research project must focus on special education topic.)
- 3 credits of TEED 512 and TEED 523 satisfy EDUC 522 or EDUC 523
- 3 credits of TEED 510/512/521/522 satisfy SPED 540
- MIT elective in Special Education

Reading Endorsement

Students completing the master in teaching program may apply up to 15 credits toward the post-master's certificate/literacy specialist prerequisites and required courses and the supporting endorsement in reading by completing the following courses:

Prerequisites:

- TEED 541 satisfies EDUC 500 (3 credits) (Research project must focus on a reading topic.)
- 6 credits of TEED 512 satisfy EDUC 515 and EDUC 522/523

Required courses:

- 3 credits of TEED 521 satisfy LITC 525
- MIT elective in Literacy (3 credits) can meet a literacy course requirement.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Program Director: Jian Yang, PhD
 Phone: (206) 296-2682
 E-mail: yangj@seattleu.edu
 Program Office Phone: (206) 296-5908
 Department Chairperson: Jeremy Stringer, PhD
 E-mail: stringer@seattleu.edu

Degrees Offered

- Master of Arts in Teaching English to Speakers of Other Languages
- Master of Education in Teaching English to Speakers of Other Languages

Certificates Offered

- Post-Master's Certificate—Teaching English to Speakers of Other Languages
- Post-Baccalaureate Initial Certificate in Teaching English to Speakers of Other Languages
- Post-Baccalaureate Advanced Certificate in Teaching English to Speakers of Other Languages

Overview

The master's degree program in teaching English to speakers of other languages (TESOL) prepares professional educators for the role of teacher or teacher administrator, primarily in adult programs, in either the United States or in other countries. In the United States, teaching opportunities exist within colleges, universities, community colleges, language institutes, and community organizations. In other countries, teachers may work with either young adults or adult learners in a variety of educational, business and community organizations.

Those wishing to work with younger students in the United States may use the master's degree program to supplement their existing teaching credential and gain a supporting endorsement in teaching English as a second language. Those wishing endorsement should obtain endorsement requirements from the state agency issuing teaching certificates. Requirements vary from state to state. Outside the United States, those with a master's degree in TESOL may be able to work with younger learners; requirements and opportunities vary from country to country.

The post-master's certificate in teaching English to speakers of other languages is designed to allow individuals who hold a master's degree to develop special skills in teaching English. The certificate is not required in Washington community colleges. The courses and required supervised teaching experience provide an overview of teaching methods specific to the field of teaching English to the speakers of other languages; second language acquisition and linguistic theories.

Since being bilingual or multilingual may help improve the effectiveness of an ESL instructor, it is highly recommended that students whose first language is English should be proficient in another language.

Seattle University and the School of Teaching English as a Second Language have a cooperative agreement that gives students many choices in electives. Students in all TESOL programs take 1 to 4 courses off campus at the School of Teaching English as a Second Language.

Admission Requirements

Admission is selective, and program enrollment is limited. Candidates are evaluated on their individual merits rather than on a comparative basis.

- A bachelor's degree from a regionally accredited college or university.
- A 3.00 GPA from a regionally accredited college or university. Applicants with less than a 3.00 GPA may apply but are required to submit official scores from the GRE or the MAT by the application deadline. Test scores must be from tests taken within the last five years.
- TOEFL score of 580 (237 computer-based score) or higher, with a minimum of 54 (20 computer-based score) on each section is required if the applicant's original language is not English. If a student has a score between 565 and 577 (223 and 233 computer-based scores), the student must take a mandatory Placement Essay Test (PET). The student's writing skills will be evaluated by university faculty and culture and language bridge staff to determine if the student will be required to take the Culture and Language Bridge Program during the first quarter at Seattle University.
- A minimum of two letters of recommendation from recent employers/supervisors/professors.

Program and Graduation Requirements

- A maximum of 20 quarter credits at the 400 or 900 level may be applied to the master's program.
- A cumulative GPA of 3.00 must be maintained to remain in the program and to graduate from the program.
- Passage of a grammar examination, or successful completion of an approved grammar review course with a B or higher grade. If English is not the first language, an oral fluency competency examination may be required. These competencies are a requirement for graduation.
- Satisfactory completion of a three credit hour internship. The internship is selected cooperatively by the student and major adviser, and is designed to provide a practical learning experience in an appropriate setting.
- Satisfactory performance on a comprehensive examination of selected areas within the program of study. The examination may be taken upon completion of Part I, Part II and Part III of the program of study.

MASTER OF ARTS IN EDUCATION/TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Degree Requirements - Master of Arts in Education/Teaching English to Speakers of Other Languages

I. School of Education Required Courses

EDUC 500	Introduction to Educational Research	3
EDUC 521	Adult Psychology and Learning	3
EDUC 530	Philosophy of Education	3

Note: the following may be substituted for EDUC 521 with adviser permission:

EDUC 522	Child Psychology/Learning	
EDUC 523	Adolescent Psychology/Learning	

II. TESOL Requirements

Twenty-four credits, including:

AEDT 510	Course Design for Adult Learners	3
AEDT 563	Instructional Methods for Adult Learners	3
EPDES 930	TESOL Theory and Application	3
TSOL 531	Second Language Acquisition	3
TSOL 534	Linguistics for Language Teachers I	3
TSOL 535	Linguistics for Language Teachers II	3
TSOL 566	Internship in the TESOL Setting	3
TSOL 595	TESOL Graduate Project	3

III. TESOL Elective Courses

Choose five of the following courses: 15

AEDT 564	Issues in Basic Skills for Adults	
AEDT 565	Philosophy and Methods of Skills Training	
AEDT 569	Teaching Methods in Basic Skills for Adults	
EPDES 931	Methods of Language Acquisition	
EPDES 932	Teaching Grammar to ESOL Students	
EPDES 933	Materials Selection and Development in TESOL	
EPDES 938	Testing and Evaluating ESOL Students	
EPDES 942	Teaching English Pronunciation	
LITC 525	Seminar in Literacy Instruction	
TSOL 525	Second Language Writing	
TSOL 536	Language in Society	
TSOL 537	Teaching English for Academic Purposes	
TSOL 538	Structure of English	
TSOL 539	Second Language Reading and Vocabulary Acquisition	

Other electives may be substituted with approval of adviser.

All courses are 3 credits each. EPDES credits are limited to 12 in this degree.

MINIMUM CREDITS REQUIRED FOR DEGREE48

**MASTER OF EDUCATION/
TEACHING ENGLISH TO SPEAKERS OF
OTHER LANGUAGES**

**Degree Requirements - Master of
Education/Teaching English to Speakers of
Other Languages**

I. School of Education Required Courses

- EDUC 500 Introduction to Educational Research.3
- EDUC 521 Adult Psychology and Learning3
- EDUC 530 Philosophy of Education3

Note: the following may be substituted for EDUC 521 with adviser permission:

- EDUC 522 Child Psychology/Learning
- EDUC 523 Adolescent Psychology/Learning

II. TESOL Requirements

Twenty-one credits, including:

- AEDT 510 Course Design for Adult Learners.....3
- AEDT 563 Instructional Methods for
Adult Learners3
- EPDES 930 TESOL Theory and Application.....3
- TSOL 531 Second Language Acquisition3
- TSOL 534 Linguistics for Language Teachers I ...3
- TSOL 535 Linguistics for Language Teachers II ..3
- TSOL 566 Internship in the TESOL Setting3

III. TESOL Elective Courses

Choose five of the following courses:15

- AEDT 564 Issues in Basic Skills for Adults
- AEDT 565 Philosophy and Methods of
Skills Training
- AEDT 569 Teaching Methods in Basic
Skills for Adults
- LITC 525 Seminar in Literacy Instruction
- EPDES 931 Methods of Language Acquisition
- EPDES 932 Teaching Grammar to ESOL Students
- EPDES 933 Materials Selection and Development
in TESOL
- EPDES 938 Testing and Evaluating ESOL
Students
- EPDES 942 Teaching English Pronunciation
- TSOL 525 Second Language Writing
- TSOL 536 Language in Society
- TSOL 537 Teaching English for Academic
Purposes
- TSOL 538 Structure of English
- TSOL 539 Second Language Reading and
Vocabulary Acquisition

IV. Elective Course

Choose one of the following courses:.....3

- AEDT 568 Administration in Adult Settings
- AEDT 577 Evaluation in Programs for Adult
Learners

- EDAD 559 The American Community College
- EDUC 515 Multicultural Perspectives
- EPDES 934 Developing ESOL Literacy
- EPDES 935 Cultural Variables in TESOL
- EPDES 936 Teaching Content to Students of LEP
- EPDES 939 Student-Centered Learning in ESOL
- EPDES 945 Computer-Enhanced Language
Teaching
- TSOL 567 Internship in the TESOL Setting
- TSOL 596 Independent Study in TESOL

Other electives may be substituted with approval of adviser.

All courses are 3 credits each. EPDES credits are limited to 12 in this degree.

MINIMUM CREDITS REQUIRED FOR DEGREE48

**POST-MASTER'S CERTIFICATE/
TEACHING ENGLISH TO SPEAKERS OF
OTHER LANGUAGES**

**Post-Master's Certificate in Teaching English
to Speakers of Other Languages**

Admission Requirements

- Master's degree (or higher) from a regionally accredited college or university in a field other than this specific area.
- Two recommendations, one from the master's degree major adviser and one from a current supervisor, regarding ability to perform as teacher in the field.

Certificate Requirements

The post-master's certificate in TESOL requires that all courses listed below have been completed either as a part of a master's degree or following the completion of such a degree and that at least 15 credits are taken while enrolled within the post-master's certificate program at the main campus of Seattle University. If students have completed courses that are substantially similar to those required for the certificate, substitutions may be made from other course offerings at Seattle University.

In addition, the grammar competency examination must be passed with a satisfactory score, or a grammar review course must be completed with a grade of B or better.

I. TESOL Requirements15

- EPDES 930 TESOL Theory and Application
- TSOL 531 Second Language Acquisition
- TSOL 534 Linguistics for Language Teachers I
- TSOL 535 Linguistics for Language Teachers II
- TSOL 566 Internship in the TESOL Setting

II. TESOL Elective Courses

Choose three of the following courses:.....9

- EPDES 931 Methods of Language Acquisition

- EPDES 932 Teaching Grammar to ESOL Students
- EPDES 933 Materials Selection and Development in TESOL
- EPDES 938 Testing and Evaluating ESOL Students
- EPDES 942 Teaching English Pronunciation
- TSOL 525 Second Language Writing
- TSOL 536 Language in Society
- TSOL 537 Teaching English for Academic Purposes
- TSOL 538 Structure of English
- TSOL 539 Second Language Reading & Vocabulary Acquisition

All courses are 3 credits each. EPDES credits are limited to 9.

MINIMUM CREDITS REQUIRED.....24

**POST-BACCALAUREATE CERTIFICATE/
TEACHING ENGLISH TO SPEAKERS OF
OTHER LANGUAGES**

**Post-Baccalaureate Certificate in Teaching
English to Speakers of Other Languages**

Admission Requirements

- Completion of a bachelor's or advanced degree from a regionally accredited college or professional school.
- An evaluated GPA of 2.75 or above.
- Proficiency in English listening, speaking, reading, and writing. Proficiency is demonstrated by English as the applicant's first language, by a bachelor's or advanced degree from an English language regionally accredited college or professional school, or by a TOEFL score of 580 (237 computer-based score) or higher, with no sub-score below 52 (19 computer-based score). If a student has a score between 520 and 577 (190 and 233 computer-based scores), the student must take a mandatory Placement Essay Test (PET). The student's writing skills will be evaluated by university faculty and Culture and Language Bridge staff to determine if the student will be required to take the Culture and Language Bridge Program during the first quarter at Seattle University.

**Post-Baccalaureate General Certificate
Requirements**

- A cumulative GPA of 3.00 must be maintained to complete the program.

- Up to six quarter hour credits may be transferred from an accredited institution to apply to requirements for an advanced certificate. Such courses must be at the 400 level or above, and the grade earned must be a B or higher. The courses must be similar to the courses listed in the EPDES 930-944 series. An official transcript from the sponsoring institution must be submitted.

Issuance of Certificate

- The certificates will be issued by the Seattle University registrar in accordance with established policies and procedures of the university. Candidates must make application prior to the established deadline and provide the required evidence of completion.

**POST-BACCALAUREATE INITIAL
CERTIFICATE/TEACHING ENGLISH TO
SPEAKERS OF OTHER LANGUAGES**

**Post-Baccalaureate Initial Certificate in
Teaching English to Speakers of Other
Languages**

I. Required Certificate Course

EPDES 930 TESOL: Theory and Application.....3

II. Elective Courses

Choose three of the following courses:9

- EPDES 931 Methods of Language Acquisition
- EPDES 932 Teaching Grammar to ESOL Students
- EPDES 933 Materials Selection and Development in TESOL
- EPDES 934 Developing ESOL Literacy
- EPDES 935 Cultural Variables in TESOL
- EPDES 936 Teaching Content to Students of Limited English Proficiency
- EPDES 938 Testing and Evaluating ESOL Students
- EPDES 939 Student-Centered Learning in ESOL
- EPDES 940 Self-Analysis and Improvement in TESOL
- EPDES 942 Teaching English Pronunciation
- EPDES 944 Curriculum and Program Design in TESOL

MINIMUM CREDITS REQUIRED.....12

POST-BACCALAUREATE ADVANCED CERTIFICATE/TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Post-Baccalaureate Advanced Certificate in Teaching English to Speakers of Other Languages

I. Required Course

EPDES 940 Self-Analysis and Improvement in TESOL3

II. Initial Certificate Courses

EPDES 930 TESOL Theory and Application.....3

Choose three from the following courses:9

- EPDES 931 Methods of Language Acquisition
- EPDES 932 Teaching Grammar to ESOL Students
- EPDES 933 Materials Selection and Development in TESOL
- EPDES 934 Developing ESOL Literacy
- EPDES 935 Cultural Variables in TESOL
- EPDES 936 Teaching Content to Students of Limited English Proficiency
- EPDES 938 Testing and Evaluating ESOL Students
- EPDES 939 Student-Centered Learning in ESOL
- EPDES 940 Self-Analysis and Improvement in TESOL
- EPDES 942 Teaching English Pronunciation
- EPDES 944 Curriculum and Program Design in TESOL

III. Elective Courses

Choose three of the following courses:.....9

- EPDES 931 Methods of Language Acquisition
- EPDES 932 Teaching Grammar to ESOL Students
- EPDES 933 Materials Selection and Development in TESOL
- EPDES 934 Developing ESOL Literacy
- EPDES 935 Cultural Variables in TESOL
- EPDES 936 Teaching Content to Students of Limited English Proficiency
- EPDES 938 Testing and Evaluating ESOL Students
- EPDES 939 Student-Centered Learning in ESOL
- EPDES 940 Self-Analysis and Improvement in TESOL
- EPDES 942 Teaching English Pronunciation
- EPDES 944 Curriculum and Program Design in TESOL

MINIMUM CREDITS REQUIRED.....24

Applicable Undergraduate Course

ADST 480 Intro to Alcohol and Drug Addiction 3

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

Education Graduate Courses

Eligibility to remain in courses for which students are registered will be based on the criteria listed within each course description and the program admission criteria, and will be determined by the instructor after the first day of class.

Adult Education and Training

AEDT 510 Course Design for Adult Learners 3

Presents models and processes for course design appropriate to the adult setting, content includes scope and sequence, thematic development, competency-based models of instruction, syllabus development, and assignment of class requirements appropriate to the adult setting.

AEDT 561 Internship in Community College Setting 3

Provides the student with the opportunity to observe, reflect and practice teaching adult learners in the community college setting. Each student develops community college practice teaching placement, works with a community college instructor in the appropriate field in the development and delivery of instruction for one course and is jointly evaluated by the community college instructor and the university faculty member. Prerequisite: Satisfactory completion of 12 credits in the community college certificate program. Closed to non-matriculants.

AEDT 562 Foundations of Adult Education 3

Presents key definitions in the study of adult education, will review the history, purposes and philosophy of the field, and examine issues of adult participation in learning, educational settings for adult learners and issues of diversity of student populations.

AEDT 563 Instructional Methods for Adult Learners 3

Provides an overview of established training principles and practices. Learning style theory applied in the adult setting. Evaluation tools for determining the success of instruction to adults.

AEDT 564 Issues in Basic Skills for Adults 3

Introduces the issues of adult literacy, basic skill development, and developmental education in community and technical colleges, in business and industry, and in job training programs. Terminology, funding sources, student assessment, the state's core competencies and emerging trends in the field.

AEDT 565 Philosophy and Methods of Skill Training 3

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

- AEDT 566 Internship in the Adult Setting 3**
Supervised field experience of 120 to 150 hours in a setting appropriate for the student's program and career goals. On-campus seminars are included. Permission of program coordinator, and 30 or more credit hours in a program of study are required prior to beginning the internship. Closed to non-matriculants.
- AEDT 567 Internship in the Adult Setting 1 to 3**
Additional field experience of 40 to 50 hours per credit (elective). Arranged with adviser for settings suited to the student's career interests. On-campus seminars are included. Prerequisite: AEDT 566. Closed to non-matriculants.
- AEDT 568 Introduction to Administration in Adult Education 3**
Provides an introduction to the administrative skills used in the adult education setting. Key administrative processes including program planning, marketing, budgeting, and staffing as they apply to the adult setting.
- AEDT 569 Teaching Methods in Basic Skills for Adults 3**
Introduces curriculum and lesson planning, teaching methods and learning styles issues for individuals who wish to teach in community colleges, community-based organizations and workplace literacy programs. Students develop and deliver a series of lesson plans.
- AEDT 573 Human Resources: Training, Education and Development 3**
Overview of training, education and development functions within human resource development (HRD) and human performance technology (HPT) and the relationship of these functions to organizational operation. Includes exploration of HRD and HPT professional roles and responsibilities.
- AEDT 574 Continuing Education for the Professional 3**
Overview of the unique challenges of providing quality continuing education such as staff development for professionals. Designed for administrators and staff members responsible for planning, developing, instructing, and/or evaluating educational programs.
- AEDT 576 Building a Consulting Practice 3**
Experiential workshop designed to enable participants to gain knowledge, skills, and attitudes for effective internal and external consulting. Legal, ethical, and other requirements for starting and maintaining consulting practice will be addressed. Theory related to organizational learning and organizational change also explored.
- AEDT 577 Evaluation in Programs for Adult Learners 3**
Reviews key concepts in program evaluation. Primary focus on development and implementation of effective program evaluation plans in a variety of settings.
- AEDT 591 Special Topics in Adult Education 3**
- AEDT 592 Special Topics in Adult Education 3**
- AEDT 593 Special Topics in Adult Education 3**
Contemporary problems and trends; analysis and evaluation.
- AEDT 595 Adult Education Graduate Project 3**
Provides an opportunity for scholarly work and application of theories to topics of interest to student and of relevance to the field of adult education. Requires intensive library research and creation of new knowledge or new application of existing knowledge. The project report includes analysis and critical appraisal of materials read, as well as inclusion of new materials and/or applications. Closed to non-matriculants.
- AEDT 596 Adult Education Independent Study 1 to 3**
Individualized reading and reporting on a specific topic approved by instructor. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: permission of adviser. Closed to non-matriculants.
- Counseling**
- COUN 508 Law and Ethics for School Counselors and School Psychologists 3**
A review of federal and state laws guiding the practice of school counseling and school psychology. Examination of ethical guidelines and professional codes of conduct, including discussion of ethical dilemmas related to counseling in the school setting.
- COUN 509 Comprehensive School Counseling 3**
Emphasizes expanded role of the school counselor in curriculum, instruction, assessment, and consultation. Links functions and activities of a comprehensive school counseling program to the Washington State Learning Goals and the Essential Academic Learning Requirements. Prerequisite: Candidacy
- COUN 510 Fundamental Counseling Skills 3**
Focus on basic counseling skills training and counseling ethics through intensive small group practice. Designed to complement COUN 511 Counseling Theories, though they need not be taken concurrently. Includes four, one-hour counseling lab sessions.
- COUN 511 Counseling Theories 3**
Theoretical foundations of major individual counseling approaches with opportunities for in-class practice in simulated counseling interview. Complement to COUN 510, though they need not be taken concurrently.
- COUN 512 Lifespan Career Development 3**
Studies career development throughout life. Exploration of models and theories of career development and forces that shape career decision making from pre-school through retirement. Includes sources of career information relevant to educators, human resource specialists, and counselors. (formerly titled Career Counseling and Information Sources)

- COUN 513 Counseling Diverse Populations** 3
Explores theoretical foundations of diversity counseling. Specific attention will be given to the impact ethnicity and culture, intellectual ability, physical disability, gender, age, socioeconomic status, sexual orientation, and religion have on the counseling process. Prerequisites: COUN 510, COUN 511.
- COUN 515 Loss and Grief** 3
Studies loss and the grieving process as they relate to illness, disability and dying.
- COUN 517 Group Counseling Theories and Practice** 3
Emphasizes group counseling theory. Provides group experiences to integrate theory and practice. Discusses possible applications in various school, college and agency settings and relevant ethical considerations. Includes weekly, two-hour group lab experience in addition to classtime. Prerequisites: COUN 510, COUN 511.
- COUN 518 Group Counseling Practicum** 3
Provides supervised experience co-leading groups. Weekly seminar in problem solving and processing. Limited enrollment. Prerequisite: COUN 517. Closed to non-matriculants.
- COUN 520 Spiritual Dimensions of Counseling** 3
Provides an experiential and academic investigation of one's own spirituality and its manifestation in daily life—personally and professionally. Includes models of spiritual development, spiritual dimensions of common presenting problems in counseling, and ethics employed in work with diverse spiritual and religious beliefs. Closed to non-matriculants.
- COUN 527 Counseling Tests and Measurements** 3
Familiarization with measurements concepts, commonly used tests and appraisal instruments, including those for persons with disabilities. Introduction to test interpretation and score analysis to assist clients with vocational and career objectives. Consideration of ethics in testing. Prerequisite: EDUC 500. NOTE: There is a \$65 material fee for this course.
- COUN 536 Law and Ethics for Mental Health Counselors** 3
Facilitates the development of students' ethical behaviors and adherence to the laws pertaining to work in the mental health or post-secondary settings. Existing laws will be reviewed, with implications for counselors working in the field. Also, relevant ethical codes from various mental health professional organizations will be studied, and students will practice applying the guidelines in practice cases. Prerequisites: COUN 510, COUN 511.
- COUN 540 Diagnosis and Assessment for Mental Health** 3
Provides an introduction to the process of clinical assessment and diagnosis that focuses upon the development of skills necessary for the practitioner to make accurate assessments and diagnoses in his/her clinical work in community counseling agencies. Prerequisite: course in abnormal psychology.
- COUN 551 Counseling Lab** 4
Supervised Counseling experience with on-campus clients. Limited enrollment. Prerequisites: COUN 510, COUN 511. Graduate students only. Graded CR/F. Closed to non-matriculants.
- COUN 552 Individual Counseling: Practicum I** 4
Supervised counseling experience with off-campus clients. Prerequisite: COUN 551. Graded CR/F. Closed to non-matriculants.
- COUN 558 Community Mental Health Practice** 3
Examines organization, clientele service and functions of community mental health agencies. Focus on clinical assessment, case conceptualization and management. Closed to non-matriculants.
- COUN 560 Family and Couples Counseling** 3
Provides an introduction to the theoretical and practical application of systems thinking to work with families and couples.. Prerequisite: COUN 551. Closed to non-matriculants.
- COUN 561 Child and Adolescent Counseling** 3
Focuses on counseling with the preschool, elementary and adolescent students. Address various counseling theories and modalities as they apply to children and adolescents, including the use of play, art and music in the delivery of counseling services. Prerequisites: COUN 510, COUN 511
- COUN 564 Counseling Internship/ Graduate Project I** 4
Closed to non-matriculants.
- COUN 565 Counseling Internship/ Graduate Project II** 4
Closed to non-matriculants.
- COUN 566 Counseling Internship/ Graduate Project III** 4
Offers supervised field experience in a school, college or agency. Usually taken in final three quarters of graduate program with permission and application made at least two quarters earlier. Weekly on-campus supervision seminar in addition to field work. Graded CR/F. Closed to non-matriculants.
- COUN 591 Special Topics** 3
Closed to non-matriculants.
- COUN 592 Special Topics** 3
Closed to non-matriculants.
- COUN 593 Special Topics** 3
Closed to non-matriculants.
- COUN 596 Counseling Independent Study** 1 to 3
Intensive reading and field research in a topic agreed on by adviser and student. Thirty hours work per credit. Graduate students only. Prerequisite: permission of adviser. Grade option negotiated with adviser. Closed to non-matriculants.

Curriculum and Instruction**CUIN 510 Foundations of Curriculum and Instruction 3**

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

CUIN 511 Assessing Student Learning 3

Examines the theory and practice of assessment as a component of curriculum and instruction in classroom settings. Students explore a variety of assessment activities, prepare and apply methods of assessment appropriate to their own practice, and critically investigate issues in the current national and state movements toward accountability and "high stakes" assessment.

CUIN 512 Seminar: Instructional Effectiveness 3

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

CUIN 513 Supervision of Instruction 3

Improvement of instruction through supervisory leadership. Considers various theories of supervision and stresses development of skills required to supervise in the classroom or other educational settings.

CUIN 514 Issues in Early Childhood Education 3

Stresses child development theory, research on the effectiveness of ECE programs, and current issues and trends for preschool, kindergarten and primary grades. Prerequisite: CUIN 530. Closed to non-matriculants.

CUIN 519 Practicum: Curriculum Design 3

For teachers and administrators, pre-kindergarten through college, or those in alternate educational settings. Provides an opportunity for experience in planning for curriculum, program or course change and development. Prerequisite: CUIN 510. Closed to non-matriculants.

CUIN 520 Curriculum and Instruction: Theories and Contemporary Issues 3

Study of the work of selected curriculum theorists. Exploration and analysis of issues that influence how curriculum and instructional practice meet the challenges of diverse student populations and increasing societal demands. Prerequisite: CUIN 510 or permission of instructor. Closed to non-matriculants.

CUIN 530 Programs in Early Childhood Education 3

Models of observation; curriculum and teaching methods for preschool, kindergarten and primary-grades children.

CUIN 531 Curriculum for the Gifted: Development and Modification 3

Different strategies for constructing curriculum for the gifted will be explored, including Bloom's Taxonomy, Guilford's Structure of the Intellect, Williams' model for implementing cognitive and affective behaviors, the Purdue three-stage enrichment model, Renzulli's enrichment triad/revolving door model. Work by Kaplan, Van Tassel-Baska, Maker, Feldhusen and Koloff will be referenced. Focus on current curriculum for the gifted in the content areas, on modifying curriculum not specifically intended for gifted students, and on developing original curriculum for the gifted. Prerequisite: CUIN 535.

CUIN 532 Psychosocial Development of Gifted Students 3

Focus on the specific psychological and emotional needs of gifted students. Theoretical foundations addressed; the role of the teacher in working with both gifted students and, when appropriate, their parents. Topics include special populations and their needs, the family's role, peer relationships, underachievement, psychopathology. Prerequisite: CUIN 535.

CUIN 533 Current Issues in Gifted Education 3

Areas of specific interest to students and to the field. Topics may include gifted girls, underachieving gifted students, program evaluation, administration of gifted programs, current research. Prerequisite: CUIN 535. Closed to non-matriculants.

CUIN 535 Introduction to Gifted Education 3

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

CUIN 536 Gifted Education: Math and Science 3

Current research exploring the relationship of brain development to types of giftedness will be examined, as will implications of this research and Piaget's work as they relate to curriculum design. Applications to the rationale and methods for mathematics and science instruction for gifted students will be identified and explored. Prerequisite: CUIN 535.

CUIN 537 Gifted Education Practicum 3

Supervised field experience in an appropriate setting. Closed to non-matriculants

CUIN 548 Early Education Practicum 3

Field-based curriculum development or action research project in a preschool, kindergarten or primary grades setting. Prerequisites: permission of program adviser, CUIN 530 and CUIN 514. Closed to non-matriculants.

**CUIN 561 Technology and Active Learning:
Teaching Math & Science
Grades 3 – 12 3**

This course is a participation-oriented introduction to active learning in mathematics and science in grades 3-12. Special consideration is given to the role of technology in support of active learning and the development of conceptual understanding. Use of the World Wide Web as a teaching tool is addressed and students learn to write and use their own web pages.

CUIN 566 Supervised Field Experience 3
Supervised field experience in an appropriate setting. Closed to non-matriculants.

CUIN 581 Secondary Methods 6
Seminar in developing curriculum and instructional strategies for the secondary subjects.

CUIN 582 Elementary Methods 6
Seminar in developing curriculum and instructional strategies for the elementary subjects.

CUIN 591 Special Topics 3

CUIN 592 Special Topics 3

CUIN 593 Special Topics 3

CUIN 595 Curriculum Graduate Project 3
Scholarly graduate project designed to improve some aspect of education. Prerequisites: graduate core requirements and approval of adviser. May be graded CR/F. Closed to non-matriculants.

**CUIN 596 Curriculum and Instruction
Independent Study 1 to 4**
Library research in curriculum. Approximately 30 hours of reading and allied assignments per credit. Reports will include analysis and critical appraisal of materials read. Prerequisite: permission of adviser. Graduate students only. May be graded CR/F. Closed to non-matriculants.

Educational Administration

EDAD 544 Administrative Practicum I 1

EDAD 545 Administrative Practicum II 1

EDAD 546 Administrative Practicum III 1
Initial level of field experience in the school, to include applications of content and assignments in the Educational Law I and II and Educational Resources Management courses. Graded CR/F. Closed to non-matriculated and audit students.

EDAD 554 Independent School Internship I 2

EDAD 555 Independent School Internship II 2

EDAD 556 Independent School Internship III 2
Supervised experiences in the independent school principalship, to include attention to the Washington Administrative Code requirements for the principal certificate as well as application of the knowledge and skills in leadership and management, program development and evaluation, interpersonal and educational context required for the program. Meets each of three terms, including a monthly seminar. Prerequisites: course work in administration and permission of program coordinator at least one full quarter prior to beginning internship. Closed to non-matriculated and audit students.

EDAD 557 Educational Law I 2 to 3

EDAD 558 Educational Law II 2 to 3
Problem-focused course in federal and state laws governing student and teacher rights, tort liability, state funding formulas and program requirements, and personnel. Policy implications for students, personnel, and programs will be featured. Co-requisites: EDAD 544 and EDAD 545. Computer applications expected.

**EDAD 560 Educational Resources
Management 2 to 3 credits**

The combined content of budget development and management, fundraising, grant writing, personnel and contract management, scheduling and assignment are the major processes and functions addressed in this course. Co-requisite EDAD 546, Administrative Practicum III offers relevant field experience. Computer applications expected.

**EDAD 561 Women as Transformational
Leaders 3**

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

EDAD 564	Administrative Internship I	2
EDAD 565	Administrative Internship II	2
EDAD 566	Administrative Internship III	2
	Supervised experiences in building, program and school business administration as well as managing educational functions in other organizations. On-site conferences and monthly group seminars. Prerequisites: EDAD 557-8 Educational Law I-II, EDAD 560 Educational Resources Management, EDAD 544-6, Administrative Practicum I-III and permission of program coordinator at least one full quarter prior to beginning internship. Graded CR/F. Closed to non-matriculated and audit students.	
EDAD 567	Leadership for Change Seminar I	2
EDAD 568	Leadership for Change Seminar II	2
EDAD 569	Leadership for Change Seminar III	2
	This year-long seminar series features theory and processes necessary to carry out three major functions of administration involving change: developing community relationships, developing and implementing continuous education for staff, and evaluating programs. Inherent in these functions is the understanding of diverse perspectives and needs among clients and patrons, current curriculum issues, future trends and forecasts of change, and strategic planning to accomplish educational missions. Students will design projects to implement in their administrative internships. Computer technology is expected to be applied in projects. Closed to non-matriculated and audit students.	
EDAD 570	Leadership in Education I	3
	Introduction to leadership issues expressed in organizational contexts, including organizational culture and priorities, key constituencies, and management of change. Personal values and behavior assessments are integrated with leadership and value theories in developing a professional growth plan.	
EDAD 571	Leadership in Education II	3
	Continuing examination of organizational contexts through discussion and practice of the skills required to effect change: communication, problem solving and decision making, negotiation and conflict management. Prerequisite: EDAD 570.	
EDAD 572	The Principalship	3
	Leadership of faculty, student and community groups to meet school goals, development of school culture, and management of building functions and resources. Prerequisites: School of Education and administration core course work.	
EDAD 591	Special Topics in School Administration	3
	Closed to non-matriculants.	
EDAD 592	Special Topics in School Administration	3
	Closed to non-matriculants.	
EDAD 593	Special Topics in School Administration	3
	Contemporary problems and trends; analysis and evaluation. Closed to non-matriculants.	

EDAD 595	Administrative Graduate Project	3
	Formal investigation using scholarly and/or field work to explore an administrative problem or issue, resulting in recommendations, program development, or other administrative product useful to others in the field. Approximately 90 hours of investigation and documentation in the approved format (available from adviser). Prerequisite: adviser approval of a written proposal. Closed to non-matriculated and audit students.	

EDAD 596	Educational Administration Independent Study	1 to 3
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Educational Leadership

Please note: All EDLR courses are closed to non-matriculants.

EDLR 591	Special Topics in Leadership	3
EDLR 592	Special Topics in Leadership	3
EDLR 593	Special Topics in Leadership	3
EDLR 600	Workshop in Educational Leadership	9

An integrated four-week workshop in educational leadership. Includes theoretical and practical study of leadership in educational institutions. Required first course in the doctoral program. Note: There is a \$65 fee for this course.

EDLR 608	Internship in Ed Leadership	1 to 9
	Planned internship in a leadership position in an actual educational setting under the supervision of an experienced leader and a Seattle University supervisor. Graded CR/F.	

EDLR 609	Superintendent Internship	1 to 9
	Planned internship in school superintendency under the supervision of an experienced superintendent and a Seattle University supervisor. Graded CR/F.	

EDLR 610	Doctoral Project	11 to 19
	A doctoral-level project completed under the supervision of a project committee and a major professor. Eleven to nineteen credits are required for the doctoral degree. Quarterly registration will range from one to fourteen credits as approved by the adviser. Graded CR/F/Q	

EDLR 611	Doctoral Project/Dissertation Dissemination	1
	Sharing the doctoral project/dissertation with the broader professional community through submission of an article for publication or a major address on the topic. Register in fall of the third year. Graded CR/F/Q	

EDLR 612	Project Continuation	0
	Doctoral students who do not complete all program requirements in three years (by the spring of the third year) must register for this course beginning with the fall following the conclusion of the spring of the third year and continuing during all subsequent quarters. (fall, winter, spring and summer) until and including the quarter when the student completes all program requirements. Note: There is a \$750 registration fee each quarter.	

EDLR 617	Quantitative Research	3	EDLR 696	Educational Leadership Independent Study	1 to 5
Hands-on use of a statistics computer program. Provides an applied study of the analysis of quantitative data, develops knowledge and skills to appropriately use quantitative methodologies and tests, and provides a foundation and framework for quantitative research design.					
EDLR 618	Qualitative Research	3	Education		
Develops knowledge and skills to understand and use a variety of current qualitative methodologies; analyzes qualitative data, and provides a foundation and framework for qualitative research design.			EDUC 412	Math for K-8 Teachers	3
EDLR 619	Proposal Seminar	3	A participation-oriented, hands-on review of the mathematics content needed to teach elementary and middle school mathematics in a manner consistent with national reform standards in mathematical education. The focus is on the acquisition of conceptual understanding in preparation for teaching.		
Covers the essential elements of writing a doctoral proposal. Successful completion of the course requires each doctoral student to write a complete first draft of a doctoral proposal.			EDUC 500	Introduction to Educational Research	3
EDLR 621	Seminar in Ed Leadership I	2	Introduction to research skills and literature in students' fields. Includes an orientation to graduate studies. Ordinarily taken as first graduate course.		
EDLR 622	Seminar in Ed Leadership I	2	EDUC 502	Computers for Educational Leaders	3
Prerequisite: EDLR 621			Basic computer literacy for educators, including a review of the research on the effectiveness of various types of computer-based education programs, the history of computers in education, the evaluation of hardware and software, and the ethics of computer use. Includes site visits to various computer centers.		
EDLR 623	Seminar in Ed Leadership I	2	EDUC 505	Fundamentals of Research Design	3
Prerequisite: EDLR 622			Statistical techniques, research design, measurement and evaluation. Development of skills for critical reading of educational research. Closed to non-matriculants.		
Studies of issues and problems in educational leadership. Six credits required in Seminar I the first academic year. There is a \$275 course fee each quarter.			EDUC 506	Educational Statistics	3
EDLR 631	Seminar in Ed Leadership II	3	Emphasis on utilizing the computer in solving research problems, practical and theoretical problems in conducting research. Closed to non-matriculants.		
Prerequisite: EDLR 623			EDUC 515	Multicultural Perspectives	3
EDLR 632	Seminar in Ed Leadership II	3	An introductory course designed to clarify some of the major issues and concepts associated with living in a culturally diverse society. Consideration of the ways in which race, ethnicity, exceptionality, gender, social class, sexual orientation, and religion intersect and influence ethical beliefs and behaviors. Change strategies to promote respect and equal opportunity for all cultural groups will be explored.		
Prerequisite: EDLR 631			EDUC 521	Adult Psychology/Learning	3
EDLR 633	Seminar in Ed Leadership II	3	Investigation of various theories of adult development and learning. Closed to non-matriculants.		
Prerequisite: EDLR 632			EDUC 522	Child Psychology/Learning	3
Studies of issues and problems in educational leadership. Nine credits in Seminar II required the second academic year. There is a \$275 course fee each quarter.			Investigation of various theories of child development and learning.		
EDLR 641	Seminar in Ed Leadership III	2	EDUC 523	Adolescent Psychology/Learning	3
EDLR 642	Seminar in Ed Leadership III	2	Investigation studies in adolescent psychology and learning.		
Prerequisite: EDLR 641			EDUC 529	Values and Leadership	3
EDLR 643	Seminar in Ed Leadership III	2	An introduction to the study of values, the process of valuing, the phenomenon of leadership and the values inherent in leadership and leadership behavior. Focus is on the development of personal values and the resolution of values-related problems.		
Prerequisite: EDLR 642			EDUC 530	Philosophy of Education	3
Studies of issues and problems in educational leadership. Six credits in Seminar III required the third academic year for cohort 24 and subsequent cohorts. There is a \$275 course fee each quarter.			Philosophical foundations of education and related fields. Closed to non-matriculants.		
EDLR 644	Superintendent Seminar	4			
Designed for EDLR students who are currently enrolled in (or have completed) EDLR 609: Superintendent Internship. Topical issues of interest to school superintendents, co-taught by a Seattle University professor and a team of practicing superintendents in the Seattle area. Offered in alternate years.					
EDLR 649	Doctoral Enrollment	0			
Doctoral students in years one through four who are not going to enroll for anything else in any given quarter, must register for EDLR 649. Enrollment in this course keeps the doctoral student "active" in the system so such things as library privileges will not lapse. Doctoral students in years five and six may enroll in EDLR 649 only in the summer.					

EDUC 546 Student Teaching Supplement 5 to 15
For master in teaching students who need additional student teaching and for curriculum and instruction students who need a student teaching experience. Closed to non-matriculants.

EDUC 599 Thesis 10
Contribution to the body of knowledge in the fields of teaching and specialized education. For master of arts in education candidates. Prerequisites: Graduate core requirements and approval of preliminary application by the graduate adviser. Closed to non-matriculants.

Literacy

LITC 521 Teaching with Children's and Adolescent Literature 3
Integrating children's and young adult literature into instruction across the curriculum. Examines the range of literature written for children and young adults, from picture books to novels, including fiction, poetry, and informational books. Emphasis will be given to selecting appropriate literature, developing literature-based instruction, and understanding the multicultural contexts of literature. (formerly CUIN 521)

LITC 522 Seminar in Writing Instruction 3
Development of written language expression at all grade levels; examination and evaluation of instructional and assessment practices, materials, and research on writing. (formerly CUIN 522)

LITC 524 Literacy Assessment and Evaluation 3
Examines formal and informal assessment measures, instructional techniques and materials, and clinical programs and approaches. (formerly CUIN 524) Prerequisite: LITC 525 or permission of instructor.

LITC 525 Seminar in Literacy Instruction 3
Development of literacy processes and skills at all levels; examination and evaluation of current instructional and assessment practices, research, and materials. (formerly CUIN 525)

LITC 526 Literacy in the Content Fields 3
Instructional methods in literacy in the content fields. Emphasizes the role of literacy across the curriculum. (formerly CUIN 526)

LITC 527 Specialized Literacy Techniques 3
Identification of components of effective corrective literacy programs. Description and application of specialized literacy techniques, assessment, and materials. Evaluation and design of literacy instructional approaches for students with specialized learning needs. (formerly CUIN 527) Prerequisite: LITC 524 or SPSY 554 or permission of instructor

LITC 528 Practicum: Literacy for Special Needs 5
Supervised field experience in literacy assessment and instruction. Serves as the capstone experience of synthesis and application to the role of a reading specialist, general education teacher, or special education teacher working with students with special literacy needs. Emphasis is on comprehensive research-based curriculum, assessment, and integration of children's and young adult literature into instruction. Prerequisites LITC 522, LITC 524, LITC 525, LITC 527, and SPSY 554 or permission of program director. Closed to non-matriculated and audit students.

LITC 591 Special Topics 3

LITC 596 Literacy Independent Study 1-4
Independent study of literacy issues. Approximately 30 hours of reading and allied assignments per credit. Prerequisite: Permission of adviser. Graduate students only. May be graded CR/F. Closed to non-matriculants.

Professional Certification

EPCT 520 Preassessment Seminar 3
Outlines expectations for a Professional Growth Plan and assists each Residency Teacher in producing a Professional Growth Plan that meets the 3 standards and 17 criteria for a Professional Certificate as defined by Washington State.

EPCT 521 PGP Implementation Seminar I 1
The four Professional Growth Plan Implementation Seminar Series (I-IV) provides graduate-level instruction in action research and in design and implementation of authentic assessment of the positive impact of their teaching on student learning. In addition, each cohort will receive instruction implementing the program's major themes appropriate to the cohort's grade level (elementary or secondary). Prerequisite: EPCT 520 or equivalent)

EPCT 522 PGP Implementation Seminar II 2
Prerequisite: EPCT 521

EPCT 523 PGP Implementation Seminar III 1
Prerequisite: EPCT 522

EPCT 524 PGP Implementation Seminar IV 2
Prerequisite: EPCT 523

EPCT 531 Culminating Seminar I 1
The four Culminating Seminar Series (I-IV) provides structure and support for each Residency Teacher to prepare and demonstrate performance-based evidence of completion of one's Professional Growth Plan. Prerequisite: EPCT 524

EPCT 532 Culminating Seminar II 2
Prerequisite: EPCT 531

EPCT 533 Culminating Seminar III 1
Prerequisite: EPCT 532

EPCT 534 Culminating Seminar IV 2
Prerequisite: EPCT 533

Special Education**SPED 540 Introduction to Special Education and Learning Disorders 3**

An introduction to special education including an overview of historical/legal foundations, individualized educational plans, and exceptionalities in childhood. An emphasis will be placed on understanding the nature of learning disorders (i.e., learning disabilities, speech/language disorders, and mental retardation).

SPED 541 Multicultural/Multilingual Issues in Learning 3

An introduction to learning issues for students from culturally and linguistically diverse backgrounds. Topics covered include the types of disabilities among children from various cultural and linguistic backgrounds, perception of disabilities across cultures, reasons for the overrepresentation of various racial and ethnic groups in special programs, the effects of second language acquisition on current classroom learning, and the assessment and intervention for culturally and linguistically diverse students with learning difficulties.

SPED 542 Teaching Students with Learning Disorders 3

An examination of the methods and curriculum that have been demonstrated to be effective for students with learning disorders. Prerequisite: SPED 540 or permission of instructor.

SPED 543 Intro to Behavior Disorders and Intervention 3

Overview of the behavior and emotional disorders commonly found in general and special education settings. An introduction to effective inclusive teaching, behavior management, applied behavioral analysis, functional assessment, and intervention. Prerequisite: SPED 540 or permission of instructor.

SPED 545 School Consultation and Intervention 3

Methods for the special education teachers, reading specialists, and school psychologists to work cooperatively with general educators to effectively teach students with disabilities. This course presents observational techniques, consulting skills, effective communication skills, and dealing with resistance. Applications to working in teams and committees are examined. Prerequisite: SPED 540.

SPED 546 Advanced Behavioral Intervention 3

Advanced techniques in the teaching, management, and intervention of students with severe behavior disorders. Applied behavior analyses, cognitive behavior modification, and social skills training will be among the techniques discussed. Prerequisite: SPED 543 or permission of instructor.

SPED 547 Teaching Students with Low Incidence Disabilities 2

Examination of characteristics of students with low incidence disabilities. Emphasis on effective trends and practices in their education. Prerequisite: SPED 540 or permission of instructor.

SPED 549 Practicum: Special Education 3

Diagnostic and prescriptive teaching with children who have learning or behavior problems. Development of IEPs. Laboratory course. Prerequisite: permission of instructor. Closed to non-matriculated and audit students.

SPED 591 Special Topics 3**SPED 596 Special Education: Independent Study 1 to 4****Student Development Administration****SDAD 559 The American Community College 3**

History, role, present status, diversity of populations served, student services, ethical issues, and future directions of the American community college.

SDAD 564 Internship in Student Development Administration I 1

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

SDAD 565 Internship in Student Development Administration II 1

Closed to non-matriculants.

SDAD 566 Internship in Student Development Administration III 1

Closed to non-matriculants.

SDAD 575 Best Practices in Student Services 3

Highlights outstanding student services practices through analysis of model programs and on-site discussions with successful practitioners. Students will observe how student services programs adapt to the missions of their institutions and to the characteristics of their student populations.

SDAD 576 Leadership and Governance of Post-Secondary Education 3

Examines various models for the organization and governance of institutions of higher learning in the United States. Explores many of the ways in which leadership is exercised in post-secondary education. Challenges students to reflect on current issues through case studies which place students in the roles of key decision makers in a variety of institutions.

SDAD 577 Principles of Student Development Administration 3

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

SDAD 578 Student Development Theory, Research and Practice 3

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

- SDAD 579 Student Development Capstone Seminar** 3
Culminating seminar for students completing the program. Synthesis of program components, preparation for entry into profession or change in work setting, integration of ethical considerations and professional standards. Closed to non-matriculants.
- SDAD 580 Higher Education Law** 3
Overview of legal issues related to post-secondary institutions, based on federal and state case law, statutes, WACs and RCWs.
- SDAD 585 Higher Education Finance** 3
An examination of the financial structure of private and public higher education institutions, the impact of fiscal decision-making policies on the flow of funds, and case studies to develop students' skill in diagnosing current problems and issues.
- SDAD 591 Special Topics in Student Development** 3
Closed to non-matriculants.
- SDAD 592 Special Topics in Student Development** 3
Closed to non-matriculants.
- SDAD 593 Special Topics in Student Development** 3
Closed to non-matriculants.
- SDAD 595 Student Development Graduate Project** 3
Intensive library research. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: permission of adviser. Closed to non-matriculants.
- SDAD 596 Student Development Independent Study** 1 to 3
Individualized reading and reporting on a specific topic approved by instructor. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: permission of instructor. Closed to non-matriculants.

School Psychology

Please note: All SPSY courses are closed to non-matriculants.

- SPSY 553 Individual Intelligence Assessment** 4
Training in administration and interpretation of results of individual intelligence tests. Emphasis on current Wechsler Scales and other measures commonly used in school settings, including authentic measures for culturally and linguistically diverse populations. Prerequisite: permission of instructor. NOTE: There is a \$80 fee for this course. (formerly offered for 3 credits)

- SPSY 554 Individual Educational Assessment** 4
Comparison of various methods used in the evaluation of learning problems. Selection, administration, and analysis of assessment methods. Interpretation of results linked to interventions. Prerequisite: CUIIN 538. NOTE: There is a \$65 fee for this course. (formerly offered for 3 credits)
- SPSY 555 Personality and Behavior Assessment** 4
Administration, scoring and interpretation of individual methods designed to analyze personality structure and behavior. Ecological approaches emphasized. Prerequisite: permission of instructor. NOTE: There is a \$65 fee for this course. (formerly offered for 3 credits)
- SPSY 556 Issues in School Psychology I** 1
- SPSY 557 Issues in School Psychology II** 1
- SPSY 558 Issues in School Psychology III** 1
Offered over the course of three quarters concurrently with the internship. Taken for a maximum of three quarter credits. Issues such as test interpretation, case management, collaboration and consultation, inclusion, abuse and ethics will be discussed.
- SPSY 559 School Psychology Internship** 1-3
Supervised experiences in a school setting. Must be taken three times for three successive quarters. Taken in final three quarters of the graduate program with permission. May be graded CR/F. NOTE: There is a \$30 fee for this course.
- SPSY 560 School Psychology Assessment Practicum** 3
Involves students in the assessment of clients with school related problems. Teaming, interview techniques, test administration, report writing, advanced test interpretation and feedback to clients. Prerequisites: SPSY 553, 554, 555. Note: There is a \$30 lab fee for this course.
- SPSY 562 Family/School Collaboration** 3
Focus on theory and skills to work collaboratively with families and professionals at an individual, group and systems level. Includes knowledge of diverse family influences on student learning, and introduces theoretical application of systems thinking to work with families and organizations.
- SPSY 591 Special Topics** 3
- SPSY 592 Special Topics** 3
- SPSY 593 Special Topics** 3
- SPSY 596 School Psychology Independent Study** 3
Intensive reading and field research in a topic agreed on by adviser and student. Thirty hours work per credit. Graduate students only. Prerequisite permission of adviser. Grade option negotiated with adviser.

Teacher Education

Please note: All TEED courses are closed to non-matriculants.

- TEED 510 The Teacher as Reflective Decision Maker** 5
One-week intensive study followed by two weeks of observation in schools. Introduction to the conceptual framework and research base for the program; examines the cultural, social and political context of schools; prepares participants in observational skills.
- TEED 511 The Arts and Cultural Diversity** 1
Two-day seminar focusing on the arts and their integral role in the teaching and learning process. May be graded CR/F. NOTE: There is a \$75 fee for this course.
- TEED 512 Learners and Instruction** 12
Integrated course on child and adolescent development, learning theory, objectives, instructional plans, and delivering assessment. Issues related to exceptionalities and cultural differences are addressed throughout.
- TEED 513 Peer Coaching Field Experience** 2
Placement, with a peer coach, in a school setting. Graded CR/F.
- TEED 520 Service Leadership** 2
Field placement in a K-12 setting to implement service learning or service learning in a community agency.
- TEED 521 Elementary Curriculum, Instruction, and Assessment** 12
Thematic course in developing curriculum and instructional strategies to teach reading, language arts, social studies, mathematics and science arts and special topics in elementary school. Instructional media, computer applications and assessment techniques are integrated throughout. This course is offered at an elementary school. (Elementary program)
- TEED 522 Middle and Secondary Curriculum, Instruction, and Assessment** 12
Seminar in developing curriculum and instructional strategies for the secondary subjects. Instructional media, computer applications and assessment techniques are integrated throughout the course. (Secondary program)
- TEED 523 Middle School Field Experience/Seminar** 2
Observation, guided practice, and seminar for teaching in middle schools.
- TEED 528 Teaching Internship (Elementary)** 14
- TEED 529 Teaching Internship (Secondary)** 14
- TEED 535 Child Abuse and Related Issues** 1
Examines child abuse related to the role of the schools. Includes identification, reporting, and legal responsibilities.
- TEED 540 Reflective Teaching Seminar** 3
Self-assessment and the development of a professional improvement plan including initial articulation of a personal philosophy of teaching, based on a reflective analysis of historical and contemporary philosophies of education.

- TEED 541 Research** 3
Student will develop skills in critically evaluating research in education and prepare for conducting action research as teachers.
- TEED 596 Teacher Education Independent Study** 1-5
Individualized reading and reporting on a specific topic approved by the instructor. Approximately 30 hours of reading and allied assignments for each credit. Reports will include analysis and critical appraisal of materials read. Prerequisite: permission of adviser.

Teaching English to Speakers of Other Languages

- TSOL 525 Second Language Writing** 3
Theory and principles of teaching first and second language writing; examination and evaluation of current instructional and assessment practices, research and materials.
- TSOL 531 Second Language Acquisition: Theories and Issues** 3
Overview of the first language acquisition process; compares and contrasts first and second language acquisition; examines factors affecting second/foreign language acquisition. Prerequisites: EPDES 930 and TSOL 534.
- TSOL 534 Linguistics for Language Teachers I** 3
Introduction to linguistic analysis as it applies to teaching second and foreign languages. Topics included are phonetics/phonology, morphology, syntax, semantics, and learner strengths/errors in these areas. (The continuation course is TSOL 535).
- TSOL 535 Linguistics for Language Teachers II** 3
This continuation of TSOL 534 introduces students to discourse analysis and pragmatics. It also includes a systematic investigation of learner strengths and errors at and beyond the intersentential level as demonstrated in natural discourse. Prerequisite: TSOL 534.
- TSOL 536 Language in Society** 3
Overview of ways in which language is used in society. Topics include social and regional dialects, male-female language, World Englishes, language and culture, language policy and planning, and multilingualism. Prerequisites: EPDES 930, TSOL 534, and TSOL 535.
- TSOL 537 Teaching English for Academic Purposes** 3
Strategies and cultural issues involved in preparing advanced level ESOL students for English competency examinations and for performance in higher education settings in English speaking countries.
- TSOL 538 Structure of English** 3
An in-depth analysis of the major structures of English for ESL professionals. Students will become familiar with the intricacies of English grammar, particularly those that tend to be challenging to nonnative speakers. Students will develop their skills in analyzing and explaining English words, phrases, and sentences, as well as learn the grammatical meta-language. Prerequisites: EPDES 930, TSOL 531, TSOL 534.

- TSOL 539 Second Language Reading and Vocabulary Acquisition** 3
Theories and principles of second language reading and vocabulary acquisition; examination and evaluation of current instructional and assessment practices, research, and materials.
- TSOL 566 Internship in the TESOL Setting** 3
Supervised field experience of 120 to 150 hours in a setting appropriate for the student's program and career goals. On-campus seminars included. Permission of program coordinator and 30 or more credit hours in a program of study including the following prerequisites are required prior to beginning the internship: EPDES 930, TSOL 531, TSOL 534, and TSOL 535.
- TSOL 567 Internship in the TESOL Setting** 1 to 3
Additional field experience of 40 to 50 hours per credit (elective). Arranged with adviser for setting suited to the student's career interests. On-campus seminars included. Prerequisite: TSOL 566. Closed to non-matriculants.
- TSOL 591 Special Topics in TESOL** 3
- TSOL 592 Special Topics in TESOL** 3
- TSOL 593 Special Topics in TESOL** 3
Contemporary problems and trends; analysis and evaluation.
- TSOL 595 TESOL Graduate Project** 3
Provides an opportunity for scholarly work and application of theories to topic of interest to student and of relevance to field of TESOL. Requires intensive library research and creation of new knowledge or new applications of existing knowledge. The project report includes analysis and critical appraisal of materials read, as well as inclusion of new materials and/or applications. Closed to non-matriculants.
- TSOL 596 TESOL Independent Study** 1 to 3
Individualized reading and reporting on a specific topic approved by instructor. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: permission of adviser. Closed to non-matriculants.
- Post-Baccalaureate**
These courses are taken for the post-baccalaureate initial/advanced certificates in teaching English to Speakers of Other Languages. In addition, these courses may be used as elective credit for the master's degree in curriculum and instruction, and the master's degree in teaching with prior approval of the student's adviser. See specific program descriptions for credit limitations, graduate credit, and other considerations. Courses are offered in cooperation with Seattle University's School of Education at the School of Teaching English as a Second Language, 2601 NW 56th, Seattle, WA 98107 (206) 781-8607.
- EPDES 930 TESOL Theory and Application** 3
General principles of language acquisition and guidelines for teaching English as a second language. Specific classroom application of principles and guidelines through lesson and unit plan development. Required for initial certificate. Included in Intensive I.
- EPDES 931 Methods of Language Acquisition** 3
Specific methods for teaching language acquisition are reviewed and analyzed. The methods investigated include: English through technology; English through academic content; English through drama; Total Physical Response, the Silent Way; English through games; English through music. Prerequisite or co-requisite: EPDES 930. Included in Intensive I.
- EPDES 932 Teaching Grammar to ESOL Students** 3
Designed to provide the instructor of ESOL with tools to facilitate grammar acquisition. Participants learn grammar rules and develop strategies for instructing ESOL students in grammar. Included in Intensive I.
- EPDES 933 Materials Selection and Development in TESOL** 3
Survey of existing ESOL materials to become familiar with resources for teaching ESOL. Participants explore guidelines regarding teacher-created and student-created materials. Creation of instructional materials is required. Included in Intensive I.
- EPDES 934 Developing ESOL Literacy** 3
Examines the challenges of providing ESOL instruction for students who are in widely varying stages of the literacy continuum, from pre-literacy to academic success. Instructional strategies for increasing literacy levels of ESOL and the development of instructional materials that are appropriate for the literacy level of the intended ESOL student. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 935 Cultural Variables in TESOL** 3
Explores cultural diversity through readings on different cultural groups present in ESOL classrooms and classroom visits by representatives of those same groups. Emphasis on the influence of culture on language acquisition. Included in Intensive II. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 936 Teaching Content to Students of Limited English Proficiency** 3
Designed for the teacher of mainstreamed ESOL students, as well as other ESOL teachers. Emphasizes the merging of content instruction and language development, provides the ESOL teacher with text-analysis skills, and includes analysis of strategies that provide supplemental assistance to the special needs student. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 937 Linguistics for ESOL Teachers** 3
A survey of general linguistics with attention to use by the ESOL classroom teacher. It provides a review of current research regarding linguistics, and provides an opportunity for course participants to develop skill in linguistic analysis. Prerequisite: none.
- EPDES 938 Testing and Evaluating ESOL Students** 3
Reviews testing principles and provides an opportunity for ESOL instructors to design tests for all language skills and components. Standardized and instructor-developed instruments included. Prerequisite: EPDES 930, if taken as component of Intensive II.

EPDES 939 Student-Centered Learning in ESOL 3

Course focuses on the importance of student-centered learning and ways to implement student-centered strategies in the ESOL classroom. An emphasis is placed on use of cooperative learning, multiple intelligences and learning styles in the ESOL classroom. Prerequisite: EPDES 930, if taken as component of Intensive II.

EPDES 940 Self-Analysis and Improvement in TESOL 3

An individualized course which may be taken after EPDES 930 and involving completion of a 40-hour field experience in teaching ESOL. The participants conduct a self-analysis of teaching beliefs and skills and develop personal growth plans. Prerequisite: EPDES 930.

EPDES 942 Teaching English Pronunciation 3

Course provides participants with skill in identification and analysis of speech difficulties of ESOL students. Participants will increase skill in diagnosis and development of improvement strategies for language improvement for ESOL students. Prerequisite: EPDES 930, if taken as component of Intensive II.

EPDES 944 Curriculum and Program Design in TESOL 3

Students complete an independent project in curriculum or program development. The project description and requirements are negotiated between the student and the instructor. Students must have completed study in TESOL and be involved in ESOL curriculum or program development. Prerequisite: permission of instructor and EPDES 930, if taken as component of Intensive II.

EPDES 945 Computer-Enhanced Language Teaching 3

This course explores the research supporting the use of computers in English language teaching, computer-based activities which enhance the acquisition of language, and the trends and issues related to the limitations and powers of computers in education. Prerequisite: EPDES 930.

EPDES 946 Professional Leadership – TESOL 1

Participants will research and discuss the history and legal issues concerning the education of ESOL learners in the United States and in Washington State. Prerequisite: EPDES 930.

Education Graduate Faculty

Josef C. Afanador; BA, Butler University; MS, Purdue University; EdD, 1971, University of Arizona; associate professor, counseling; 1975.

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

Kay E. Beisse; BA, University of Washington; MEd, Western Washington University; PhD, 1993, University of Washington; assistant professor, school psychology; 1999.

John P. Chattin-McNichols; AB, University of California at Los Angeles; PhD, 1979, Stanford University; director, curriculum and instruction; department chairperson, teaching and learning; associate professor, curriculum and instruction and teacher education; 1979.

Steven Curtis; BA, University of California at Los Angeles; MS, Utah State University; PhD, 1992, Utah State University; director, special education; assistant professor, special education; 2000.

Jacque Ensign; BA, Eckerd College; MEd, Virginia Commonwealth University; PhD, 1996, University of Virginia; assistant professor, teacher education; 2001.

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

Kristin E. Guest; BA, BS, University of Minnesota; MA, PhD, 1970, University of Wisconsin; director, school psychology; professor, school psychology and teacher education; 1981.

J. Hutchinson Haney; BA, University of Denver; MS, University of Arizona; MTS, 1993, Seattle University; director, counseling; department chairperson, counseling/school psychology, assistant professor, counseling; 1974.

Ivan L. Hutton; BA, MA, Gonzaga University; MDiv, Jesuit School of Theology at Berkeley; PhD, 1987, Stanford University; associate dean; assistant professor; 1989.

Beth Jackson; BA, University of California, Davis; MEd, University of Washington; EdD, 1982, Seattle University; assistant dean; director of professional development/continuing education; 2001.

Christine M. Jensen; BA, Western Oregon State College; MS, Western Oregon State College; EdD, 1987, East Texas State University; associate professor, counseling; 1998.

Jacqueline W. Leibsohn; BA, University of California, San Diego; MS, PhD, 1989, Colorado State University; associate professor, counseling; 1991.

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

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

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

Yvonne J. Owen; BS, PhD, 1978, University of Washington; associate professor, counseling; 1980.

Robert A. Peña; BS, State University of New York at Buffalo; MA, State University of New York at Buffalo; PhD, 1993, University of Wisconsin-Madison, associate professor, educational leadership; 2001.

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

Daisy E. Arredondo Rucinski; BA, MA, PhD, 1983, University of Washington; director, educational leadership, associate professor, educational leadership; 1998.

Katherine L. Schlick Noe; BA, MEd, PhD, 1985, University of Washington; director, literacy for special needs; professor, literacy for special needs and teacher education; 1986.

Sue A. Schmitt; BA, Viterbo College; MEd, University of Missouri-Columbia; EdD, 1984, Mississippi State University; dean; 1996.

Laurie Stevahn; BA, Pacific Lutheran University; MEd, Seattle Pacific University; PhD, 2000, University of Minnesota; assistant professor, curriculum and instruction; 2001.

Jeremy Stringer; BA, Southern Methodist University; MA, PhD, 1973, University of Wisconsin; director, student development administration; department chairperson, professional studies; associate professor, student development administration; 1984.

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

Carol L. Weaver; BS, Washington State University; MEd, Oregon State University; PhD, 1981, Ohio State University; director, adult education and training; associate professor, adult education and training; 1989.

Teri Foley Wing; BA, Gonzaga University; MA, EdD, 1993, University of Montana; director, educational administration; assistant professor, educational administration; 2002.

Jian Yang; BA (equivalent), Foreign Language University, Luoyang, China; MEd, SUNY, Buffalo; PhD, 1996, Florida State University; director, teaching English to speakers of other languages; assistant professor; 2000.

1997-98, John M. Willinsky; BA, Laurentian University; MEd, University of Toronto (O.I.S.E.); PhD, 1982, Dalhousie University.

1999-2000, Linda F. Cornelius; BS, MEd, Southern University; Ed Spec, PhD, 1989, Florida State University.

2001-2002, Patricia A. Bauch, OP, BA, Edgewood College; MEd, Northern Illinois University; PhD, 1982, University of California at Los Angeles.

Education Faculty Emeriti

Sandra L. Barker, PhD (1985)

Bonnie Jean Denoon, PhD (1975)

Winfield S. Fountain, EdD (1957)

John J. Gilroy, PhD (1982)

Margaret M. Haggerty, PhD (1971)

Reba Y. Lucey, MEd (1969)

John A. Morford, EdD (1973)

Roy P. Wahle, EdD (1977)

Delight C. Willing, EdD (1987)

Mary Lou Wyse, PhD (1965)

Gary H. Zarter, PhD (1973)

Casimir Zielinski, EdD (1979)

William Allen Endowed Chair

1994, David Purpel; AB, Tufts College; MAT, Harvard University; EdD, 1961 Harvard University.

1994-95, Monica Schmidt; BS, Marylhurst College; MA, Seattle University; PhD, 1970, University of Illinois.

1996-97, Richard Arends; BS, Eastern Oregon College; MS, University of Iowa; PhD, 1972, University of Oregon.

School of Law

Rudolph Hasl, J.D., LL.M., Dean

John Weaver, J.D.,

Associate Dean for Academic Affairs

Donna Claxton Deming, J.D.,

Associate Dean for Student Affairs

Phone: (206) 398-4200

Internet: www.law.seattleu.edu

E-mail: lawadmis@seattleu.edu

Degrees Offered

- Juris Doctor (J.D.)
- Juris Doctor/Master of Business Administration (J.D./M.B.A.)
- Juris Doctor/Master of International Business (J.D./M.I.B.)
- Juris Doctor/Master of Science in Finance (J.D./M.S.F.)

Seattle University School of Law boasts the *Northwest's most diverse student body*: Over 950 students representing more than 250 undergraduate schools and drawn from the *top third of the national law school applicant pool*. The only Washington Law School with a thriving evening program geared to meet the needs of working professionals, the school offers more than 100 courses during the fall, spring and summer terms—featuring 3 joint degrees with the Albers School of Business and Economics—and allows students to focus in one of 13 areas of interest, ranging from business law and estate planning to intellectual property and criminal practice.

An especially distinctive feature of our law program is its flexible schedule. Entering students may begin legal studies in the summer or in the fall, take classes in the day or evening, and complete their first year in 9, 12, or 15 months, as described below:

Full-time Summer Entry

All entering students may choose to "start early" by completing a single class in the summer, thereby reducing their fall course loads. Two options are available: one meets in the late afternoon and the other in the evening, Monday through Thursday. Summer term is six weeks.

Full-time Fall Entry

Students that begin studies in the fall take 16 credits in the fall term and 14 credits in the spring term to complete their first-year legal studies over the traditional nine-month period. Classes convene between the hours of 8 a.m. and 6 p.m., Monday through Friday.

Part-time Summer Entry

This program of evening-only classes is designed for students with employment or personal obligations during the day. Law school commences in the summer with a single course, and the course load over the fall and spring terms is four classes each term for a total of 21 credits. The final first-year course is completed the second summer. Classes convene after 6 p.m., Monday through Thursday.

In determining those applicants who will be admitted to the School of Law, the Admissions Committee considers three primary factors:

- Performance on the Law School Admission Test (LSAT);
- Undergraduate academic record; and
- Personal accomplishments.

At least two evaluators review each application. In all cases, qualitative factors weigh heavily in the admission decision. These might include exceptional professional achievements, outstanding community service, or evidence of particular talents or backgrounds that will contribute especially and significantly to the law school community.

Seattle University embraces a wholly nondiscriminatory admission policy and philosophy. We welcome applications from all persons without regard to age, gender, race, religion, national origin, marital status, sexual or political orientation or disability.

Candidates for admission must have earned a bachelor's degree from an accredited college or university prior to enrollment. In addition, applicants must have received a competitive score on the LSAT, and have registered with the Law School Data Assembly Service. Applicants should submit required application materials at the earliest possible date after they are available, and complete their applicant file no later than April 1 of the year they wish to attend.

Seattle University law students enjoy a premier learning environment. Sullivan Hall, home of the School of Law, is a five-floor, handsomely appointed structure that features a lengthy list of amenities that, taken together, represent a prototype for law schools of the future: a street-front law clinic; state-of-the-art classrooms and study areas; a modern and impressive law library; a cutting-edge courtroom complex; and spacious student lounges and activity centers.

Law School Career Faculty

Bryan Adamson; BS/PhB, Miami University; MA, Purdue University; JD, 1990, Case Western Reserve University Law School; professor of law; assistant professor of law; 2002.

Janet Ainsworth; BA, Brandeis University; MA, Yale University; JD, 1980, Harvard Law School; professor of law; 1988.

Marilyn Berger; BS, Cornell University; JD, 1970, University of California, Berkeley; professor of law; 1978.

David Boerner; BS, University of Illinois; LLB, 1963, University of Illinois School of Law; associate professor of law; 1981.

James E. Bond; AB, Wabash College; JD, Harvard University; LLM, 1971, SJD, 1972, University of Virginia; former dean; professor of law; 1986.

Melinda J. Branscomb; BA, Vanderbilt University; JD, 1980, University of Tennessee School of Law; associate professor of law; 1989.

Lisa Brodoff; BA, University of Vermont; JD, 1980, Hofstra University School of Law; clinical professor of law; 1997.

Stephen Burnett; BA, University of California, Los Angeles; JD, 1973, University of Connecticut School of Law; MSLS, Southern Connecticut State College, 1975, associate dean for information services; 2001.

Eric A. Chiappinelli; BA, Claremont Men's College; JD, 1978, Columbia University School of Law; professor of law; 1985.

Mark Chinen; BA, Pomona College; MDiv, Yale Divinity School; JD, 1988, Harvard Law School; associate professor of law; 1996.

Margaret Chon; AB, Cornell University; MHSA, University of Michigan School of Public Health; JD, 1986, University of Michigan School of Law; associate professor of law; 1997.

Annette Clark; BS, Washington State University; MD, University of Washington School of Medicine; JD, 1989, Seattle University School of Law; associate dean; associate professor of law; 1989.

Sidney DeLong; BA, Vanderbilt University; JD, 1974, Yale Law School; associate professor of law; 1985.

David Engdahl; AB, University of Kansas; LLB, University of Kansas Law School; SJD, 1969, University of Michigan Law School; professor of law; 1981.

Anne Enquist; BA, New Mexico State University; MAT, University of Washington; writing advisor; 1980.

Sheldon Frankel; BA, University of Connecticut; JD, LLM, 1968, Boston University; professor of law, 1974.

Carmen Gonzalez; BA, Yale University; JD, 1988, Harvard Law School; assistant professor of law; 1999.

Christian Halliburton; BA, University of California, Berkeley; JD, 1998, Columbia University School of Law; assistant professor of law; 2002.

Rudolph Hasl; AB, Xavier University; JD, 1967, St. Louis University School of Law; LLM, New York University School of Law, 1974, dean and professor of law; 2000.

Thomas Holdych; BA, Rockford College; JD, 1970, University of Illinois; professor of law; 1972.

Betsy Hollingsworth; BA, Occidental College; JD, 1975, University of Washington; clinical professor of law and director of law practice clinic; 1986.

Lily Kahng; AB, Princeton University; JD, 1984, Columbia University School of Law; LLM, New York University School of Law, 1991, associate professor of law; 2001.

John Kirkwood; AB, Yale University; MPP Harvard University John F. Kennedy School of Government; JD, 1974, Harvard Law School; assistant professor of law; 2002.

Raven Lidman; BA, Cornell University; JD, 1977, Seattle University School of Law; clinical professor of law; 1987.

Paula Lustbader; BS, Southern Oregon State College; JD, 1988, Seattle University School of Law; director of academic resource center; 1988.

Natasha Martin; BS, Xavier University of Louisiana; JD, 1994, University of Notre Dame; assistant professor of law; 2002.

Henry W. McGee, Jr; BS, Northwestern University; JD, 1957, DePaul University; LLM Columbia University, 1970, professor of law; 1994.

John Mitchell; BA, University of Wisconsin; JD, 1970, Stanford Law School; associate professor of law; 1982.

Laurel Currie Oates; BA, Western Washington University; JD, 1978, Seattle University School of Law; director of legal writing program; 1980.

William Oltman; BA, University of Wisconsin; JD, 1969, University of Michigan School of Law; professor of law; 1974.

Catherine O'Neill; BA, University of Notre Dame; JD, 1990, University of Chicago School of Law; associate professor of law; 2001.

Mark Reutlinger; AB, JD, 1968, University of California, Berkeley; professor of law; 1978.

J. Christopher Rideout; BA, University of Puget Sound; MA, PhD, 1982, University of Washington; associate director of legal writing program; 1981.

Julie Shapiro; BA, Wesleyan University; JD, 1982, University of Pennsylvania; associate professor of law; 1991.

Gregory Silverman; AB Vassar College; JD, Columbia University; PhD, 1999, University of Chicago; assistant professor of law; 1999.

David Skover; AB, Princeton University; JD, 1978, Yale Law School; professor of law; 1982.

Ronald Slye; BA Columbia University; MPhil, University of Cambridge; JD, 1989, Yale Law School; associate professor of law, 1999.

John Strait; BA, University of California, Davis; JD, 1969, Yale Law School; associate professor of law; 1974.

Kellye Y. Testy; BA, Indiana University; JD, 1991, Indiana University School of Law; associate professor of law; 1992.

John Weaver; AB, Dartmouth College; JD, 1969, University of Michigan School of Law; professor of law; 1972.

Kenneth Wing; BA, University of California, Santa Cruz; JD, Harvard Law School; MPH, 1972, Harvard School of Public Health; professor of law; 1990.

Law School Faculty Emeritus

Richard Settle; BA, JD, 1967, University of Washington (1972)

School of Nursing

Mary K. Walker, PhD, RN, FAAN, Dean
Lynne Leach, EdD, RN, Associate Dean
Kathryn L. Anderson, PhD, RN, Graduate
Program Director
Phone: (206) 296-5660

Degree Offered

• Master of Science in Nursing (MSN)

Primary Care Nurse Practitioner (PCNP)
with specialization in:

- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner with Addictions Focus

Advanced Practice Nursing Immersion,
Family Nurse Practitioner

Advanced Practice Nursing Immersion,
Psychiatric Mental Health Nurse
Practitioner with Addictions Focus

Leadership in Community Nursing (LCN)
with specialization in:
Program Development
Spirituality and Health

Post-Master's Certificates Offered

- Primary Care Nurse Practitioner with specialization in:
Family Nurse Practitioner
Psychiatric Mental Health Nurse Practitioner with Addictions Focus

Seattle University School of Nursing was granted full accreditation by the Commission on Collegiate Nursing Education in 2002.

Objectives

Today's complex health care environment requires that nurses have advanced practice nursing knowledge and skills. Graduate study offers the opportunity to deepen knowledge of clinical phenomena, develop new perspectives on old dilemmas, and acquire new roles within the health care system. Nurses prepared at the graduate level obtain the skills needed for greater career flexibility.

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

MASTER OF SCIENCE IN NURSING

The traditional master of science in nursing degree (MSN) provides experienced professional nurses with the additional education needed to function in a rapidly changing health care environment that demands new and innovative approaches to nursing and health care delivery. Graduates are prepared for positions as leaders in community organizations and institutions, or as primary care nurse practitioners. The Advanced Practice Nursing (APN) Immersion is an accelerated path to the MSN for non-nurses holding undergraduate degrees in other fields. The APN Immersion prepares graduates to be primary care nurse practitioners.

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

The traditional MSN program, designed for working professional nurses, offers two tracks. The Leadership in Community Nursing (LCN) track prepares nurses in health

promotion and prevention strategies for communities or populations. Two specializations are available. The specialization in Program Development prepares graduates to collaborate with communities and organizations to design and implement health programs for vulnerable populations. The specialization in Spirituality and Health is offered in collaboration with the School of Theology and Ministry and prepares graduates to meet the spiritual health needs of individuals, families, and communities. Clinical experiences in both tracks are arranged to focus on populations of special interest to students.

The primary care nurse practitioner track (PCNP) offers specializations in family and in psychiatric mental health with an addictions focus. Graduates are eligible for national certification exams in the area of specialization: family nurse practitioner, or adult or family psychiatric mental health nurse practitioner. Psychiatric nurse practitioner graduates are also eligible for advanced practice certification in addictions. Both primary care nurse practitioner specializations require more than 500 hours of supervised clinical practice for program completion.

Full-time, part-time, and post-master's certificate options are available for registered nurse students in the MSN program.

The APN Immersion is designed for non-nurses holding undergraduate degrees in other fields. Students first complete a four-quarter pre-licensure curriculum that confers eli-

gibility to sit for the registered nurse licensure examination (NCLEX-RN). Upon achievement of RN licensure, students progress to advanced practice clinical management courses. Graduates are awarded the MSN and are eligible to sit for certification examinations in their chosen specialization (see above). It is a full-time, year-round program of study requiring two full calendar years plus one additional quarter.

Three contact hours are required for each credit hour for clinical courses in the MSN program.

Admission Requirements

MSN program for professional nurses

- Bachelor's degree in nursing recognized by a national nursing accrediting agency, or an associate degree in nursing with a bachelor's degree in another discipline. Professional and academic experiences will be evaluated on an individual basis.
- A statement describing professional and personal goals, including reasons for choosing the MSN program and a particular specialization.
- A resume indicating relevant nursing experiences. Two years of clinical nursing experience is preferred.
- A 3.0 minimum undergraduate grade point average (GPA). Individuals who have less than a 3.0 GPA may be considered, given evidence of other accomplishments.
- Graduate Record Exam (GRE) taken within the past 5 years.
- Two recommendations that speak to the applicant's clinical and academic abilities.
- TOEFL, if English is a second language (237 computer-based, 580 paper/pencil based).
- A successful interview with faculty.

Applicants who do not meet all of the admission requirements will be considered on an individual basis.

Post-master's certificate option for nurses holding an MSN

- Master's degree in nursing from an accredited institution.
- A professional resume.
- A statement describing professional and personal goals and reason for interest in the post-master's certificate program.
- Two recommendations that speak to the applicant's clinical and academic abilities.
- A successful interview with faculty.

APN Immersion for non-nurses holding undergraduate degrees

- Bachelor's degree from a regionally accredited college or university.

- A statement describing professional and personal goals, including reasons for choosing a nursing career and the immersion program.
- A professional resume.
- A 3.0 minimum undergraduate grade point average (GPA). Individuals who have less than a 3.0 GPA may be considered, given evidence of other accomplishments.
- Graduate Record Exam (GRE) taken within the past 5 years.
- Two recommendations that speak to the applicant's academic abilities and personal and professional qualities indicating a fit for advanced practice nursing.
- TOEFL, if English is a second language (237 computer-based, 580 paper/pencil based).
- A successful interview with faculty.

Prerequisites

MSN program for professional nurses

- Satisfactory completion with a grade of C (2.0) or better in an undergraduate statistics course that includes descriptive and inferential statistics with computer application (2-3 credit minimum) and completed within the past 10 years

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

- Washington State RN licensure
- Professional liability insurance
- Current immunizations required in clinical sites, and other Occupational Safety and Health Administration (OSHA) and state requirements. Students will be informed of these health requirements and will be responsible for compliance. Specific requirements are published in the School of Nursing Graduate Student Handbook.

Non-matriculated option: A prospective student may take a maximum of 12 graduate nursing credits as a non-matriculated student without being admitted to the MSN program. These credits may be applied towards a master's degree once admitted to the MSN program. Clinical courses cannot be taken without formal admission to the MSN program. Enrollment in any course requires permission of the Graduate Program Director and the course instructor. Non-matriculated students who seek admission to the MSN program must successfully complete NURS 502 prior to or during their first academic term as matriculated graduate students.

APN Immersion for non-nurses holding bachelor's degrees

Nursing major prerequisites include the following undergraduate courses:

MATH 107 or College algebra or higher math.....	5
PSYC 120 Introduction to psychology	5
BIO 200-210 Anatomy and physiology with lab.....	10
BIO 220 Microbiology with lab	5
PSYC 322 Growth and development	5
NURS 202 Statistics for health research	5

In addition, one year of high school or one quarter of college chemistry is also a major prerequisite.

All prerequisite courses must be completed prior to enrollment in the immersion. Official transcripts showing successful prerequisite course completion should be sent to the Seattle University Office of Graduate Admissions as soon as possible following completion of course(s). Students will not be permitted to progress if transcripts are not received by the Office of Admissions before or during the first fall quarter of the immersion.

Degree Requirements – Master of Science in Nursing/Primary Care Nurse Practitioner, specialization in Family Primary Care

The Primary Care Nurse Practitioner track (PCNP) is a 6 quarter full-time or 9 quarter part-time program which prepares professional nurses as Advanced Practice Nurses to provide direct primary care to individuals and families.

I. Foundation Courses

Thirty NURS credits, including:

NURS 501 Advanced Health Assessment and Health Promotion	4
NURS 502 Nursing Care and Cultural Aspects of Vulnerable Populations.....	4
NURS 504 Concepts and Theories for Advanced Practice Nursing.....	3
NURS 509 Advanced Nursing Practice Roles and Functions.....	3
NURS 510 Ethical Considerations and Health Policy in Nursing Practice.....	4
NURS 514 Research in Nursing.....	3
NURS 520 Health Outcomes, Wellness and Health Promotion Across the Life Span	3
NURS 522 Advanced Pharmacological Applications for Primary Care	3
NURS 524 Advanced Pathophysiology	3

II. Specialization Area

Thirty to thirty-three NURS credits, including:

NURS 521 Psychosocial Aspects of Advanced Practice Primary Care	3
NURS 523 Well Child Care in the Family	2
NURS 525 Primary Care Management and Practicum I	6
NURS 526 Primary Care Management and Practicum II	5

NURS 527 Primary Care Management and Practicum III	6
NURS 529 Primary Care Integrated Practicum IV	8
NURS 591 Special Topics in Primary Care.....	0-3

III. Program Synthesis

Choose option a. or b.:	3-6
a. NURS 593 Thesis (2)	
NURS 594 Thesis (2)	
NURS 595 Thesis (2)	
b. NURS 599 Scholarly Project (3 required)	1-3

MINIMUM CREDITS REQUIRED FOR DEGREE...63-69

Degree Requirements – Master of Science in Nursing/Primary Care Nurse Practitioner, specialization in Psychiatric Mental Health Nurse Practitioner with Addictions Focus

The Advanced Psychiatric Mental Health Nurse Practitioner with Addictions Focus specialization of the Primary Care Nurse Practitioner track is a 6 quarter full-time or 9 quarter part-time program. Graduates are prepared as Advanced Practice Nurses to provide psychiatric and addictions treatment in a variety of community settings.

I. Foundation Courses

Thirty NURS credits, including:

NURS 501 Advanced Health Assessment and Health Promotion	4
NURS 502 Nursing Care and Cultural Aspects of Vulnerable Populations.....	4
NURS 504 Concepts and Theories for Advanced Practice Nursing.....	3
NURS 509 Advanced Nursing Practice Roles and Functions.....	3
NURS 510 Ethical Considerations and Health Policy in Nursing Practice	4
NURS 514 Research in Nursing	3
NURS 520 Health Outcomes, Wellness and Health Promotion Across the Life Span	3
NURS 522 Advanced Pharmacological Applications for Primary Care	3
NURS 524 Advanced Pathophysiology	3

II. Specialization Area

Thirty-six to thirty-nine NURS credits, including:

NURS 521 Psychosocial Aspects of Advanced Practice Primary Care	3
NURS 530 Advanced Psychiatric Nursing Counseling of Families	3
NURS 531 Advanced Psychiatric Nursing Counseling of Individuals and Groups.....	3
NURS 532 The Neurobiological Basis of Addictions	3
NURS 533 Primary Care Treatment of Addictions	3

NURS 534	Principles of Addiction Treatment	3
NURS 535	Clinical Diagnosis and Management of PMH and Addictions I	6
NURS 536	Clinical Diagnosis and Management of PMH and Addictions II	6
NURS 537	Clinical Diagnosis and Management of PMH and Addictions III	6
NURS 591	Special Topics Electives such as Psychopharmacology, Spirituality, Social Justice, or Advances in Etiology of Addictions.....	0-3

III. Program Synthesis

Choose option a. or b.:	3-6
a. NURS 593 Thesis (2)		
NURS 594 Thesis (2)		
NURS 595 Thesis (2)		
b. NURS 599 Scholarly Project (3 required).....		1-3

MINIMUM CREDITS REQUIRED FOR DEGREE...69-75

Certificate Requirements – Post-Master’s Certificate in Nursing/Primary Care Nurse Practitioner, specialization in Family Primary Care

Individuals holding a master's degree in nursing may complete curriculum requirements to become eligible for certification as a family nurse practitioner. Credit requirements are based on previous course work and are reviewed on an individual basis.

I. Foundation Courses

Up to sixteen NURS credits drawn from the following:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 509	Advanced Nursing Practice Roles and Functions.....	3
NURS 520	Health Outcomes, Wellness and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area

Thirty NURS credits, including:

NURS 521	Psychosocial Aspects of Advanced Practice Primary Care	3
NURS 523	Well Child Care in the Family	2
NURS 525	Primary Care Management and Practicum I	6
NURS 526	Primary Care Management and Practicum II	5
NURS 527	Primary Care Management and Practicum III	6
NURS 529	Primary Care Integrated Practicum IV	8

MINIMUM CREDITS FOR CERTIFICATE20-46

Certificate Requirements – Post-Master’s Certificate in Nursing/Primary Care Nurse Practitioner, specialization in Psychiatric Mental Health with Addictions Focus

Individuals holding a master's degree in nursing may complete curriculum requirements to become eligible for certification as a psychiatric mental health nurse practitioner. Credit requirements are based on previous course work and are reviewed on an individual basis.

I. Foundation Courses

Up to sixteen NURS credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 509	advanced Nursing Practice Roles and Functions.....	3
NURS 520	Health Outcomes, Wellness and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area

Thirty-six NURS credits, including:

NURS 521	Psychosocial Aspects of Advanced Practice Primary Care	3
NURS 530	Advanced Psychiatric Nursing Counseling of Families	3
NURS 531	Advanced Psychiatric Nursing Counseling of Individuals and Groups.....	3
NURS 532	The Neurobiology Basis of Addictions	3
NURS 533	Primary Care Treatment of Addictions	3
NURS 534	Principles of Addiction Treatment	3
NURS 535	Clinical Diagnosis and Management of PMH and Addictions I	6
NURS 536	Clinical Diagnosis and Management of PMH and Addictions II	6
NURS 537	Clinical Diagnosis and Management of PMH and Addictions III	6

MINIMUM CREDITS FOR CERTIFICATE36-55

Degree Requirements – Master of Science in Nursing/Advanced Practice Nursing Immersion, Family Primary Care Nurse Practitioner specialization

The APN Immersion prepares non-nurses with undergraduate degrees as Primary Care Nurse Practitioners. Students are prepared to sit for the registered nurse licensure examination after 4 quarters of study. The family PCNP specialization requires 9 consecutive quarters of full-time study. The family nurse practitioner provides direct primary care to individuals and families.

I. Nursing major requirements

Thirty-six credits, including:

NURS 207	Introduction to Pharmacology.....	3
NURSI 541	Foundational Concepts and Skills in Nursing	5
NURSI 542	Promoting Wellness During Altered Health	12
NURSI 543	Nursing Care in the Community.....	10
NURSI 544	Nursing Care of the Well Family.....	5
NURSI 545	Leadership, Delegation and Coordination of Care.....	1

II. Foundation courses

Thirty-three credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 502	Nursing Care and Cultural Aspects of Vulnerable Populations.....	4
NURS 504	Concepts and Theories for Advanced Practice Nursing.....	3
NURS 509	Advanced Nursing Practice Roles and Functions.....	3
NURS 510	Ethical Considerations and Health Policy in Nursing Practice.....	4
NURS 514	Research in Nursing	3
NURS 516	Health Care System Leadership & Management	3
NURS 520	Health Outcomes, Wellness, and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications in Primary Care.....	3
NURS 524	Advanced Pathophysiology	3

III. Specialization area: Family

Thirty credits, including:

NURS 521	Psychosocial Aspects of Primary Care	3
NURS 523	Well Child Care in the Family	2
NURS 525	Primary Care Management and Practicum I	6
NURS 526	Primary Care Management and Practicum II	5
NURS 527	Primary Care Management and Practicum III	6
NURS 529	Primary Care Management and Practicum IV	8

IV. Program synthesis

NURS 596	Independent Study.....	1
NURS 599	Scholarly Project (3 credits required).....	1-3

MINIMUM CREDITS REQUIRED FOR DEGREE103**Degree Requirements – Master of Science in Nursing/Advanced Practice Nursing Immersion, Primary Care Nurse Practitioner, specialization in Psychiatric Mental Health Nurse Practitioner with Addictions Focus**

The APN Immersion prepares non-nurses with undergraduate degrees as Primary Care Nurse Practitioners. Students are prepared to sit for the registered nurse licensure examination after 4 quarters of study. Completion of the Psychiatric Mental Health specialization requires 9 consecutive full-time quarters of study, or two years of full-time study and a third year of part-time study.

I. Nursing major requirements

Thirty-six credits, including:

NURS 207	Introduction to Pharmacology.....	3
NURSI 541	Foundational Concepts and Skills in Nursing	5
NURSI 542	Promoting Wellness During Altered Health	12
NURSI 543	Nursing Care in the Community.....	10
NURSI 544	Nursing Care of the Well Family.....	5
NURSI 545	Leadership, Delegation and Coordination of Care.....	1

II. Foundation courses

Thirty-three credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 502	Nursing Care and Cultural Aspects of Vulnerable Populations.....	4
NURS 504	Concepts and Theories for Advanced Practice Nursing.....	3
NURS 509	Advanced Nursing Practice Roles and Functions.....	3
NURS 510	Ethical Considerations and Health Policy in Nursing Practice.....	4
NURS 514	Research in Nursing	3
NURS 516	Health Care System Leadership & Management	3
NURS 520	Health Outcomes, Wellness, and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications in Primary Care.....	3
NURS 524	Advanced Pathophysiology	3

III. Specialization area: Psychiatric Mental Health**Nursing with Addictions Focus**

Thirty-six NURS credits, including:

NURS 521	Psychosocial Aspects of Advanced Nursing Practice.....	3
NURS 530	Advanced Psychiatric Nursing Counseling of Families.....	3
NURS 531	Advanced Psychiatric Nursing Counseling of Individuals and Groups	3
NURS 532	The Neurobiology Basis of Addictions	3

NURS 533 Primary Care Treatment of Addictions3
 NURS 534 Principles of Addiction Treatment3
 NURS 535 Clinical Diagnosis and Management of PMH and Addictions I6
 NURS 536 Clinical Diagnosis and Management of PMH and Addictions II6
 NURS 537 Clinical Diagnosis and Management of PMH and Addictions III6

NURS 517 Health Care System Economic and Financial Analysis3
 NURS 518 Health Care Systems Design, Implementation and Evaluation4
 NURS 519 Advanced Practice and Organizational Nursing II6

VI. Program synthesis

NURS 596 Independent Study1
 NURS 599 Scholarly Project (3 credits required)1-3

III. Program Synthesis

Choose option a. or b.:3-6
 a. NURS 593 Thesis (2)
 NURS 594 Thesis (2)
 NURS 595 Thesis (2)
 b. NURS 599 Scholarly Project (3 required)1-3

MINIMUM CREDITS REQUIRED FOR DEGREE109

MINIMUM CREDITS REQUIRED FOR DEGREE ..59-62

Degree Requirements - Master of Science in Nursing/Leadership in Community Nursing, specialization in Program Development

The Program Development specialization in the LCN track requires six quarters of full-time or nine quarters of part-time study. Graduates are prepared as advanced practice nurses who collaborate with community and organizational members and leaders to design and implement health programs for communities and populations.

Degree Requirements - Master of Science in Nursing/Leadership in Community Nursing, specialization in Spirituality and Health

The Spirituality and Health specialization of the LCN track is a 6 quarter full-time or 9 quarter part-time program that prepares Advanced Practice Nurses to develop and support community-based initiatives or work with individuals, families, and organizations regarding matters of spiritual health and well being. Graduates work with individuals, families, and communities to address life transitions, palliative care, or end-of-life issues.

I. Foundation Courses

Thirty NURS credits, including:
 NURS 501 Advanced Health Assessment and Health Promotion4
 NURS 502 Nursing Care and Cultural Aspects of Vulnerable Populations4
 NURS 504 Concepts and Theories for Advanced Practice Nursing3
 NURS 509 Advanced Nursing Practice Roles and Functions3
 NURS 510 Ethical Considerations and Health Policy in Nursing Practice4
 NURS 514 Research in Nursing3
 NURS 520 Health Outcomes, Wellness and Health Promotion Across the Life Span3
 NURS 522 Advanced Pharmacological Applications for Primary Care3
 NURS 524 Advanced Pathophysiology3

I. Foundation Courses

Thirty NURS credits, including:
 NURS 501 Advanced Health Assessment and Health Promotion4
 NURS 502 Nursing Care and Cultural Aspects of Vulnerable Populations4
 NURS 504 Concepts and Theories for Advanced Practice Nursing3
 NURS 509 Advanced Nursing Practice Roles and Functions3
 NURS 510 Ethical Considerations and Health Policy in Nursing Practice4
 NURS 514 Research in Nursing3
 NURS 520 Health Outcomes, Wellness and Health Promotion Across the Life Span3
 NURS 522 Advanced Pharmacological Applications for Primary Care3
 NURS 524 Advanced Pathophysiology3

II. Specialization Area

Twenty-six NURS credits, including:
 NURS 506 Theoretical Frameworks for Nursing Practice in Communities and Organizations3
 NURS 507 Advanced Practice in Community and Organizational Nursing I5
 NURS 511 Communication and Information Technologies2
 NURS 516 Health Care System Leadership and Management3

II. Specialization Area

Eighteen NURS credits, including:
 NURS 515 Spirituality and Nursing Management in Populations5
 NURS 516 Health Care System Leadership and Management3
 NURS 518 Health Care systems Design, Implementation, and Evaluation4
 NURS 519 Advanced Practice in Community Health Nursing II6

III. Theology and Ministry Courses

Twelve STMM or STMA credits, including:

STMM 500	Christian Anthropology.....	3
STMM 553	Pastoral Helping Skills	3
STMM 561	Christian Prayer and Spirituality.....	3

After completing STMM requirements, choose one of the following:

STMM 562	Spirituality and Theology of Aging	3
STMA 593	Spirituality of Grief and Loss.....	3
STMA 561	Psycho-Spiritual Development.....	3

IV. Program Synthesis

NURS 590	Capstone Synthesis	3
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MINIMUM CREDITS REQUIRED FOR DEGREE63

Graduate Courses

1 credit hour=30 contact hours for clinical practica. The ratio of credit to contact hours for the MSN clinical practica is consistent with University policy.

* Open to non-matriculated students by permission of Director of MSN Program, and on a space available basis. Admission to Seattle University required.

Foundation Courses**Nurs 501 Advanced Health Assessment and Health Promotion*** 4

This course focuses on advanced knowledge and skills necessary for the assessment and promotion of health across the life span. Emphasis will be placed upon collection and interpretation of comprehensive biological, cultural, psychosocial, and physical data from the history and physical examination in relation to both normal and abnormal findings. Course includes one credit of clinical practicum. By permission.

NURS 502 Vulnerability, Culture, and Nursing* 4

Theory course related to vulnerability, culture, and the discipline of nursing. Identification of vulnerable populations and analysis of the multiple factors contributing to vulnerability and health issues. Exploration of health and illness world-views, diverse cultural identities, and nursing care to decrease vulnerability and provide culturally sensitive care. Application of course concepts in 20 hours of field experience. By permission. (Theory 3 cr, field 1 cr).

NURS 504 Concepts and Theories for Advanced Nursing Practice * 3

Seminar to explain the purpose, evolution and history of concepts and theories that are central to nursing. Analysis of the role of relevant theories and concepts in guiding current and future nursing practice. By permission.

NURS 509 Advanced Nursing Practice Roles and Functions 3

Analysis and exploration of professional nursing role development. Focus is on the varying roles and evolving issues of advanced practice nursing within current health care systems. Prerequisites: for LCN track, NURS 507 or NURS 515.

NURS 510 Ethical Considerations and Health Policy in Nursing Practice* 4

Examination of ethical issues that influence advanced nursing practice. Examination of the ethical, socioeconomic, political, legal, and power considerations in the development of state and national health policy. Focus is on professional values, advocacy, cultural diversity issues, and ethical decision-making in clinical practice as well as discussion and evaluation of the health care policy process. By permission.

NURS 514 Research in Nursing* 3

Examination of the evolution of nursing research. Exploration of research methods, including qualitative and quantitative research methodologies and outcomes research. Prerequisites: Undergraduate statistics course. By permission.

NURS 520 Health Outcomes, Wellness and Health Promotion Across the Life Span* 3

This course focuses on outcome measures including: advanced statistical and epidemiological measurement as well as health promotion, risk screening, and disease prevention among families and populations across the life span. Clinical strategies and interventions are examined, analyzed, and critiqued using research methods and theoretical data for utilization within advanced nursing practice. By permission.

NURS 522 Advanced Pharmacological Applications for Primary Care* 3

This course is intended to familiarize students with principles of drug therapy in primary care and to develop the skills necessary to prescribe drugs to children, adults, pregnant women, and geriatric clients. The course covers drugs used in some of the basic diseases encountered in primary care. By permission.

NURS 524 Advanced Pathophysiology* 3

In-depth analysis of advanced pathophysiology study. Focus is on disease states and health alterations as seen in primary care settings. By permission.

Leadership in Community Nursing Courses**NURS 506 Theoretical Frameworks for Nursing Practice in Communities and Organizations*** 3

Frameworks for viewing communities and organizations as the focus of practice. Theories and concepts essential to understanding and planning for the health needs of communities and organizations examined. Students apply assessment models, methods, and processes in order to identify patterns and trends in health of vulnerable populations. Emphasis on epidemiological principles and methods. Thirty hours of field work are required. By permission. (Theory, 2 cr., clinical, 1 cr.)

NURS 507 Advanced Practice in Community and Organizational Nursing I 5

Study, analysis, and application of nursing theories, frameworks, and public health science as they apply to a community health nurse working among families and communities/

populations. Seminar, clinical conferences, and sixty hours of clinical experiences will allow the integration of theory, concepts, and research. (Theory, 3 cr., clinical, 2 cr.) Prerequisites: NURS 502.

NURS 511 Communication and Information Technologies* 2

Frameworks for communication and teaching/learning, and their relationship to technology. Stresses advanced skills in the use of computer technology to access and manage information for communication and clinical management. By permission.

NURS 515 Spirituality and Nursing Management in Populations 5

Addresses the concept of spiritual well-being in individuals and groups. Examines the notion of nursing as vocation, and allows students to explore the spiritual dimensions of the nursing profession. Application of spiritual concepts in nursing management in populations of special interest to students. Sixty clinical hours required. (Theory 3 cr, clinical, 2 cr)

NURS 516 Health Care System Leadership and Management* 3

Examination of selected management and leadership theories applicable to advanced nursing practice. Analysis of trends in nursing leadership and management. Examination of specific topics relevant to changing trends in nursing leadership and management. By permission.

NURS 517 Health Care System Economic and Financial Analysis* 3

Application of management and microeconomics principles for planning, control, and decision making in health care programs. Introduction of financial concepts, financial management, and cost accounting as they apply to health services. Analysis of cost, quality, and outcomes as factors in the development and evaluation of health care programs for selected populations within a community. By permission.

NURS 518 Health Care Systems Design, Implementation and Evaluation* 4

Principles and frameworks for program design, management and outcomes evaluation. Emphasis on the formulation of health education programs, development of coordinated services for at-risk groups and strengthening environmental forces that support wellness. Concepts of empowerment, collaboration and partnership building explored as strategies to facilitate program and organizational goals. Issues and trends in interventions for vulnerable populations. Students will gain experience in grant writing. Thirty hours of field work are required. By permission.

NURS 519 Advanced Practice and Organizational Nursing II 6

Advanced nursing practice among vulnerable families, groups, and communities/populations. Emphasis on the integration of advanced practice role of clinician, consultant, collaborator, educator, and researcher. Seminar and ninety clinical experience hours provide opportunities to integrate theory, concepts, and research with synthesis of role components. Prerequisites: NURS 507, 516.

**Primary Care Nurse Practitioner Courses:
Family Focus**

NURS 521 Psychosocial Aspects of Advanced Practice Primary Care* 3

The purpose of this course is to provide the primary care practitioner with advanced practice psychosocial and psycho-pharmacological concepts and principles. The focus is on a holistic approach to advanced practice nursing that integrates biological processes with psychosocial dynamics. By permission.

NURS 523 Well-Child Care in the Family* 2

This course focuses on well-child care with emphasis on growth and development, parental concerns, child-rearing practices, nutrition, and family responses to pediatric health care problems. Attention is directed toward the care needed to meet the health objectives for families in Healthy People Year 2010 Health Objectives. By permission.

NURS 525 Primary Care Management and Practicum I 6

This course presents the theoretical and clinical basis for primary care management of women's health from childbearing women to older women. Content will include health maintenance, concerns, and problems of women in relation to reproductive health, common gynecological problems and primary care issues. Clinical experiences will occur in a variety of settings. The focus of the ninety clinical practicum and seminar hours is to begin the development of collaborative relationships and to acquire further knowledge in the area of women's health. (Theory, 3 cr., clinical, 3 cr.) Prerequisites: NURS 501, 522, 524; may be taken concurrent with NURS 522.

NURS 526 Primary Care Management and Practicum II 5

This course focuses on the primary health needs of children and adolescents including those needs related to school health strategies for identification, management, client and family education, and appropriate referrals. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, and ninety hours of clinical practice and course assignments. (Theory, 2 cr., clinical, 3 cr.) Prerequisites: NURS 501, 522, 524; may be taken concurrent with NURS 522.

- NURS 527 Primary Care Management and Practicum III** 6
This course presents the theoretical and clinical basis for advanced nursing management of adult and older adult health problems. Clinical learning experiences focus on the increased integration of ethical and diagnostic judgment related to the health care of adults to promote their optimal levels of being and functioning. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, and ninety hours of clinical practicum and course assignments. (Theory, 3 cr., clinical, 3 cr.) Prerequisites: NURS 501, 522, 524; may be taken concurrent with NURS 522.
- NURS 529 Primary Care IV Integrated Practicum** 8
Integrated clinical practicum and seminar in the development and implementation of the advanced nurse practitioner role. Focus is on the integration of the theoretical and clinical components of advanced nursing in speciality areas including family, psychosocial and gerontological primary care. Seminars integrate dimensions of the role with particular emphasis on leadership, accountability, autonomy, professionalism, collaboration, consultation and research. 240 practicum hours are required. (Clinical, 8 cr.) Prerequisites: NURS 525, 526, 527.
- NURS 591 Special Topics in Advanced Nursing Practice*** 3
Analyzes advanced concepts, models and treatment strategies for specialty areas of advanced practice including psychosocial and gerontological primary nursing care.
- Primary Care Nurse Practitioner Courses:
Psychiatric Nursing with Addictions Focus**
- NURS 530 Advanced Psychiatric Nursing: Counseling of the Family** 3
Examination of family functioning from various theoretical perspectives. Development of diagnostic reasoning for mental health disorders and their effects on family functioning. Assessment, diagnosis, and treatment planning using a family health promotion model. Sixty hours of clinical practice in family counseling. (Theory, 1 cr, clinical, 2 cr.)
- NURS 531 Advanced Psychiatric Nursing: Counseling of Individuals and Groups** 3
Examination of various theoretical perspectives in psychiatric nursing and application to individual and group treatment of dysfunctions of behavior, cognition, and mood. Analysis of ethical and social dilemmas, public policy concerns, and issues and trends in psychiatric nursing. Sixty hours of clinical practice in counseling of individuals with mental health and addictive disorders. (Theory, 1 cr, clinical, 2 cr.)
- NURS 532 The Neurobiological Basis of Addictions** 3
This course explores the neurobiological and genetic basis of psychiatric mental health disorders and addictions from the cellular-structural level to the interplay of thoughts, emotions, and behaviors.
- NURS 533 Primary Care Treatment of Addictions** 3
This course describes models of nurse-managed clinics within an addiction treatment programs/ Particular attention is given to a team approach to medical disorders often seen in addicted individuals including STD's, Hepatitis B and C, HIV/AIDS. Common medical conditions including hypertension, diabetes, malaise, headaches, colds and flu are also discussed. Prerequisites: NURS 532.
- NURS 534 Principles of Addiction Treatment** 3
Assessment, screening, diagnosis, treatment, and referral of drug- or alcohol-impaired clients for the psychiatric mental health nurse practitioner. Students will choose a population of special interest to them, and focus course work on treatment of that client population. Sixty hours of clinical practice are required. (Theory, 1 cr, clinical, 2 cr.)
- NURS 535 Clinical Diagnosis and Management of Psychiatric Mental Health Disorders and Addictions I** 6
Theoretical and clinical basis for primary care management of selected physical, emotional, cognitive, and addictive health problems. Assessment, diagnostic reasoning, decision-making about treatment options. Establishing and maintaining collaborative relationships with other providers. One hundred and twenty hours of clinical practicum with clients with mental health and addiction disorders in a variety of community settings. (Theory, 2 cr, clinical, 4 cr.) Prerequisites: NURS 501, 522, 524.
- NURS 536 Clinical Diagnosis and Management of Psychiatric Mental Health Disorders and Addictions II** 6
Continued development of theoretical and clinical knowledge about differential diagnosis and primary care management of selected physical, emotional, cognitive, and addictive health problems. Advanced assessment and diagnostic reasoning, treatment decisions, referral decisions and options, and maintaining collaborative relationships with other providers. One hundred and twenty hours of clinical practicum with clients with mental health and addiction disorders in a variety of community settings. (Theory, 2 cr, clinical, 4 cr.) Prerequisites: NURS 535
- NURS 537 Clinical Diagnosis and Management of Psychiatric Mental Health Disorders and Addictions III** 6
Capstone course focused on integrating the theoretical and clinical basis for advanced nursing management of selected physical, emotional, cognitive, and addictive health problems, and mental health promotion for adults. Synthesis of theory and research to develop a holistic perspective of adult health promotion. One hundred and twenty hours of clinical practicum focusing on attainment of independent diagnostic judgment and ethical decision-making to promote optimal well-being and functioning. (Theory, 2 cr, clinical, 4 cr.) Prerequisites: NURS 535, 536.

Advanced Practice Nursing Immersion Courses

These courses are open only to graduate students enrolled in the APN Immersion program.

NURSI 541 Foundational Concepts and Skills for Nursing 5

Examination of the nature and context of professional nursing using systems theory as a framework. Introduction to concepts of health, health promotion and protection for individuals, families, and communities. Beginning practice of foundational nursing skills, including individual, family, and community assessment, basic nursing care, and communication. Includes lab and clinical practice in long term care or other community setting. (Theory 3 cr, lab/clinical 2 cr.)

NURSI 542 Nursing Care During Altered Health 12

Examination of factors contributing to and resulting in acute and chronic alterations in health, across the lifespan. The course includes an intensive clinical practicum to apply nursing process, 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. (Theory 5 cr, clinical 7 cr.) Prerequisite: NURSI 541.

NURSI 543 Nursing Care in the Community 10

Essential elements of theoretical and practical community health nursing, including application of psychiatric mental health principles in community settings. Application of multidisciplinary theories to individuals, families, and populations to promote healthy communities. Clinical experiences take place in a variety of community agencies serving multicultural communities and clients across the life span. (Theory 4 cr, clinical 6 cr.) Prerequisites: NURSI 541, 542.

NURSI 544 Nursing Care of the Child-Bearing Family 5

Theory focuses on nursing strategies to promote health and reduce risk of illness related to family development, reproduction, and childbearing. Clinical experiences will take place in workshop and inpatient obstetrical settings involving childbearing families. (Theory 3 cr, clinical 2 cr.) Prerequisites: NURSI 541, 542.

NURSI 545 Leadership, Delegation, and Coordination in Nursing Practice 1

Critically examine basic leadership concepts. Concepts will be applied to nursing delegation and coordination of care in the delivery of health care. Corequisite: NURSI 542.

Program Synthesis

NURS 590 Capstone Synthesis 3

Conjoint offering between faculty of the School of Nursing and the School of Theology and Ministry. Synthesis and integration between nursing and spirituality content areas are the expected course activities. A major scholarly paper is the culminating learning experience. For Spirituality and Health specialization only.

NURS 593 Thesis 2

NURS 594 Thesis 2

NURS 595 Thesis 2

Development and implementation of a thesis proposal. The

course is completed when the thesis is approved by committee. Prerequisites: NURS 514.

NURS 596 Independent Study 1 to 5

NURS 599 Scholarly Project 1 to 3

Required refinement and execution of a scholarly project making a significant contribution to nursing practice or science. Project meets predetermined standards established in collaboration with the scholarly project committee. Prerequisites: NURS 514. (Project may take more than one quarter to complete. The three required credit hours are taken one per quarter for three quarters, to be completed prior to the last quarter in the program.)

Nursing Graduate Faculty

Kathryn Anderson, PhD, 1993, Oregon Health Sciences University; 1992

Charles Barnes, S.J., 1987, MHA, Washington University; 2002, MA, Loyola University, Chicago, 2002

Mary DeChesnay, DSN, 1982, University of Alabama, Birmingham, 2002

Pamela Detrick, Ph.D., 1996, University of South Florida; 2001

Suzanne Gillette, Ph.D., 2001, University of Washington, 2002

Jo Anne Grunow, DNSc, 1990, Rush Presbyterian; 2000

Catherine Grupp, Ph.D., 2000, University of Washington, 2002

Verna Harms, Ph.D., 1974, University of Washington; 2001

Beverly Johnson, PhD, 1983, University of Texas, Austin; 2000

Gerri McCollum, M.S., 1999, University of South Florida, 2002

Maureen Niland, PhD, 1986, University of Washington; 1986

Sharon Parkman, PhD, 1999, University of Washington; 2001

Graham Patrick, PhD, 1994, University of Washington; 1998

Deborah Phillips, PhD, 2000, University of Washington; 2000

Jane Peterson, PhD, 1981, University of Washington; 1969

Mary Shelkey, PhC, 2000, New York University; 1999

Jenny Tsai, PhD, 2001, University of Washington, 2001

Toni Vezeau, PhD, 1992, University of Colorado; 1994

Mary Walker, PhD, 1980, University of Illinois; 2000

Nancy Weber, PhD, 1998, Wayne State University; 2000

School of Science and Engineering

George Simmons, PhD, Dean
Patricia D. Daniels, PE, PhD, Associate Dean

Degree Offered

- Master of Software Engineering (MSE)

Objectives

The objective of the MSE program is to provide software development professionals with a sound educational basis for their work, and the opportunity to broaden and hone their software development skills.

SOFTWARE ENGINEERING

Graduate Program Director: William G. Poole, PhD
Phone: (206) 296-5510

Degree Offered

- Master of Software Engineering (MSE)

MASTER OF SOFTWARE ENGINEERING

The MSE program at Seattle University is designed for working professionals. All classes are offered in the evenings. The program builds on the computing experience of its students by providing course work in a diversity of software engineering and computer science topics, with an emphasis on teamwork and a disciplined approach to problem solving. We offer a balanced core curriculum of technical and managerial courses, and a variety of elective streams to address areas of personal interest. The principles and techniques learned throughout the course-work are integrated into a year-long software project as the capstone experience.

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

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

Degree Requirements - Master of Software Engineering

Minimum requirements for the degree are 45 graduate credits. These include 27 hours of core courses, nine hours of elective courses, and nine hours of software engineering project. Core courses in computing (CSSE 500, 502, and 504) may be waived for students with appropriate back-

Admission Requirements

- Bachelor's degree, preferably in computer science or a related discipline, earned at a regionally accredited school.
- Two years of experience in software development or maintenance.
- Working knowledge of at least one programming language such as Ada, C, C++, or Java.
- Graduate Record Exam (GRE) General Test results from within the past five years. The Subject Test in Computer Science is optional.

Application Procedures

Applications for Software Engineering are considered for every quarter. All application materials should be sent to Graduate Admissions by the stated deadline for that quarter. Late applicants can only be considered as non-matriculating students and on a space available basis.

ground (e.g. a computer science degree) and replaced by additional electives. A maximum of 12 credits taken in non-matriculated status may be applied to this program. All degree requirements must be completed within six years after course work has begun.

I. Computing Requirements

Nine CSSE credits, including:

CSSE 500	Data Structures and Algorithms.....3
	Required unless waived
CSSE 502	Mathematical Foundations.....3
	Required unless waived
CSSE 504	System Software and Architecture3
	Required unless waived

II. Management Requirements

Nine CSSE credits, including:

CSSE 508	Technical Communication.....3
CSSE 515	Software Project Management.....3
CSSE 516	Software Quality Assurance.....3

III. Technical Requirements

Nine CSSE credits, including:

CSSE 510	Requirements Analysis.....3
CSSE 512	Software Design.....3
CSSE 514	Programming Methods3

IV. Program Electives

Choose at least three of the following courses:.....9

CSSE 518	Software Metrics
CSSE 533	Legal Aspects of Software
CSSE 541	Database Systems
CSSE 543	Applied Formal Methods
CSSE 546	Object-Oriented Programming
CSSE 549	Software Maintenance and Reuse
CSSE 550	Distributed Computing
CSSE 551	Real-time and Embedded Systems
CSSE 553	Artificial Intelligence

CSSE 560	Human-Computer Interaction
CSSE 561	User Interface Programming
CSSE 564	Computer Graphics

V. Required Project Courses

Nine CSSE credits, including:

CSSE 585	Software Engineering Project I.....	3
CSSE 586	Software Engineering Project II.....	3
CSSE 587	Software Engineering Project III.....	3

MINIMUM CREDITS REQUIRED FOR DEGREE45

Elective Courses

Unless otherwise indicated at the time of offering, any regularly scheduled graduate course in software engineering other than the core courses and the project courses may be used to satisfy the elective course requirement. Students may also take Special Topics (CSSE 591, 592, 593) and/or Independent Study (CSSE 596, 597, 598) for elective credit. With departmental approval, up to six hours of graduate-level courses from other departments, especially selected courses from the MBA program at Seattle University, are acceptable for elective credit.

Software Engineering Project

Satisfactory performance in the three-quarter software engineering project sequence (CSSE 585, CSSE 586, and CSSE 587) is required of all MSE students. Students are grouped into teams that complete a significant software project. Students who are not full-time are expected to take only the project sequence in their final year. Students are encouraged not to begin the software engineering project sequence unless CSSE 587 will be their final course in the program.

Sample Program Schedules

Three-year track with CSSE 500, 502, and 504 waived:

	Fall	Winter	Spring
Year 1	CSSE 508	CSSE 515	CSSE 516
	CSSE 510	CSSE 512	CSSE 514
Year 2	elective	elective	elective
	elective	elective	elective
Year 3	CSSE 585	CSSE 586	CSSE 587

Three-year track with CSSE 500, 502, and 504 required:

	Fall	Winter	Spring
Year 1	CSSE 502	CSSE 504	CSSE 500
	CSSE 510	CSSE 512	CSSE 514
Year 2	CSSE 508	CSSE 515	CSSE 516
	elective	elective	elective
Year 3	CSSE 585	CSSE 586	CSSE 587

Two-year track for full-time students:

	Fall	Winter	Spring
Year 1	CSSE 508	CSSE 515	CSSE 516
	CSSE 510	CSSE 512	CSSE 514
	CSSE 502	CSSE 504	CSSE 500
Year 2*	CSSE 585	CSSE 586	CSSE 587
	elective	elective	elective

**International students may need to take an additional three credits each term to be eligible for student visa status.*

Graduate Courses

Core Courses

Nine core courses are required for the MSE degree. They are organized into three streams: computing, management, and technical. The computing stream may be waived for students with an appropriate background.

Computing

CSSE 500 Data Structures and Algorithms 3
Lists, stacks, strings, trees and graphs. Sorting and searching techniques. Algorithm implementation and complexity analysis. (spring)

CSSE 502 Mathematical Foundations 3
Mathematical logic, sets, graph theory, functions, relations, recursion, computability, and proof of correctness. (fall)

CSSE 504 System Software and Architecture 3
Software architecture, abstract hardware architecture, component approach to system development, application program interfaces. (winter)

Management

CSSE 508 Technical Communication 3
The role of communication skills in software engineering. Organizing ideas. Writing. Speaking. Structure and content of manuals and other software documentation. (fall)

CSSE 515 Software Project Management 3
Process context of software development. Task decomposition. Size and schedule estimation. Risk management. Project planning and control mechanisms. (winter)

CSSE 516 Software Quality Assurance 3
Managerial and technical aspects of verification, validation, and quality assurance. Theory of testing. Prerequisite: CSSE 515 (spring)

Technical

CSSE 510 Requirements Analysis 3
Methods, tools, and techniques for software specification. Requirements elicitation, conceptual modeling, structured and object-oriented analysis. Prerequisite or corequisite: CSSE 502. (fall)

CSSE 512 Software Design 3

Methods, tools, and techniques for software design. Software architecture, database design, structured and object-oriented design. Prerequisite: CSSE 510. Prerequisite or corequisite: CSSE 504. (winter)

CSSE 514 Programming Methods 3

Methods, tools, and techniques for software implementation. Programming paradigms and languages. Structured and object-oriented programming. Prerequisite: CSSE 512. Prerequisite or corequisite: CSSE 500. (spring)

Elective Courses

Electives are grouped into streams. Subject to prerequisites, students may take any or all courses from a given stream. Currently defined streams are Software Architectures, Modeling, Human-Computer Interaction, and Software Project Engineering, all of which are further described below. Additional elective offerings will be based on student interest and faculty availability.

Software Architectures**CSSE 541 Database Systems 3**

Database management techniques. Survey of database management systems: their use, architecture, design, implementation, and cost/benefit/performance trade-offs. Prerequisite: CSSE 512.

CSSE 550 Distributed Computing 3

Design and analysis of software distributed across multiple platforms. Examination of parallel computing, client-server software, distributed objects, and hardware architectures. Prerequisite: CSSE 504

CSSE 551 Real-time and Embedded Systems 3

Design and analysis of real-time systems. Examination of embedded applications. Hardware and software standards and performance. Prerequisite: CSSE 504

Modeling**CSSE 543 Applied Formal Methods 3**

Foundations of symbolic systems. Programming applications which support rigor and proof. Logic synthesis, programming languages with functional, declarative, and mathematical semantics, satisfiability and proof of correctness, formal modeling. Prerequisite: CSSE 502

CSSE 546 Object-Oriented Programming 3

Tools and techniques for designing and implementing object-oriented software systems. Prerequisite or Corequisite: CSSE 514

CSSE 553 Artificial Intelligence 3

Survey of artificial intelligence as it applies to software engineering. Acquisition and representation of knowledge. Search strategies. Selected applications, such as natural language processing, image recognition, planning, neural nets, and expert systems. Prerequisite: CSSE 502

Human-Computer Interaction**CSSE 560 Human-Computer Interaction 3**

History, design and implementation of user interfaces. Dialogue management, cognitive modeling, task modeling, interaction models, design analysis, measurement techniques, and virtual environments. Current interfaces and GUI toolkits.

CSSE 561 User Interface Programming 3

Design principles, tools, and techniques for implementing and evaluating user interfaces and interactivity. WIMP programming, web page design, whole body interface and GUI toolkits. Prerequisite: CSSE 560

CSSE 564 Computer Graphics 3

Construction of graphics software: curve drawing, contour filling, polygon clipping, 2-D and 3-D object transformations. Introduction to image enhancement and restoration, compression, object representation. Prerequisite: CSSE 500 and linear algebra.

Software Project Engineering**CSSE 518 Software Metrics 3**

Quantitative approach to software engineering and management. Metrics and tools to evaluate, control, and estimate the software life cycle. Reliability, size, quality and complexity measures. Prerequisite: CSSE 515.

CSSE 533 Legal Aspects of Software 3

Software procurement, contract law, managing contracts, patents, copyrights, trade secrets. Specification and control of product and process. Prerequisite: CSSE 515.

CSSE 549 Software Maintenance and Reuse 3

Managerial and technical tools and techniques for maintaining software and reusing components. Maintenance and reuse metrics.

Required Project Courses**CSSE 585 Software Engineering Project 1 3****CSSE 586 Software Engineering Project 2 3****CSSE 587 Software Engineering Project 3 3**

Three-quarter sequence in which students are grouped into teams, and each team completes a year-long software project. The sequence begins in the fall and ends spring quarter. Students wishing to take other courses concurrently with CSSE 587 must obtain departmental approval. Prerequisites to CSSE 585: completion of core courses and departmental approval. Prerequisites to CSSE 586: successful completion of CSSE 585 and departmental approval. Prerequisites to CSSE 587: successful completion of CSSE 586 and departmental approval.

Other Electives**CSSE 591, 592, 593 Special Topics** 1 to 3

May include such topics as software engineering economics, data security and privacy, ethics of computing, programming languages, visual languages, expert systems, and machine vision.

CSSE 596, 597, 598 Independent Study 1 to 3

Independent research and in-depth study of topics under the supervision of a faculty adviser.

Note: Up to two courses from other graduate programs, may be taken as MSE electives with departmental approval. Approved MBA courses include such topics as leadership, entrepreneurship, high tech marketing, management of change, and business ethics.

Science and Engineering Graduate Faculty

Thomas E. Carpenter, Jr, BS, M Engr, University of Louisville; PhD, 2000, University of Louisville; assistant professor of computer science and software engineering; 2000.

Adair Dingle; BS, Duke; MS, Northwestern University; PhD, University of Texas at Dallas, associate professor of computer science and software engineering; 1995.

David Joslin; BS, MS Virginia Tech; Ph.D, 1996 University of Pittsburgh; 2002; assistant professor of computer science and software engineering.

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

William G. Poole; BS, MA University of Texas, Austin; PhD, 1970, University of California, Berkely, professor of computer science and software engineering; 2002

Mitchell Spector; BS, John Carroll University; PhD, 1978, Massachusetts Institute of Technology; associate professor of computer science and software engineering; 1986.

Jerry B. Williams; BS, Ohio University, MS, PhD, 1968 University of Washington; associate professor of software engineering; 2001.

School of Theology and Ministry

Rev. Patrick J. Howell, S.J., DMin, Dean and Director,
Institute for Catholic Theological Studies

Rev. Phyllis Anderson, PhD, Associate Dean
and Director, Institute for Ecumenical Theological
Studies

Sharon Callahan, EdD, Associate Dean for Academic
Programs and Student Life

Degrees Offered

- Master of Arts in Pastoral Studies (MAPS)
- Master of Arts in Transforming Spirituality (MATS)
 Studies in Spirituality Specialization
 Spiritual Direction Specialization
- Master of Divinity (MDiv)

Certificates Offered

- Certificate of Graduate Studies in Spirituality
and Health
- Certificate of Graduate Studies in Pastoral
Administration
- Post-Master's Certificate in Transforming
Spirituality
 Studies in Spirituality Specialization
 Spiritual Direction Specialization
- Post-Master's Certificate in Religious Education
- Post-Master's Certificate in Ecology and Theology

Unique Collaboration

The School of Theology and Ministry is housed in prestigious Seattle University, a premier Jesuit private college in the Northwest. The School offers people the opportunity to study for a variety of ministerial roles. This unique School houses two institutes: the Institute for Catholic Theological Studies (ICTS, a collaborative venture with the Archdiocese of Seattle and other sponsoring Catholic bodies) and the Institute for Ecumenical Theological Studies (IETS, a joint venture with numerous Seattle-area denominations.) The student body of STM is made up primarily of adult learners who are seeking to develop spiritually, to know and appreciate their tradition, and to become skilled ministers. Each of the Institutes provides students with the services and support they need to engage in disciplined, developmental, and holistic education and formation. The School of Theology and Ministry is fully accredited through the Association of Theological Schools.

Institute for Catholic Theological Studies

In service to both the Catholic Archdiocese of Seattle and Seattle University, the Institute for Catholic Theological

Studies (ICTS) prepares Catholic lay ministers for leadership positions. ICTS students and graduates serve as pastoral associates in parishes for faith formation, sacramental preparation, Rite of Christian Initiation of Adults; ministers to the sick and elderly; liturgical leaders; leaders of faith communities with no resident ordained pastor; chaplains to hospices, hospitals, and prisons; directors of food banks, shelters for the homeless and for battered women; and retreat and spiritual directors.

Institute for Ecumenical Theological Studies

Serving the university and a number of denominations and religious agencies in the Northwest, the Institute for Ecumenical Theological Studies (IETS) prepares students for lay and ordained ministry in their specific tradition. The IETS director works closely with lay and ordained representatives of each denomination and agency who form the IETS Advisory Board. Students and graduates pastor churches, direct Christian education programs, manage shelters and housing for the homeless, provide spiritual direction and retreats, and serve as chaplains in various ministries.

Admission Requirements

Admission is selective, and candidates are evaluated on their individual merits, rather than on a comparative basis. Applicants must provide documents attesting to:

- A bachelor's degree from a regionally accredited institution with:
 - A liberal arts background which best prepares a person for the thinking and writing skills required;
 - Two undergraduate courses in theology or equivalent;
 - A 2.75 GPA (International students must have a 3.00 GPA);
- Two years of experience in some form of education, ministry, or service as a professional or volunteer;
- Recommendation forms completed by two professional persons who can attest to readiness for ministry;
- An autobiographical statement (5-8 pages) that includes:
 - 1) An account of your life and important events and relationships, highlighting what you consider to be the impact of these on your development (3-5 pages).
 - 2) Several paragraphs (2-5 each) that address the following:
 - Your impression of this program and your expectations of it.
 - A discussion of the professional skills and understandings you seek through participation in STM and the areas of personal growth most important to you.

- A listing of formal and informal education you have engaged in over the last three years, e.g., workshops, institutes, reading, etc.
- Your major ministry or church-related experiences, noting whether they are part-time or full-time and the years you were engaged in them.
- Interview an STM admissions committee faculty.

Application Procedures

The following application materials should be sent to the Graduate Admissions Office by the program deadline

- Complete graduate application form and a \$60 non-refundable application fee
- Official transcripts from each college and university attended
- Two Seattle University recommendation forms. Note: Recommenders must seal and sign the envelopes before returning them to you.
- An autobiographical statement

Upon review of all application materials, you will be contacted for an interview. The Seattle University Admissions Office will send a formal letter of decision.

Transfer Credit

Students may petition to transfer graduate credits earned from another regionally accredited institution or a program accredited by the Association of Theological Schools (ATS) into the School of Theology and Ministry (STM).

Graduate course credits earned with a letter grade of B or above in academic work comparable to core course requirements at the STM may be transferred upon evaluation and approval of the associate dean for academic programs, the dean and the registrar. Courses that do not meet core requirement standards may be accepted as electives. All requirements, including transfer courses, must be completed within six years after course work is begun.

Up to 10 credits may be transferred toward the Master of Arts in Pastoral Studies (MAPS) degree, up to 24 for advanced standing in the Master of Arts in Transforming Spirituality (MATS) degree, and up to 57 credits may be transferred toward the Master of Divinity (MDiv) degree. All non-credit formation requirements and related formation courses must normally be taken at Seattle University for work toward any degree.

Students who have completed the MAPS degree from Seattle University may petition the STM admissions committee to accept the earned degree in total or in part toward the MATS or MDiv degrees.

Time Limit

All work toward a degree from the School of Theology and Ministry must be completed within six years. This limit includes transfer credit.

Learning Communities

Students are expected to participate in spiritual formation, which includes building community with their peers. Students are grouped according to degree to form peer learning communities which celebrate prayer, enter a commitment of faith sharing, and develop ways of caring for student needs. Orientations, days of reflection, community meetings and requirements for liturgy and hospitality help students practice ministerial competencies with each other while contributing to the deepening of adult learning communities. Upon admission, students are advised to join the appropriate learning community.

Flexible Scheduling

Summer: The summer schedule offers one-week, two-week, and some weekend intensives. Courses meet on campus daily and are scheduled all day long and/or mornings, afternoons, and evenings. Students who wish to live on campus during summer sessions must apply for housing through the Residential Life Office (206) 296-6305.

Weekday: Courses are offered on campus in weekly three hour sessions during fall, winter and spring quarters. Most courses are scheduled during mornings and afternoons with at least one course a quarter scheduled in the evening.

Weekends: At least two courses per quarter are scheduled in the weekend program. Each course consists of a total of two weekends per course. Students can access only one course per quarter in this format.

Combinations of these scheduling options determine the rate of completion of the degrees. Internships, practica, spiritual direction, retreats, and independent studies allow commuting students to complete some of their educational experiences in their own geographic areas.

Degree Components

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

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

PASTORAL STUDIES

Degree offered

- Master of Arts in Pastoral Studies (MAPS)

MASTER OF ARTS IN PASTORAL STUDIES (MAPS)

This degree encourages students to discover their gifts and develop them for service. Students engage in a process of deepening self-knowledge, exploring the Christian tradition, and considering their potential to minister to the world. An integration of theology, scripture, pastoral skills, and personal formation encourages optimum growth for ministers. The degree prepares lay people to engage in theological reflection and to articulate a faith that does justice in the church, in life circumstances, and in the marketplace.

Degree Requirements - Master of Arts in Pastoral Studies

I. Scripture Requirements

Six STMM credits, including:

STMM 526	Hebrew Scriptures.....	3
STMM 527	Christian Scriptures.....	3

II. Systematic and Historical Theology

Twelve STMM and STMA credits, including:

STMM 500	Christian Anthropology.....	3
STMM 501	Christology	3
STMM 503	Theology in an Ecumenical Context ...	3
STMA 516	History of Ancient Christianity.....	3

III. Spirituality, Ethics and Justice

Nine STMM credits, including:

STMM 504	Christian Ethics	3
STMM 561	Christian Prayer and Spirituality.....	3
STMM 560	Ministry in a Multicultural Context	3

IV. Pastoral Skills and Ministerial Formation

Fifteen STMM credits, including:

STMM 553	Pastoral Helping Skills	3
STMM 554	Group Effectiveness Skills.....	3

Choose option a. or b.:.....9

- STMM 557, 558, 559 Ministerial and Theological Integration I, II, and III
- STMM 548 Theological Reflection in Ministry, STMM 555 and 556 Practicum I and II

V. Worship and Liturgy

Choose one of the following two courses.....3

- STMM 505 Sacramental and Liturgical Theology
- STMM 510 Theology and Practice of Worship

VI. Electives.....9

MINIMUM CREDITS REQUIRED FOR DEGREE 54

TRANSFORMING SPIRITUALITY

Degree and Certificate offered

- Master of Arts in Transforming Spirituality (MATS)
 - Studies in Spirituality Specialization
 - Spiritual Direction Specialization

MASTER OF ARTS IN TRANSFORMING SPIRITUALITY (MATS)

The transforming spirituality program is designed to explore the roots of the Christian spiritual tradition, psycho-spiritual development and one's own spiritual journey. This degree enables you to develop and deepen skills for service in discernment, spiritual guidance and pastoral ministry.

Within this degree there are two specializations: Studies in Spirituality and Spiritual Direction. Both specializations build on theological, scriptural, and pastoral skills foundations.

Degree Requirements - Master of Arts in Transforming Spirituality/Studies in Spirituality Specialization

People who choose this specialization are able to pursue in-depth studies in psycho-spiritual development, spirituality and elective courses that will enhance their goals in ministry.

I. Foundational Requirements

Twenty-seven STMM credits, including:

STMM 500	Christian Anthropology.....	3
STMM 501	Christology	3
STMM 526	Hebrew Scriptures.....	3
STMM 527	Christian Scriptures.....	3
STMM 547	Christian Sexuality.....	3
STMM 553	Pastoral Helping Skills	3
STMM 554	Group Effectiveness Skills.....	3
STMM 561	Christian Prayer and Spirituality.....	3

Choose one of the following two courses.....3

- STMM 505 Sacramental and Liturgical Theology
- STMM 510 Theology and Practice of Worship

II. Area of Specialization

Twenty-seven credits, including:

STMM 563	History of Christian Spirituality.....	3
STMM 571	Introduction to Spiritual Direction	3
STMA 561	Psycho-Spiritual Development.....	3
STMA 570	Spiritual Discernment.....	3
STMM/STMA	Justice related course.....	3
STMA 574	Spirituality Synthesis	3

Choose one combination, either a. or b.:.....9

- STMM 557, 558, 559 Ministerial and Theological Integration I, II, and III
- STMM 548 Theological Reflection in Ministry, STMM 555, 556 Practicum I and II

III. Electives.....18

MINIMUM CREDITS REQUIRED FOR DEGREE72

Degree Requirements - Master of Arts in Transforming Spirituality/Spiritual Direction Specialization

Those with a history of spiritual practice and receiving spiritual direction as well as experience in listening to the faith journeys of others may apply for the specialization in spiritual direction. Admission into this specialization is dependent on demonstrated readiness.

I. Foundational Requirements

Twenty-seven STMM credits, including:

- STMM 500 Christian Anthropology.....3
- STMM 501 Christology3
- STMM 526 Hebrew Scripture3
- STMM 527 Christian Scriptures.....3
- STMM 547 Christian Sexuality.....3
- STMM 553 Pastoral Helping Skills3
- STMM 554 Group Effectiveness Skills.....3
- STMM 561 Christian Prayer and Spirituality.....3
- Choose one of the following two courses.....3
 - STMM 505 Sacramental and Liturgical Theology
 - STMM 510 Theology and Practice of Worship

II. Area of Specialization

Thirty-six credits, including:

- STMM 557 Ministerial and Theological Integration I3
- STMM 558 Ministerial and Theological Integration II3
- STMM 559 Ministerial and Theological Integration III3
- STMM 563 History of Christian Spirituality.....3
- STMM 571 Introduction to Spiritual Direction3
- STMA 553 Supervision in Spiritual Direction I3
- STMA 554 Supervision in Spiritual Direction II3
- STMA 561 Psycho-Spiritual Development.....3
- STMA 570 Spiritual Discernment3
- STMA 571 Critical Issues in Spirituality3
- STMA 574 Spirituality Synthesis.....3
- STMM/STMA Justice Related Course.....3

III. Electives.....9

MINIMUM CREDITS REQUIRED FOR DEGREE72

MASTER OF DIVINITY

Degree offered

- Master of Divinity (MDiv)

MASTER OF DIVINITY

The master of divinity (MDiv) is the classic ministerial degree, preparing people to assume leadership positions in the church. It develops the pastoral minister's capacity to interpret scripture, foster theological reflection, and draw upon the theological heritage of the religious community with pastoral sensitivity.

Catholics with a master of divinity degree often assume leadership positions in parishes, dioceses, hospitals or social service agencies.

Protestants on an ordination track work closely with their churches regarding ordination requirements. Appropriate adaptations of the MDiv program have been developed for the following denominations: Episcopal, Unitarian Universalist Association, United Church of Christ, United Methodist, Presbyterian (USA), Evangelical Lutheran Church in America, American Baptist, Disciples of Christ, and Church of the Brethren.

Degree Requirements - Master of Divinity Requirements Students will direct electives toward completion of specified denominational requirements.

I. Scripture

Fifteen STMA and STMM credits, including:

- STMM 526 Hebrew Scripture3
- STMM 527 Christian Scriptures.....3
- Elective in Hebrew Scripture3
- Elective in Christian Scripture.....3
- Elective in Scripture3

II. Systematic and Historical Theology

Twenty-four STMA and STMM credits, including:

- STMM 500 Christian Anthropology.....3
- STMM 501 Christology3
- STMM 503 Theology in an Ecumenical Context...3
- STMA 500 Hermeneutics3
- STMA 504 God, Creation, and Trinity3
- Elective in Systematic Theology3
- STMA 516 History of Ancient Christianity, or
- STMA 517 History of Medieval Christianity3
- Elective in History3

III. Spirituality, Ethics, and Justice

Eighteen STMA and STMM credits, including:

- STMM 504 Christian Ethics.....3
- STMM 547 Christian Sexuality.....3
- STMM 560 Ministry in a Multicultural Context.....3
- STMM 561 Christian Prayer and Spirituality.....3
- STMA 570 Spiritual Discernment.....3
- Elective in Ethics or Justice.....3

IV. Pastoral Skills and Ministerial Formation

Twenty-seven STMA and STMM credits, including:

- STMM 553 Pastoral Helping Skills3
- STMM 554 Group Effectiveness Skills.....3
- STMM 557 Ministerial and Theological Integration I3
- STMM 558 Ministerial and Theological Integration II3
- STMM 559 Ministerial and Theological Integration III3
- STMA 546 Pastoral Leadership3
- STMA 555 Supervision in Pastoral Leadership. ...3

STMA 557 MDiv Synthesis I3
 Elective in Religious Education.....3

V. Worship and Liturgy

Six STMA and STMM credits, including:
 STMM 505 Sacramental and Liturgical Theology,
 or
 STMM 510 Theology and Practice of Worship.....3
 Elective in Worship/Liturgy3

VI. Electives 27

MINIMUM CREDITS REQUIRED FOR DEGREE117

CERTIFICATES OF GRADUATE STUDIES

CERTIFICATE OF GRADUATE STUDIES IN SPIRITUALITY AND HEALTH

This program of study will equip nurses, para-professionals in healthcare, and other volunteers trained in pastoral care to assist the sick, aging, and confined in our communities. The emphasis of the certificate is located in theology and spirituality while the internship, synthesis and discussion among the participants concern the connection between spirituality and healing.

Requirements - Certificate of Graduate Studies in Spirituality and Health

STMM 500 Christian Anthropology.....3
 STMM 553 Pastoral Helping Skills3
 STMM 561 Christian Prayer and Spirituality.....3
 STMM 564 Internship in Spirituality and Health3
 STMA 561 Psycho-Spiritual Development.....3
 STMM 565 Spirituality and Health Synthesis3
 Choose one of the following:
 STMM 560 Ministry in a Multicultural Context3
 STMM 562 Spirituality and Theology of Aging3
 STMA 572 Spirituality in Loss and Grief3
 STMA 515 Ritual Prayer and Healing3

MINIMUM CREDITS REQUIRED21

CERTIFICATE OF GRADUATE STUDIES IN PASTORAL ADMINISTRATION

This program offers a basic understanding of what it is to be human from a Christian perspective and the theological issues of sin and grace. Engages a person in reflection, knowing about ways of prayer, helps a person identify a personal spirituality, and practices of spiritual discipline. Encourages administrators to adopt new behaviors of listening, collaborating, conflict resolution, speaking, organizing, inviting others (particularly staff and volunteers) into decision making processes, etc. Addresses practical issues of

finance, building oversight, personnel law and justice, the concepts of building a budget that reflect the theology and mission of the congregation, etc. Requires one year practicum that links the participant with peers and a mentor on a specific area of personal or professional growth in context of administration and leadership in a congregational or church-related, non-profit setting.

STMM 500 Christian Anthropology.....3
 STMM 561 Christian Prayer and Spirituality.....3
 STMM 553 Pastoral Helping Skills.....3
 STMM 554 Group Effectiveness Skills.....3
 STMA 546 Pastoral Leadership.....3
 STMA 547 Pastoral Administration.....3
 STMM 555 Practicum I.....3
 Selective in Finance, Human Resources, Church Related Law, or a Polity Course.....3

MINIMUM CREDITS REQUIRED24

For Students from Business/Other Background - Need Theological Grounding:

STMM 500 Christian Anthropology.....3
 STMM 561 Christian Prayer and Spirituality.....3
 STMM 553 Pastoral Helping Skills3
 STMM 554 Group Effectiveness Skills.....3
 STMA 546 Pastoral Leadership3
 STMM 556 Practicum II3

2 elective courses: STMA 547 Pastoral Administration, or a polity course from STM; or Finance, Human Resources, Church related Law from other departments in the University

MINIMUM CREDITS REQUIRED24

For Students who have earned Master's in Theology - Need Administration/Leadership Grounding

STMM 500 Can be waived if completed in previous degree
 STMM 561 Can be waived if completed in previous degree
 STMM 553 Can be waived if completed in previous degree
 STMM 554 Can be waived if completed in previous degree
 STMA 546 Pastoral Leadership3
 STMM 556 Practicum II3

Up to 3 elective courses: STMA 547 Pastoral Administration, or a polity course from STM; or Finance, Human Resources, Church related Law from other departments in the University

MINIMUM CREDITS REQUIRED15

POST-MASTER'S CERTIFICATES

POST-MASTER'S CERTIFICATE IN TRANSFORMING SPIRITUALITY

This is an advanced program specifically designed for people who have successfully completed graduate degrees in theology or religious studies (MA, MDiv, Ph.D., D.Min.) from accredited institutions, have a background in interpersonal process skills, and wish to augment their knowledge and/or skills in the area of spirituality. Courses are offered over a two-year cycle or three-year cycle.

In addition to meeting the above requirements for admissions, applicants must also meet admissions requirements and procedures for STM programs as listed previously.

Studies in Spirituality Specialization

People who choose this specialization are able to pursue in depth studies in psycho-spiritual development, spirituality, and elective courses that will enhance their goals in ministry.

Requirements - Post-Master's Certificate in Transforming Spirituality/Studies in Spirituality Specialization

I. Specified Certificate Requirements

STMM 561	Christian Prayer and Spirituality.....	3
STMM 563	History of Spirituality.....	3
STMM 571	Introduction to Spiritual Direction.....	3
STMA 570	Spiritual Discernment.....	3
STMA 561	Psycho-Spiritual Development.....	3
STMA 574	Spirituality Synthesis.....	3
Electives	9

MINIMUM CREDITS REQUIRED27

Spiritual Direction Specialization

Those with a history of spiritual practice and receiving spiritual direction, as well as experience in listening to the faith journeys of others, may apply for the specialization in spiritual direction. Admission into this specialization is dependent on demonstrated readiness.

Requirements - Post-Master's Certificate in Transforming Spirituality/Spiritual Direction Specialization

I. Specified Certificate Requirements

STMM 561	Christian Prayer and Spirituality.....	3
STMM 563	History of Spirituality.....	3
STMM 571	Introduction to Spiritual Direction.....	3
STMA 570	Spiritual Discernment.....	3
STMA 561	Psycho-Spiritual Development.....	3
STMA 574	Spirituality Synthesis.....	3

II. Specified Spiritual Direction Requirements

STMA 553, STMA 554	Supervision in Spiritual Direction I and II.....	6
STMA 571	Critical Issues in Spirituality.....	3

MINIMUM CREDITS REQUIRED27

POST-MASTER'S CERTIFICATE IN RELIGIOUS EDUCATION

Many who have completed a degree in theology (MA, MDiv, PhD, DMin) from accredited institutions seek to teach and direct programs for religious education in their parishes and congregations. This certificate program is specifically designed to build on prior learning and it is possible for a candidate to complete the program in three years. The PMC in Religious Education equips people to be directors or coordinators of youth and/or family ministry. People who choose this specialization are able to pursue education and administration theories, methodologies and practica. This specialization builds upon previously earned graduate degrees in theology and helps students acquire the theoretical base and practical experience that prepares them to serve the church in a variety of educational ministries.

In addition to meeting the above requirements for admission, applicants must also meet admission requirements and procedures for the STM programs as previously listed.

Requirements - Post-Master's Certificate in Religious Education

I. Specified Certificate Requirements

STMA 580	Religious Education Administration.....	3
STMA 559	Internship in Religious Education I.....	3
STMA 560	Internship in Religious Education II.....	3
STMM 584	Theories of Religious Education.....	3
STMM 580	Developing Curriculum for Religious Education.....	3
STMM 581	Teaching and Learning in the Faith Community.....	3

II. Specified Electives

Choose 3 courses from the following:.....9

EDUC 515	Multicultural Perspectives
STMA 511	Theology/Catechesis/Rites of Christian Initiation
STMA 514	Liturgical Preparation and Presiding
STMA 516, 517, 518, or 519	History
STMA 581	Family Systems in Ministry
STMA 582	Community, Service and Justice: Communal Learning and Care of the Earth
STMM 582	Catechism and Resources for Educational Ministry

One of the following may be included in electives:

AEDT 510	Course Design for Adult Learners
AEDT 563	Instructional Methods for Adult Learners

- EDUC 521 Adult Psychology/Learning
- EDUC 522 Child Psychology and Learning
- EDUC 523 Adolescent Psychology/Learning

MINIMUM CREDITS REQUIRED.....27

POST-MASTER'S CERTIFICATE IN ECOLOGY AND THEOLOGY

Consciousness among Christians that the future of our earth is in question because of harmful human interventions is growing steadily. Abundant literature in theology, science, philosophy, and ethics now addresses earth's peril and the responsibility of Christians to care for all of creation. In this certificate program, students will study ecological issues and engage in theological reflection upon them. Further, students will develop leadership capacities for promoting the health and well being of all creation as they become familiar with spiritualities that include reverence for all creation. Student's study is rooted in Christian theology, scripture, knowledge of earth's ecological systems, and ethical principles for relation to God's creation.

This post-master's certificate program builds on a master's degree in such fields as theology, physical sciences, education, social sciences, or nursing. In addition, the certificate presumes a basic knowledge of earth science.

In addition to meeting these requirements, applicants must also meet admission requirements and procedures for STM programs.

Requirements - Post-Master's Certificate in Ecology and Theology

I. Specified Certificate Requirements

Choose five of the following six courses:.....15

- STMA 569 Eco-Spirituality
- STMA 582 Community, Justice and Mission: Communal Learning and Care of the Earth
- STMM 506 Earth Community, Earth Ethics
- STMM 574 Christian Theology and Science
- STMM 575 Ministry and Care of the Earth
- STMM 596 Independent Study (1-3)

MINIMUM CREDITS REQUIRED.....15

Graduate Courses

STMM 500 Christian Anthropology 3
 Exploration from a Christian perspective of the mystery of human existence. Examination of the structures of human beings: self-transcendence, finitude, freedom, destiny, relatedness, autonomy, growth, and history. Special attention to the horizons which shape human life, to the roots of the possibility of religion, grace, and sin in the human.

STMM 501 Christology 3
 A survey of theological reflection on Jesus of Nazareth, his life, his teaching, his death, and resurrection. The course examines the New Testament, early Christian theologians, the important conciliar definitions, the scholastic synthesis, and contemporary discussion. It covers three main questions: Who is Jesus? How does Jesus save us? How do we relate to Jesus? Prerequisite: STMM 500

STMM 502 Ecclesiology 3
 The doctrine of the church, examination of understanding of church from New Testament times through the present, with attention to the strengths and weaknesses of each image/model/conceptualization and with an eye to articulating an ecclesiology for our time. Examination of the issues which face the church today; women and the church, leadership, local church/universal church tension; authority. Prerequisite: STMM 500 or STMM 501

STMM 503 Theology in an Ecumenical Context 3
 Prepares participants to approach theology from an ecumenical perspective; to understand the nature of the church, the diversity within the church, how that diversity became divisions; and movements toward ecumenical convergence. Participants gain a basic sense of the denominations involved in the STM as well as the ecumenical spirit of the school.

STMM 504 Christian Ethics 3
 Study of the dynamics of moral decision making, moral development, and principles of Christian moral action; development of methodology for addressing social moral issues.

STMM 505 Sacramental and Liturgical Theology 3
 The Christian community is brought into being and is nurtured through an encounter with God, through Christ, in the Holy Spirit, by means of Word and Sacrament. This course examines the behavioral and theological dynamics at work in this encounter, the relationship between ritual action and theological reality. A balance of readings, lecture and discussion will introduce the students to the historical and theological and behavioral foundations of liturgy, as well as help them develop a critical "liturgical sense." Prerequisite: STMM 501 or STMM 527

STMM 506 Earth Community, Earth Ethics 3
 The view of earth from space is changing our collective consciousness. Part of this change affects our sense of citizenship and responsibility. The course will explore models for faith-based environmental action. Students will explore the faith tradition's foundations for congregational and personal activism.

STMM 507 Deacon Studies I
 Orientation, 10 weekends which include prayer, lecture, discussion, and liturgy. Topics covered: Hebrew Scriptures, Christian Scriptures, Theological Anthropology, God Creator and Redeemer, Discernment, Vatican II, Church Councils, Principles of Public Prayer, Leading Public Prayer, Listening Skills, Public Speaking, and Social Analysis. In addition to completing regular monthly assignments, students submit a 10-page synthesis of the year.

- STMM 508 Deacon Studies II** 3
Orientation, 10 weekends which include prayer, lecture, discussion, and liturgy. Topics covered: Hebrew and Christian Scriptures, Christology, Ecclesiology, Sacraments, Stages of Faith, Moral Decision Making, Vatican II, Reformation History, Celebrating Sacraments, Homiletics, Catechesis, Deacon as Minister in the Church. In addition to completing regular monthly assignments, students submit a 10-page synthesis of the year.
- STMM 509 Deacon Studies III** 3
Orientation, 10 weekends which include prayer, lecture, discussion, and liturgy. Topics covered: Hebrew and Christian Scriptures, Holy Spirit, Trinity, Spirituality of the Deacon, Catholic Social Teaching, Vatican II, Modern World and US Church History, Homiletics, Liturgical Service of Deacons, Records, Conflict Resolution, Management Skills, The Ecclesial Ministry of the Deacon, Baptism, Marriage, and Funerals. In addition to completing regular monthly assignments, students submit a 10-page synthesis of the year.
- STMM 510 Theology and Practice of Worship** 3
This course engages students in reflecting on the theology and preparing for the practice of worship and liturgy. It examines worship and liturgy from perspectives provided by history, theology, and culture. It seeks to answer such fundamental questions as: "What is central and essential in Christian worship? How does preaching relate to the worship service? What is the connection between Baptism, Communion and ethics particularly in the contemporary global context?" Students will exercise leadership roles in worship events and reflect theologically on those experiences.
- STMM 526 Hebrew Scriptures** 3
Through working with a variety of texts, students are exposed to the major pieces of the Old Testament canon: Pentateuch, Prophets and Writings. The pluralism of viewpoints that come to expression in the scriptures leads to an examination of tensions, strengths and weaknesses involved. Practical consequences for belief and practice will be developed.
- STMM 527 Christian Scriptures** 3
Origins of Christian Scripture in Christian faith; experience of God revealing; New Testament development in time; major theological themes in cultural context; impact on living experience; methods of criticism and principles of interpretation aimed at personal appropriation of text, meanings and tradition. Prerequisite: STMM 526
- STMM 529 Biblical Spirituality** 3
Through careful study of selected texts from Hebrew and Christian Scriptures, students will construct the underlying spiritualities. Exploring this variety of where and how biblical generations expected God to appear and act will lead to tools and methods for integrating belief, attitude, affection, prayer, and action in the students' own lives.
- STMM 547 Christian Sexuality** 3
An exploration of the biblical and psychological dimensions of embodiment and relationality, as they relate to the contemporary issues which surround human sexuality. With psychosexual development as a context, the course will discuss the call to authentic intimacy in our contemporary culture, invite students to clarify and claim their own vision and experience, and address contemporary issues of sexual ethics.
- STMM 548 Theological Reflection in Ministry** 3
An introduction for newer students and a synthesis for completing students. Through presentation and small group process that joins more advanced students with those just beginning their studies, participants explore feelings, images and insights from particular experiences, then connect these with the resources of Christian tradition. This model of correlation is explored as the axis for theological reflection and for theological method itself.
Using this model, students explore the correlation of their gifts for and experience in service with the variety of church traditions about charism and office in ministry. This reflection process will work toward different images of oneself as minister. On the tradition side, theological understandings of the Trinity and the role of the Spirit ground this inquiry.
- STMM 550 Conflict Resolution** 2
This course enables participants to become more effective in negotiating the conflicts in their personal and professional lives. The format includes theory, input, interpersonal sharing, skill building and awareness exercises. Topics include concepts of conflicts, personal attitudes and beliefs, types of conflicts, the role of emotions, communication skills, how to avoid no-win situations, resolution styles, co-dependency and addictions, and negotiating to achieve mutual interest.
- STMM 553 Pastoral Helping Skills** 3
Integration of basic helping skills with theological foundations for counseling ministry; theoretical foundations of major counseling approaches with opportunities for in-class practice in simulated counseling interview.
- STMM 554 Group Effectiveness Skills** 3
Theory and practice in the skills of group interaction, participation, and empowerment in small group settings. Examination of personal leadership styles, process observation, diagnosis of major forces affecting a group's functioning, and conceptual models for group effectiveness.
Prerequisite: STMM 553
- STMM 555 Practicum I** 3
This course assists students in identifying a ministerial call, their gifts and limitations in the response to that call, and opportunities for growth in answering the call. Groups of students offer peer evaluation, on-site mentors provide periodic review and challenge, and faculty guide the students in articulating appropriate goals and objectives to frame the year long process. Goals and objectives name weekly activities that help the student form a ministerial identity. Progress is monitored through an extensive paper, mentor evaluation and peer review. Prerequisite: STMM 553

- STMM 556 Practicum II** 3
This course consists of peer evaluation, faculty input, and on-site field education in a ministerial setting. Students are encouraged to try new ministries or to develop new skills in their existing ministries. They develop goals and objectives with their faculty and peer group. Then, over the course of a year, students work with an on-site mentor. They debrief the experience through an extensive paper and peer group and faculty feedback. Prerequisite: STMM 555 and STMM 554.
- STMM 557 Ministerial and Theological Integration I** 3
- STMM 558 Ministerial and Theological Integration II** 3
- STMM 559 Ministerial and Theological Integration III** 3
A supervised internship focusing on the development of intra- and interpersonal skills for ministry with particular emphasis on one-to-one and small group interaction. Theological reflection on ministerial experience is an integral component. Prerequisite: STMM 553, STMM 554 and STMM 560.
- STMM 560 Ministry in a Multicultural Context** 3
This course explores the dimensions of culture and the relationship between culture and ministry. Participants will identify their own cultural and co-cultural lenses, gain an understanding of power differences as they are expressed culturally, begin to explore communication differences, and enter a mini-cultural immersion. They will reflect on how culture impacts theology and spiritual expression. They will begin to develop a ministerial identity and practice that embraces cultural diversity within a ministerial context.
- STMM 561 Christian Prayer and Spirituality** 3
This course is designed to introduce the student to the most important themes in contemporary spirituality and to a variety of approaches to prayer. Students will be invited to apply these themes to reflect upon and articulate their personal spirituality and to evaluate the theological and pastoral implications of these different approaches to prayer and spirituality. Keeping a prayer journal is strongly recommended for this course. The sessions will include lecture, prayer experiences, reflective times, and discussion.
- STMM 562 Spirituality and Theology of Aging** 3
This course explores the spiritual gifts and challenges found in our common experience of aging, especially in life's later years. Themes will include religious images of aging, contemplation and a changing sense of time, memories and life review, love and sexuality, dependence and independence, loss and Christian hope, and the spiritual concerns of the aging family. Class sessions combine presentations, personal reflection, guided exercises, and discussion. Focus will be on our own aging, our relationships with older family members and friends, and on ministry with the aging.
- STMM 563 History of Christian Spirituality** 3
This course is designed to introduce students to the rich variety within Christian spirituality through the study of selected texts and visual images. Special attention will be paid to themes such as silence, poverty, imagination, friendship, etc., understood in the tradition to be central to personal and communal spiritual transformation. Emphasis will be given to theological reflection in which students and instructor will collaboratively integrate, re-interpret or vitalize these themes in light of their own ministry and prayer.
- STMM 564 Internship in Spirituality and Health** 3
The student will intern in a site that invites actual ministry to people suffering from illness, dying, and loss under the supervision of a mentor in the field. Through theological reflection on the experience, the student will identify ministerial call, develop skills in pastoral response, and deepen a spirituality that is itself healing and whole. Groups of students will provide peer evaluation, on-site mentors provide review and challenge, and faculty guide the students in articulating appropriate goals and objectives and reflecting theologically upon their experience. Prerequisite: STMM 500, STMM 553, STMM 561
- STMM 565 Spirituality and Health Synthesis** 3
Designed to assist students in the articulation of their own spirituality and its connection to health and the ministry of healing. This course stresses the synthesis of the student's theological, spiritual, ministerial and personal-spiritual practices. Prerequisite: All other courses in the Post Bachelor Certificate in Spirituality and Health. Prerequisite: STMM 564
- STMM 571 Introduction to Spiritual Direction** 3
This basic course is designed for those involved in or moving toward giving spiritual direction. It includes topics such as: what spiritual direction is and is not; its relation to psychological counseling; assumptions of the director regarding human/spiritual growth and prayer; blockages and criteria for authentic prayer; discernment; sexuality and spirituality; universal call to mysticism and prophecy; and challenge at mid-life.
- STMM 574 Christian World Views and Science** 3
An exploration of Christian traditions relative to the spiritual nature of the universe and the place and purpose of humans and other living things in it; the science of the universe, cosmology, and its impact on the understanding of human existence. The inter-relationship of Christianity and cosmology, especially in light of the current ecological crises. Participants will also discern their own understanding of their personal relationship to creation. (formerly Christianity and Cosmology)

STMM 575 Ecology and Pastoral Ministry 3

New models of ministry, service, and leadership relative to a more global and universal perspective; practical ways that transformative ministry might invite healing action and deepened ecological awareness, sensitivity and accountability in the church and the community. Participants will present projects that articulate a ministerial response to the sacred nature of the universe and creation. (formerly Ministry in a Sacred Universe)

STMM 579 Convivial Global Community 3

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

STMM 580 Developing Curriculum for Religious Education 3

This course examines various philosophers of education and reflects on the implications of their theories for developing curriculum in religious education.

STMM 581 Teaching and Learning in the Faith Community 3

This course will be organized around four significant dimensions of the teaching/learning process: context, learner, content, teacher. Participants will first be given an opportunity to reflect on their present practice or experience of teaching, then explore and evaluate a variety of teaching models for educating in faith, with the aim of becoming more creative and intentional teachers/ministers.

STMM 582 The Catechism and other Resources for Catechetical Ministry 3

In the words of Pope John Paul II, the Catechism of the Catholic Church is a "precious, splendid, profound, and timely gift for all." Ministers, particularly, need to know and appreciate this gift. This course studies the Catechism's history, purpose, authority, theological foundations, structure, and context. It prepares ministers to use the catechism to enhance their ministry and the life of the faith community they serve. Students will read and understand the major catechetical texts published by the Bishops of the United States and others.

STMM 583 Adult Religious Learning 3

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

STMM 584 Theories of Religious Education 3

This course examines the nature and purpose of religious education in today's world. Through a survey of contemporary theories, and drawing upon the insights gained in our own educational settings, participants consider how the education process can encourage personal, social and environmental transformation. The course concludes by outlining an integrative method for teaching religious education.

STMM 587 Educational Ministry of the Church 3

Every dimension of pastoral ministry involves dynamics and skills of religious education. The course explores the educational ministry of the church by attending to various models and contexts of faith formation and how such formation is nurtured through the various aspects of pastoral and educational ministry. Designed as a broad and basic introduction to the church's multidimensional teaching ministry.

STMM 590 Seminar 2 to 4**STMM 591 Special Topics 1 to 6****STMM 592 Special Topics 1 to 6****STMM 593 Special Topics 1 to 6****STMM 596 Independent Study 1 to 6****Advanced Courses**

NOTE: Admission to STMA courses requires advanced standing (successful completion of a least 20 credits of theology at the graduate level) or permission from the Associate Dean for Academic Programs and Student Life.

STMA 500 Hermeneutics and Theological Method in Pastoral Ministry 3

A study of ways to interpret the tradition so that it continues to live today; the integral role interpretation plays in theology and pastoral work. Prerequisite: STMM 500

STMA 501 Religion and Culture 3

An exploration of the major issues which face the Christian community today both from within the church and in light of contemporary culture; e.g., fundamentalism, secularism, religion, and the state.

STMA 504 God, Creation, and Trinity 3

Examines Christian understandings of God and God's relationship to the world, including the doctrine of the Trinity. Specific topics of discussion may include: the nature of God, God as mystery, God's love and God's power, divine transcendence and immanence; God as creator, liberator, and sustainer of all, models of God's relationship to the world, God and evil, sources and opportunities, and limits of Trinitarian language. Culturally and theologically diverse materials will be considered. Prerequisite: STMM 500

STMA 505 Ethical Issues: A Catholic Perspective 3

Analysis and discussion of selected topics in the areas of morality and ethics in the light of Christian perspective. Special attention will be paid to how the interpretation of Christian believing and historical contexts shape Christian ethics and how past resolutions of problems continue to shape our ethics today. Prerequisite: STMM 504

STMA 506 Sin and Grace 3

Systematic and historical explorations of the themes of sin and grace; how human life is affected by each, and the various ways grace and sin have taken shape in human history. Prerequisite: STMM 500

- STMA 507 Canon Law** 3
An overview of the contents of the canon law governing the Roman Catholic Church; the development of a fundamental way of approaching canon law in general, and how to interpret and use it pastorally.
- STMA 509 Theology of Ministry** 3
Exploration of various elements of theology of ministry in light of the mission of the church and one's own ministerial identity.
- STMA 510 Theology of Liturgy: The Eucharist** 3
A systematic inquiry into the theological data on Christian worship gained from scripture and tradition. The latter part of the course examines the structure and content of the Eucharist liturgy in particular. Prerequisite: STMM 505 or STMM 510
- STMA 511 Theology/Catechesis/Rites of Christian Initiation** 3
The history, theology, liturgical structures, and pastoral praxis of baptism, confirmation, and Eucharist for adults and infants in the Christian community. Prerequisite: STMM 505
- STMA 512 Theology of Marriage** 3
The theology, liturgical structure, and practice of the sacrament of marriage in the Catholic Church; canon law governing marriage; and factors influencing family life. Prerequisite: STMM 505
- STMA 513 Sacraments of Healing** 3
The theology, liturgical structure, and practice of the sacraments of reconciliation and anointing of the sick. Prerequisite: STMM 505
- STMA 514 Liturgical Preparation and Presiding** 3
Introduction to liturgical books, documents, and laws pertaining to liturgical celebrations and to the process of preparing for liturgical and paraliturgical services; a pastoral examination of the role and responsibilities of the presider and of the minister of the word, with particular application to the lay minister. Prerequisite: STMM 505 or STMM 510
- STMA 515 Ritual Prayer and Healing** 3
This course explores the specifically ritual character of prayer for and with the sick, their families, and congregations that support and sustain them. Elements include a theology of prayer in which healing and wholeness are the lens through which the community encounters the grace of God, enfleshed in the presence of Christ to those who suffer, and the Spirit's action in leading a sick person and their loved ones through a time of serious illness and diminishment. The Sacrament of Anointing of the Sick and related denominational rites of healing, along with their appropriate place within communities, will be discussed and practiced as moments of encounter with the risen Lord.
- STMA 516 History of Ancient Christianity** 3
An overview of the history of Christianity from the post-apostolic period to the early forms of medieval Christianity. Emphasis on the theological side of the Christian community's life, with attention to the social context of the early church and its institutional developments. The church as it emerges from its Jewish background, struggles with classical culture and begins to define its beliefs and its basic structures.
- STMA 517 History of Medieval Christianity** 3
An overview of the history of Christianity from the Merovingian period to the dawn of the Reformation. Emphasis on the theological development within the life of the Christian community, with attention to other developments in the life of the Church and their social context.
- STMA 518 History of the Reformation** 3
The sixteenth century was one of the most exciting and conflicted periods in the history of Christianity. Medieval Christianity as it had been known collapsed. Reformers from both Catholic and Protestant perspectives set the tone for the modern church; Theological, social and cultural differences arose. The vision of unity was gone.
- STMA 519 History of Modern/Contemporary Christianity** 3
Historical investigations of various periods in Christian tradition. Emphasis on how elements of the Christian community such as social teaching, sacramental practice, moral teaching, and spirituality have been shaped by the various historical contexts in which the Christian faith has been expressed.
- STMA 520 Religious Experience: East and West** 3
A study of the unique spiritualities developed by world religions such as Christianity, Hinduism, Buddhism, Judaism and Islam. Students will explore the possible relationships among these spiritual paths (with a concentration on Western forms of spirituality).
- STMA 521 Theologies of Liberation** 3
This course emphasizes critical reflection on the Gospel in the light of the experience of men and women committed to liberation. Liberation theologies around the world (e.g., black, feminist, Chicano, Asian, etc.) seek to articulate the meaning of the Christian faith from the perspective of the powerless in society and in the church.
- STMA 522 World Religions** 3
This course is designed to introduce students to the central teachings of the major religious faiths. Readings will be in both primary and secondary sources. Though the instructor will be identified with a particular faith, an attitude of openness to and reverence for all faiths will be evident in the learning environment.
- STMA 523 History and Spirituality of the Episcopal Prayer Book I** 3
This two quarter course will examine the development of the book of Common Prayer and the liturgical practices it establishes. Emphasis will be given to its historical evolution, its liturgical presuppositions from grammar, and the polity implied by them. Particular attention will be given to the varieties of liturgies included and the theology and spiritualities it conveys.
- STMA 524 History and Spirituality of the Episcopal Prayer Book II** 3
Continuation of STMA 523.
- STMA 526 Pentateuch** 3
The themes and authors of the first five books of the Hebrew Scriptures. The development of those themes in the interaction of the Hebrew faith with its various historical settings. Prerequisite: STMM 526

- STMA 527 Prophets** 3
The history, basic themes, and functions of the prophetic movement in Israel; a study of one or two prophets in detail; special emphasis on how the prophets reshaped the faith of Israel for a new historical situation. Prerequisite: STMM 526
- STMA 528 Writings** 3
A focused look at the art and various genres of biblical poetry within the third division of the Hebrew Bible known as Kethuvim (Writings). Prerequisite: STMM 526
- STMA 536 The Synoptic Gospels** 3
The major themes for the first three Gospels in the Christian Scriptures; their composition and points of view in proclaiming Jesus; the communities for whom they were written, given their particular historical situation; and the challenges they present us. Special emphasis on the Gospels as stories, requiring literary analysis and appreciation. Prerequisite: STMM 527
- STMA 537 Gospel of John** 3
The basic themes of the Fourth Gospel; the community it addresses; how its historical setting influenced the message of the Gospel; and how that message can be interpreted for our historical situation. Prerequisite: STMM 527
- STMA 538 Letters of Paul** 3
The man and the Gospel he preached; a study of the themes of his letters; the communities and world for whom he wrote; and the ways in which he challenges our faith today. Prerequisite: STMM 527
- STMA 546 Pastoral Leadership** 3
Focuses on servant leadership, leadership styles, transitions in leadership, stress and burnout, planning cycles, conflict, and a theology of local church. The foundation course for STMA 555. Prerequisite: STMM 554 and STMM 560
- STMA 547 Pastoral Administration** 3
Focus on practical methods essential to the administration of a congregation. Includes ways to grow a church, reading and preparing budgets, personnel issues, integrating mission throughout the day to day activities of congregational life, and acknowledging the differences in urban, suburban and rural congregations. Prerequisite: STMM 554
- STMA 550 Preaching the Word: Homiletics** 3
Introduces the student to the theological context and practical dynamics of preaching. This beginning course centers on preparation methods, presentation skills and critical review tested in actual preaching by students in the class sessions. Competencies include public speaking/ proclamation, coherent organization and convincing presentation, theological understanding and vocational readiness. Prerequisite: STMM 505 or STMM 510
- STMA 551 Preaching the Word: Advanced** 3
An advanced course in homiletics, specifically designed for those students for whom the preaching event is sacred. Lectures focus on such topics as theology of preaching, types of sermons, and the vocation of preaching. Opportunity for preaching and critique within the class setting, on-site preaching, and developing an appreciation for past and current practitioners of the art of preaching. Prerequisite: STMA 550
- STMA 553 Supervision in Spiritual Direction I** 3
- STMA 554 Supervision in Spiritual Direction II** 3
A practicum involving both peer supervision/evaluation and consultation, as well as individual advisement, in the process of spiritually directing at least two persons. Verbatims, role playing, and supervisory processes are utilized. Prerequisite: STMA 561 and STMA 570
- STMA 555 Supervision in Pastoral Leadership** 3
A supervised practicum building on instruments of social analysis and leadership, addresses both systemic and personal issues to enable critical analysis and pastoral care in the ministry setting. Prerequisite: STMA 546
- STMA 557 MDiv Synthesis** 3
Designed to assist students in the integration and articulation of their gifts and limits in relation to their ministry as leaders in the church. It stresses the synthesis of theological study, ministerial experience, and personal and spiritual growth. To be taken during final year of coursework. Prerequisite: STMA 546 and 555
- STMA 559 Internship in Religious Education I** 3
This first internship requires 90 hours on-site field experience with a pre-approved religious educator. The student will learn from a mentor what is involved in being the leader of education ministry in a church or school. Reading and weekly theological reflection help integrate the field experience.
- STMA 560 Internship in Religious Education II** 3
This internship either continues with the mentor from the first internship or reassigns to a different mentor for another perspective. It requires 90 hours on-site field experience with a pre-approved religious educator. The student will deepen and broaden understanding of what is involved in being the leader of education ministry in a church or school. Reading and weekly theological reflection help integrate the field experience.
- STMA 561 Psycho-Spiritual Development** 3
An integrated model of human growth and service, based on developmental theory in spirituality and psychology. Prerequisite: STMM 500
- STMA 569 Eco-Spirituality** 3
This course draws upon the timeless wisdom of nature and the insights of scientists, native people, theologians and mystics. Students attempt to articulate a theology/spirituality of creation that emphasizes the Christian's responsibility to listen to and live in harmony with the earth and to be co-creators with God in shaping the future. Meister Eckhart's four paths of spirituality, biblical insights, Christology, wisdom of native people and mystics, as well as the role and task of humans, will be explored during this course from the creation spiritual tradition. Prerequisite: STMM 561
- STMA 570 Spiritual Discernment** 3
A knowledge of spiritual discernment and its place in the spiritual life, as well as discernment of spirits in the traditional sense, and the specific process of discernment regarding decision making. A variety of perspectives involving contemporary psychological insights. Prerequisites: STMM 500, STMM 561

STMA 571	Critical Issues in Spirituality	3	STMA 590	Seminar	2 to 4
An exploration of typical human or cultural problems and issues that emerge as blockages for psycho-spiritual growth and in the development of one's relationship with God, self, and others. Prerequisite: STMM 561			STMA 591 Special Topics 1 to 6		
STMA 572	Spirituality in Loss and Grief	3	STMA 592 Special Topics 1 to 6		
This course is a multi-disciplinary exploration of the experiences of grief, loss, and death. It draws upon psychological, sociological, theological, and spirituality studies and gives special attention to issues involved in ministry to the dying, the bereaved, the sick, the mentally and emotionally stressed. Prerequisite: STMM 500, STMM 553, STMM 561			STMA 593 Special Topics 1 to 6		
STMA 574	Spirituality Synthesis	3	STMA 596 Independent Study 1 to 6		
Designed to assist students in the integration and articulation of their own spirituality. This course stresses the synthesis of course work, theological study, ministerial experience and personal-spiritual practices. To be taken during the final year of coursework. Prerequisite: STMA 561			STM Graduate Faculty		
STMA 576	Myth, Symbol, and Sacrament	3	Phyllis Anderson: BA, Sacramento State College; MDiv, Wartburg Theological Seminary; PhD, 1984, Aquinas Institute of Theology; Systematic theology; 1998.		
An exploration of the symbolic, sacramental dimension of human life; its expression and celebration by the Christian community; and its interaction with and use of predominant cultural themes. Prerequisite: STMM 505			Karen Barta: BS, Marian College of Fond du Lac; MA, Ph.D., 1979, Marquette University; Christian scripture; 1983.		
STMA 580	Religious Education Administration	3	Flora Wilson Bridges; BS, University of Illinois; MAR Yale Divinity School; PhD 1999, Vanderbilt; Pastoral theology; 2002		
Learn to plan for religious education in your parish, school, or congregation. This practical course considers the necessary ministry of planning, decision making, budget management, volunteer recruitment and retention, organizing parents and volunteers to meet the educational needs of children, youth, young adults, and adults. It is the "nuts and bolts" of parish education ministry.			Sharon Callahan: BFA, Fort Wright College; MA, Ball State University; MA, Regis University; Ed.D. 1996, Seattle University; Pastoral leadership; 1990.		
STMA 581	Family Systems in Ministry	3	Gary L. Chamberlain: BA, St. Louis University; MA, University of Chicago; Ph.D., 1973 Graduate Theological Union; Christian ethics; 1979.		
The field of family systems has been exploring exciting ideas about how individuals and families change. Several of these ideas from models of both family systems therapy and family development will be applied to ministering to families of varied forms. Applications will include such dimensions of ministry as teaching, preaching, counseling, pastoral visitation, and development of rituals.			Stephen T. Chan: BD, Chinese University of Hong Kong; MA, 1990, University of Chicago; PhD, 1998, University of Chicago; Systematic theology; 1998.		
STMA 582	Community, Justice and Mission: Communal Learning and Care of the Earth	3	Richard Cunningham: BA, Northwest Christian College; MRel. Ed, Pacific School of Religion; MDiv, Pacific School of Religion; D.Min., 1981, Drew University Theological School; Pastoral theology; 1995.		
Christian education calls learners to action. This course engages learners in a community of prayer, celebration, and response. The community learns by experience, reflection, and action. Methodologies emerge from the experience and students are equipped to introduce holistic processes into their faith communities. Students are required to address real contextual situations, address justice issues, and create a design for implementing a response.			James E. Eblen: AB, St. Thomas Seminary; STL, Pontifical Gregorian University; Ph.D., 1987, Claremont Graduate School; Hebrew scripture; 1988.		
STMA 585	Social Analysis	3	Patrick J. Howell, SJ: BS, Gonzaga University; MA, Boston College; DMin, 1985, The Catholic University of America; Pastoral theology and Christian spirituality; 1986.		
An analysis of conditions and concerns of contemporary American men and women who make up the church. The course will introduce and utilize a hermeneutical/sociological methodology to explore the impact and implications of the changing roles in social and ecclesial life in the United States.			Paul Janowiak, SJ: BA, Loyola University; MA, Gonzaga University; MDiv, Jesuit School of Theology at Berkeley; ThM, Jesuit School of Theology at Berkeley; Th.D., 1995, Graduate Theological Union; Liturgical theology, 1996		
			Marianne LaBarre: BA, Marylhurst College; CSL, Jesuit School of Theology at Chicago; MA, St. Mary's College; Ed.D., 1996, Seattle University; Spirituality and leadership; 1986.		
			Valerie Lesniak: BA, Carlow College; MA, Graduate Theological Union; Ph.D., 1992, Graduate Theological Union; Christian spirituality; 1999		
			Michael Raschko: BA, St. Thomas Seminary College; MTS, Harvard Divinity School; Ordination, St. Thomas Theologate; Ph.D., 1982, University of Chicago Divinity School; Systematic theology; 1984.		

Jeanette Rodriguez-Holguin: BA, Queens College; MA, Fordham University; MA, University of Guam; Ph.D., 1990, Graduate Theological Union; Systematic theology; 1990.

Judith Sanderson: BA, Covenant College; MDiv, Covenant Theological Seminary; MA, Institute of Holy Land Studies; Ph.D., 1981, University of Notre Dame; Hebrew scripture; 1991.

Sharon A. Suh: BA, Trinity College; MTS, Harvard Divinity School; Ph.D., 2000, Harvard University; World religion; 2000.

Mark Lloyd Taylor: BA, Eastern Nazarene College; MTS, Emory University; Ph.D., 1982, Southern Methodist University; Systematic theology; 1998.

Donna Teevan; BA, MA University of Notre Dame; PhD, 1994, St. Michael's College, Toronto School of Theology; Systematic theology; 1994.

Glaucia Vasconcelos Wilkey: BEd, Colegio Batista Brasileiro; MEd, Colegio Batista Brasileiro; M.Th., South Brazil Theological Seminary; MCM, Southern Baptist Theological Seminary; D.Min., 1985, Louisville Presbyterian Theological Seminary; Liturgical theology; 1999.

Visiting Professor

Herbert Anderson: BA, Gustavus Adolphus College; BD, Augustana Seminary; Ph.D. 1970, Drew University; Pastoral theology; 2000.

STM Faculty Emerita

Loretta Jancoski, Ph.D. (1988)

CULTURE AND LANGUAGE BRIDGE PROGRAM

Eli Hinkel, Ph.D., Director

Objectives

The Culture and Language Bridge Program prepares 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. 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 Student Union Building, room 208.

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 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 scores) 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.

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 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.

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.

Admissions and Program Requirements

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 email 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 Fee: \$19,200

Covers complete program experience: tuition, books, materials, technology fees, parking, library privileges, food, beverages, hosted social events, access to campus athletic facilities, invitation to special university events and the certificate.

Certificate

Graduates of the Executive Leadership Program receive a certificate from Seattle University upon successfully completing the program. The program awards 17 credits, equivalent to master-level course work. Credits are recognized by an official transcript and certificate issued by Seattle University.

Course Descriptions

EXLR 509 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 510 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 511 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 512 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.

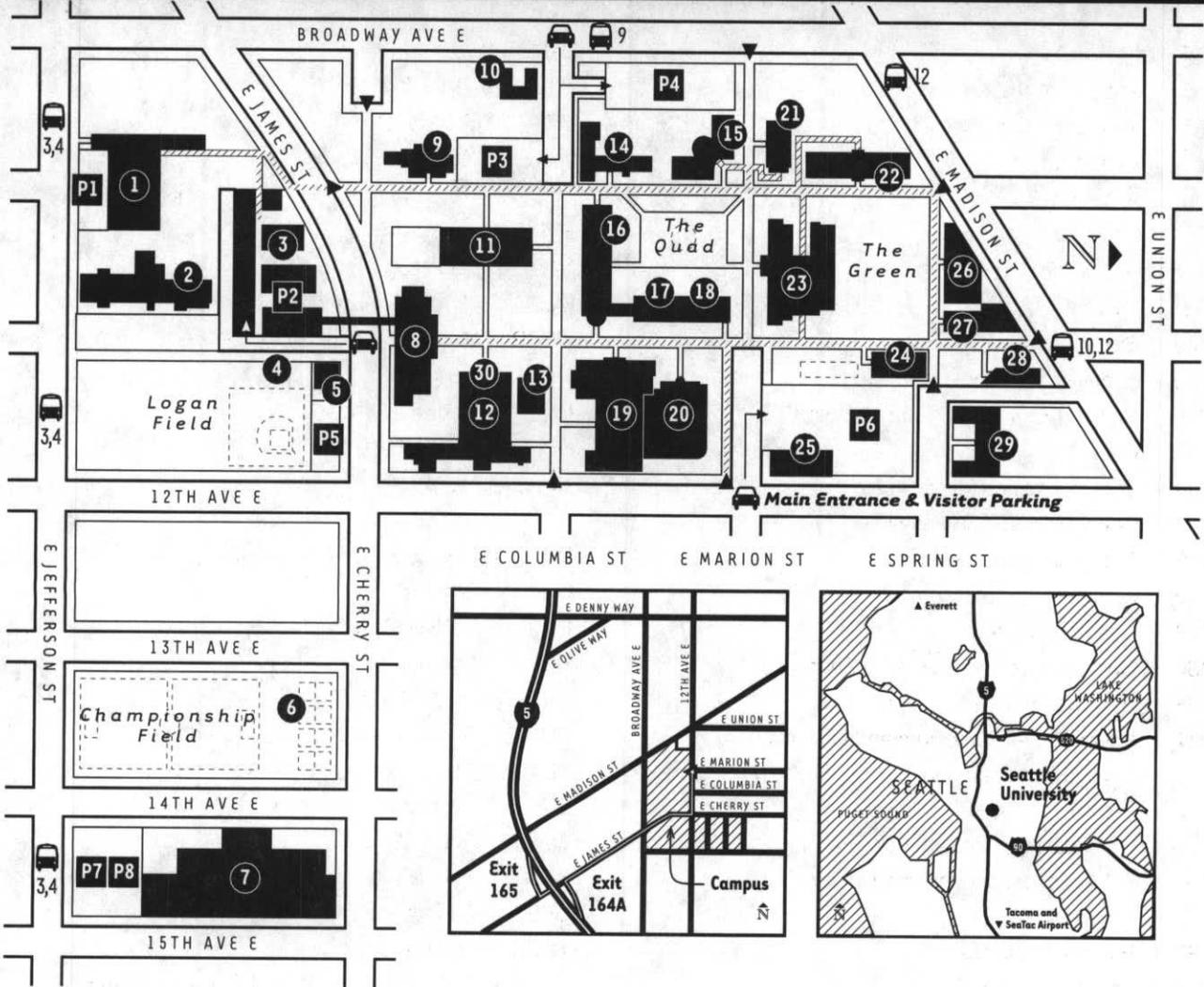
EXLR 513 Leadership Practice and Synthesis 4

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 an 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 interwoven.

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ADST	Addiction Studies	LBST	Liberal Studies
AEDT	Adult Education and Training	LITC	Literacy for Special Needs
AIST	Asian Studies	MATH	Mathematics
ANTH	Anthropology	MBA	Master in Business Administration
ART	Art	MGMT	Management
BETH	Business Ethics	MKTG	Marketing
BIOL	Biology	MLSC	Military Science
BLAW	Business Law	MEGR	Mechanical Engineering
BUEN	Business Environment	MUSC	Music
CEEGR	Civil and Environmental Engineering	MVST	Medieval Studies Minor
CHEM	Chemistry	NPLR	Not-for-Profit Leadership
CLBR	Culture and Language Bridge	NURS	Nursing
CMJR	Communication/Journalism	OPER	Operations
COMPE	Computer Engineering	PHIL	Philosophy
COUN	Education — Counseling	PHYS	Physics
CRJS	Criminal Justice	PLSC	Political Science
CSSE	Computer Science/Software Engr	PSYC	Psychology
CSSE	Software Engineering	PUBA	Public Affairs
CUIN	Education — Curriculum and Instruction	PUBM	Public Administration — Graduate
DIUS	Diagnostic Ultrasound	SDAD	Student Development Administration
DRMA	Drama	SOCL	Sociology
ECEGR	Electrical and Computer Engineering	SOCW	Social Work
ECIS	E-Commerce and Information Systems	SPAN	Spanish
ECON	Economics	SPSY	Education — School Psychology
ECST	Ecological Studies	SABD	Study Abroad
EDAD	Educational Administration	STMA	Institute for Theological Studies - Advanced
EDLR	Educational Leadership	STMM	Institute for Theological Studies
EPDXX	Professional Dev.—Post Baccalaureate	TEED	Teacher Education
EDUC	Education	TRST	Theology and Religious Studies - Undergraduate
EEGR	Electrical Engineering	TSOL	Teaching English to Speakers of Other Languages — Graduate Level
ENGL	English	WMST	Women's Studies
EPCT	Professional Certification for Teachers		
EXLR	Executive Leadership		
FINC	Finance		
FINR	Fine Arts		
FREN	French		
FRLG	Foreign Language		
GERM	German		
GREK	Greek		
HIST	History		
HONR	Humanities (Honors)		
HRMA	Human Resources Management		
HUMT	Humanities (Matteo Ricci College)		
INBU	International Business		
INIP	International Development Internship Program		
ISSC	Interdisciplinary Science (See Gen.Sci.)		
ISSS	Interdisciplinary Social Science		
JPAN	Japanese		



▲ Campus Entry Point Accessible Route King County Metro Parking Entrance **P9** Parking Area

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| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> P7 14th and E. Jefferson South Lot S P8 14th and E. Jefferson North Lot F |
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**Seattle
University**

FOUNDED 1891