2008–2009 Catalog

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CityUniversity of Seattle

On the *Move*

The contents of the 2008-2009 City University of Seattle Catalog have been compiled and organized to provide enrolled and prospective students, and others, with a broad overview of the programs and policies of City University of Seattle. Enrolled students may use this catalog as a student handbook. It is as current and complete as publication deadlines permit.

Typically, within a catalog's effective dates of use, courses and curricula can vary, tuition and fees may be increased, policies might be modified, and personnel changes will occur. Normally, the University makes announcements of this nature via the University Web Site at www.CityU.edu or Portal at my.CityU.edu. Letters dealing with specific changes in programs, policies or procedures may be mailed to students, bulletins may be posted at site offices, and/or memoranda may be read in class. Students are responsible for keeping fully informed by these means, and should consult appropriate University offices or an Academic Advisor with questions.

The writing and editing of this catalog has been guided by an effort to attain total factual accuracy. If regulations, program requirements and services described herein conflict with current practice, the latter will prevail.

All information contained in this catalog is subject to change without prior notice by the officials of City University of Seattle. The catalog does not constitute an agreement between the University and its students.

City University of Seattle International Headquarters

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Bellevue, WA, 98005
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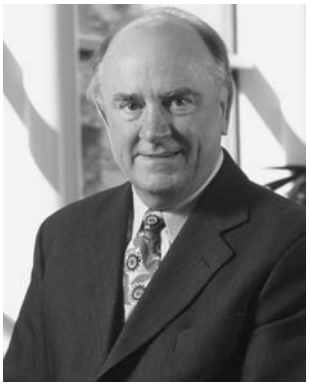

Welcome to City University of Seattle.

You have joined an academic institution that not only meets the standards of today's professional environment, but exceeds them. A City University of Seattle degree stands for excellence in education, as well as a wide breadth of knowledge and a firm grasp of the concepts that shape today's ever-changing world.

Your learning experience here will reflect that progressiveness. Courses will blend the latest in technology with the most forward-thinking business, education and leadership practices. As you complete your studies, you will have the opportunity to interact with and learn from accomplished professional peers – professionals who, like you, have chosen City University of Seattle for its commitment to educational accessibility and high standards.

With over three decades of distinguished accomplishments and more than 41,000 degrees and certificates awarded worldwide, these standards are as applicable today as they were when the institution first set its sights on the goals of education for anyone, anytime, anywhere.

As we challenge ourselves to meet our goals, we remain unwavering in our commitment to your success.

Lee Gorsuch
President

ACADEMIC CALENDAR

2008/2009	SUMMER 2008/09	FALL 2008/09	WINTER 2009	SPRING 2009
Last Day of Registration	June 20, 2008	September 20, 2008	December 20, 2008	March 20, 2009
Late Registration	June 21 - July 5, 2008	Sept 21 - Oct 4, 2008	Dec 21, 2008-Jan 3, 2009	March 21-April 4, 2009
First Day of Quarter	July 1, 2008	October 1, 2008	January 1, 2009	April 1, 2009
Last Day to Officially Withdraw from Class	80% Mark of the Course	80% Mark of the Course	80% Mark of the Course	80% Mark of the Course
Last Day of Quarter	September 30, 2008	December 31, 2008	March 31, 2009	June 30, 2009
Canada Day (Canadian Holiday)	July 1, 2008			
Independence Day (U.S. Holiday)	July 4, 2008			
British Columbia Day (Canadian Holiday)	August 4, 2008			
Labor Day (U.S. and Canadian Holiday)	September 1, 2008			
Thanksgiving (Canadian Holiday)		October 13, 2008		
Veteran's Day (U.S. Holiday)		November 11, 2008		
Remembrance Day (Canadian Holiday)		November 11, 2008		
Thanksgiving (U.S. Holiday)		November 27-28, 2008		
New Year's Day (U.S. & Canadian Holiday)			January 1, 2009	
Martin Luther King Day (U.S. Holiday)			January 19, 2009	
President's Day (U.S. Holiday)			February 18, 2009	
Alberta Family Day (Alberta Holiday)			February 16, 2009	
Victoria Day (Canadian Holiday)				May 18, 2009
Memorial Day (U.S. Holiday)				May 25, 2009
Graduation (U.S.)				June 13, 2009

Session Start Dates for Refunds (does not correlate to first day of class) 2008-2009				
	Summer 2008/09	**Fall 2008/09**	**Winter 2008/09**	**Spring 2008/09**
10 Week Regular	July 1, 2008	October 1, 2008	January 1, 2009	April 1, 2009
10 Week Online	July 14, 2008	October 13, 2008	January 12, 2009	April 13, 2009
20 Week	July 1, 2008	October 1, 2008	January 1, 2009	April 1, 2009
5 Week Regular	July 1, 2008	October 1, 2008	January 1, 2009	April 1, 2009
5 Week One Online	July 14, 2008	October 13, 2008	January 12, 2009	April 13, 2009
5 Week Two	August 25, 2008	November 24, 2008	February 23, 2009	May 25, 2009

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Governing Board & Administration

Board of Governors

Randy J. Aliment, J.D. ..... Chair
Hiep Q. Quach, M.B.A. ..... Second Vice Chair
Cynthia Chirot, M.B.A. ..... Treasurer
Wayne W. Hansen, J.D. ..... Secretary
Thomas R. Clevinger, Exec. M.A. ..... Past Chair
John H. Mack ..... Member
Henry P. Kirk, Ed.D. ..... Member
Peter C. Ku, Ph.D. ..... Member
Erlinda J. Martinez, Ed.D. ..... Member
Robert C. Randolph, J.D. ..... Member
Viola L. Tasler, M.B.A. ..... Member
Steven Weidner, M.B.A. ..... Member
Paul F. Mutty ..... Member
Andrea B. Riniker ..... Member
Jerry W. Schwartz, J.D., M.B.A., L.L.M. ..... Member
Valentin Zlatev ..... Honorary Governor
Larry W. Campbell, M.B.A ..... Honorary Governor

Office of the President

Lee Gorsuch, M.S. ..... President
Elizabeth Fountain, Ph.D. ..... Director, Office of Institutional Effectiveness
Eileen Ryan-Rojas, B.B.A. ..... Director of Alumni Relations

Office of Academic Affairs

Steven Olswang, Ph.D ..... Provost
Judy Hinrichs, M.Ed. ..... Interim Dean, Gordon Albright School of Education/Division of Arts and Sciences
Kurt Kirstein, Ed.D. ..... Interim Dean, School of Management
Linda Fenster, M.Ed., M.S.L.I.S ..... Director, Library Services

Office of Admissions/Student Services

Melissa Mecham, Ed.D. ..... Vice President
Mary R. Belknap, M.Ed. ..... Registrar
Jean Roberts ..... Director, Student Financial Services
Rosemary Taylor, M.B.A. ..... Marketing Director
Robert Martin, B.A. ..... Director, Advising
Alysa Borelli, M.A.M. ..... Director, Admissions
Sabine Saway, M.B.A. ..... Director, International Student Office

Division of International Operations

Fernando Leon Garcia, Ed.D. ..... Chancellor
Jan Rebro, Ing. ..... Vice President, European Operations
David Griffin, M.A. ..... Dean, Academic Affairs - Central Europe
Scott Mason, M.A. ..... Dean, Academic Affairs-Southeastern Europe

Office of Finance and Operations

Bruce Bryant ..... Chief Financial Officer/Vice President of Finance and Administration
Tamara Lally, CPA ..... Controller
Timothy Sprake, M.S. ..... Director of Human Resources
Kevin Brown, B.A. ..... Director, Information Technology

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

History and Philosophy

City University of Seattle is a private not-for-profit institution of higher education. Its mission is to change lives for good by offering high quality and relevant lifelong education to anyone with the desire to achieve.

The mission is based on these philosophical principles:

- Education is a lifelong process and must be relevant to the student's aspirations;
- Education should be affordable and offered, as much as possible, at the student's convenience; and
- Opportunity to learn should be open to anyone with the desire to achieve.

Each degree or certificate awarded by City University of Seattle is an affirmation of the knowledge, skill, and academic attainment of the recipient. The University's success as an organization is measured by the accomplishments of its graduates and their individual contributions to society.

Founded in the city of Seattle in 1973 as City College, the name of the institution was changed to City University in 1982 and to City University of Seattle in 2007 by action of its Board of Governors. Influenced in its early organization by the recommendations of the Carnegie Commission Report and the Seattle 2000 Commission, the University was one of the nation's first to address the needs of the working adult.

The University awards degrees and certificates at the undergraduate and graduate levels in dozens of academic fields, and offers a varied and extensive program of continuing education. It also conducts a worldwide Distance Education program to better serve those who need or prefer to study for their degrees at home.

City University of Seattle offers instruction in nearly twenty locations throughout the States of Washington and Hawaii, the Canadian Provinces of British Columbia and Alberta, and the countries of Bulgaria, China, the Czech Republic, Greece, Mexico, Romania, and Slovakia.

The dispersion of instructional sites and the use of a variety of delivery systems are consistent with the University's vision, which is to make education accessible worldwide. As the University has grown, its aims have been accepted all over the world. The idea of education as a lifelong process, unhindered by time, pattern, or location, has gained nationwide recognition, and is today taken for granted. City University of Seattle is proud of the role it has played in the vanguard of this liberating movement.

Goals and Objectives

In 2007, the Board of Governors approved a strategic plan to guide City University of Seattle through 2013. The strategic plan is a "living document" that serves as a roadmap to fulfilling our mission and achieving our vision.

The strategic goals of the University are:

1. Promote Excellence in Learning and Teaching
2. Expand Access to High-Quality and Relevant Programs
3. Create a Leading Globally Connected University
4. Improve and Sustain Financial Health

To achieve these goals, the University has defined key strategic initiatives for the 2008-2009 academic year.

- We will **assure academic quality** by focusing on student achievement of core learning outcomes, supported by a truly excellent cadre of faculty around the world.
- We will **provide opportunities** for access through new programs, new partnerships, and innovative ways of delivering our programs and services.
- We will **enhance our international presence** through increasing the number of communities we serve around the world, and we will integrate global and diverse perspectives into every academic program.
- We will **increase engagement** of our alumni and other stakeholders to maximize the power of the City University of Seattle worldwide community.
- We will **build capacity** and ensure the ongoing sustainability of the University through wise use of our human and financial resources.

City University of Seattle is dedicated to accomplishing our goals and initiatives while living our core values:

- **Flexible:** we offer programs and services that maximize convenience to students
- **Accessible:** we deliver educational opportunities in a variety of formats that break down barriers of time and place
- **Innovative:** we create new opportunities with quality programs based on best practices
- **Relevance:** we engage excellent practitioner faculty who teach students to apply tomorrow what they study today
- **Global:** we prepare students for the realities of today's global society and empower them to serve their local communities

Accreditation and Approval

City University of Seattle is incorporated in the state of Washington and is accredited by the Northwest Commission on Colleges and Universities, (NWCCU) 8060 165th Ave. NE, Suite 100, Redmond, WA 98052. The University's business programs are also accredited by the International Assembly for Collegiate Business Education (IACBE).

Accreditation and Approval (contd.)

The Washington State Board of Education has authorized City University of Seattle to offer a teacher certification program, as well as school counselor, principal and superintendent certification programs. The University is approved to offer degree programs in the state of Hawaii by the Hawaii Department of Education.

In British Columbia the term "university" is used under the written consent of the Minister of Advanced Education effective April 11, 2007; having undergone a quality assessment process and been found to meet the criteria established by the minister. Operations in Alberta are approved by Alberta Learning, the education authority for the province.

Locations in Bulgaria, Czech Republic, Greece, Romania, Slovakia, China and Mexico have been granted the appropriate governmental authorizations, and are conducted in conformity with the relevant commercial and educational laws.

Governance

The Board of Governors, by Charter and By-laws, has legal and fiduciary responsibilities for the quality and integrity of the institution. It selects a Chief Executive Officer (President), approves and monitors the implementation of the mission of the institution, oversees the establishment of broad institutional policies, and exercises oversight to ensure compliance with policies. The Board delegates to the President the responsibility to implement and administer these policies as well as the responsibility to carry out the mission of the institution.

The President reports directly to the Board of Governors and is evaluated by them annually. The President works collaboratively with the Board and the University community to articulate a vision for the University, and to provide strategic leadership through defining institutional goals, establishing priorities, and developing plans. Further, the President ensures that all University departments comply with University policies and remain dedicated to the school's mission.

The Provost reports directly to the President. Duties include defining and maintaining academic quality and rigor in accordance with accreditation standards for domestic and international programs. This position is responsible for oversight of the quality and operations of the Department of Academic Affairs. Areas reporting to this position are the Albright School of Education, the School of Management, the Division of Arts and Sciences, the Library, Curriculum and Faculty Support Services, Distance Learning Operations, and Academic Administration. Academic Deans, who report directly to Provost, supervise a cadre of experienced Program Directors and Senior Faculty who in turn appoint and supervise close to 900 Faculty worldwide.

The Chief Financial Officer/Vice President of Finance and Administration reports directly to the President. This position recommends appropriate annual operating budgets and ensures the efficient management of business affairs and the physical plant and property. Areas reporting to this position are the Business Office, Facilities, Human Resources, and Information Technology.

The Vice President of Admissions and Student Services reports directly to the President. This position is responsible for supervising all aspects of student recruitment and student service functions including Admissions and Advising, Student Services, Marketing, the Registrar, and Financial Aid.

The Chancellor of International Operations reports directly to the President. This position is responsible for planning and oversight of the development of our international operations and partnerships.

City University of Seattle's faculty are vital to the University's educational mission. Faculty oversee curricula through participation in school curriculum councils which review and approve all new or revised programs and courses. In addition, faculty participate in an inclusive academic governance structure through representation on cross-departmental committees and councils. The Academic Affairs Council is the primary academic governance body for Academic Affairs. It reviews and recommends new programs, substantial program revisions, new partnerships, and academic policies. Faculty from each school and region participate in the President's Leadership Council, which includes senior leaders from all university departments. Any faculty member may participate in policy or governance discussions and decisions by providing written and/or oral input through Senior Faculty or Program Directors, Deans, and Provost.

City University of Seattle is a student-centered institution of higher education. Every effort is made to actively solicit student input into the University's planning and decision-making. Student input is collected through regular surveys and End of Course Evaluations administered at the end of every class. Professional Education Advisory Boards (PEAB's) in the Albright School of Education and other academic program advisory committees include students in their membership. Students may at any time provide feedback and suggestions through their advisors, suggestion boxes that are available at every site, online feedback forms, or by taking advantage of an open-door policy of all faculty and administrators, including the President.

Institutional Partnerships

City University of Seattle is committed to providing access to higher education.

To that end, it has partnered with several community and technical colleges throughout the state of Washington, with local school districts, and with other private institutions of higher education to offer degree programs.

City University of Seattle has established Transfer Agreements with many Community and Technical Colleges in an effort to provide bachelor degree completion opportunities to both transfer and technical students alike.

In addition to Transfer Agreements, the University works with several local community and technical colleges to provide on-site outreach and/or on-site courses. These colleges include:

- Centralia College
- Lake Washington Technical College
- Peninsula College
- Skagit Valley Community College
- South Seattle Community College

Internationally the University maintains a number of partnerships to facilitate access to U.S. programs of study through the co-location or joint delivery of programs in the host country.

Servicemembers Opportunity Colleges (SOC)

City University of Seattle has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a consortium of national higher education associations, the military services, and over 1800 individual institutional members. It provides voluntary post-secondary education to members of the armed services throughout the world.

Developed jointly by educational representatives of each of the armed service branches, the office of the Secretary of Defense, and national higher education associations, SOC is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

As a SOC member institution, City University of Seattle is committed to recognizing the unique nature of the military lifestyle and has pledged to make programs accessible to members of the armed services by easing transfer of relevant credits, providing flexible academic residency requirements, and awarding credit for formal college-level learning acquired through appropriate military experience and training. For more information about SOC visit their website at www.soc.aascu.org.

Equal Opportunity and Non-Discrimination in Education and Employment

City University of Seattle subscribes to the principles and laws of the individual states and the federal government, including applicable Executive Orders that pertain to civil rights, equal opportunity, and affirmative action.

City University of Seattle policy prohibits discrimination on the basis of race, gender, religion, age, national or ethnic origin, physical, mental or sensory disability, marital status, sexual orientation, and status as a veteran, in the recruitment, employment and retention of faculty and staff, and the operation of all University programs, scholarships, loans, activities, and services.

Evidence of practices believed to be inconsistent with this policy should be reported to the Office of Human Resources, City University of Seattle, 11900 N.E. First Street, Bellevue, WA 98005, 425.637.1010.

If a situation warrants further administrative assistance, after using City University of Seattle's grievance procedure and appeals conciliation process, public resources are available through the Civil Rights Division, Office of Americans with Disabilities Act, U.S. Department of Justice 206.514.0301; or the U.S. Equal Employment Opportunity Commission (EEOC) 800.669.3362; or the Washington State Human Rights Commission 206.464.6500.

Faculty

Faculty members at City University of Seattle are hired for their combination of advanced academic preparation and distinguished professional experience in the fields they teach. This combination of academic strength and practical expertise assures the relevance, currency, and credibility of the programs offered in education, business, and the behavioral sciences. The University's full-time faculty develop and revise programs in accord with recent scholarship and best practices in the professions, and work to assure instructional quality across the programs. Faculty also collaborate on academic policies and standards for the University.

Bookstore

All bookstore services in the U.S. are 100% online through Textbooksnow, a division of the Follett Higher Education Group. Students are able to:

- Order textbooks concurrently to registering online through the Buy Now option at the time of registration. This option creates a "shopping basket" listing all required and optional textbooks. With a simple click of the button, students can easily select the correct books and check out with minimal effort.
- Order textbooks at any time by visiting **www.cityu.bkstr.com.**
- Order via phone if there is difficulty ordering online by simply calling **800-621-4088** or emailing a customer service representative at **CustomerService@Cityuexpress.com**.

Bookstore (contd.)

Students may pay by credit card or by mailing a check/money order at which time the books will be mailed upon receipt of payment. The textbook buy-back policies and procedures are explained in a descriptive flyer available from the bookstore.

All bookstore services in Canada are 100% online through Nuskule, Inc. located in Montreal, QC.

Students are able to:

- Order textbooks at any time by visiting **www.cityubookstore.ca**
- Order via phone if there is difficulty ordering online by simply calling 877.289.1151 or emailing a customer service representative at **info@cityubookstore.ca**

Students located outside the U.S. and Canada are provided local service options. Please consult with the appropriate in-country location for specific service options.

Library Resources and Services

The mission of the City University of Seattle library is to support the University's educational goals by coordinating library services and information literacy instruction for students and faculty at all locations, including in the virtual environment, and by providing access to materials and services to support degree programs and faculty development.

The library strives to satisfy the information and research needs of students and faculty at all instructional locations, as well as those enrolled in courses via traditional or online distance learning. The library offers the following services:

- Librarians available by phone, fax, e-mail, instant message, or the Web to provide assistance with using library resources, formulating search strategies, and locating and obtaining research materials.
- Online access to a large number of research databases, electronic books, general information about the library and its services, and other helpful tools for students in all degree programs.
- Online instructional tools that are designed to help students learn how to find, evaluate, and use information.
- Electronic delivery of articles through the City University of Seattle portal.
- The mailing of books from the library's physical collection (to students in the United States and Canada).
- An interlibrary loan service that provides students with materials borrowed from other libraries.

Students are served primarily from the Vi Tasler Library, the main library that is located in Bellevue, Washington. The library's online collection includes more than 15,700 electronic books and 35 online databases containing over 48,000 different full-text periodical titles. The physical holdings at the Vi Tasler Library include approximately 43,100 print books, 2,700 videotapes, and 120 print and microfiche journal titles.

Vi Tasler Library

Physical address:
150 - 120th Avenue NE, Bellevue, WA 98005

Mailing address:
11900 NE First Street, Bellevue, WA 98005

Phone: 425.709.3444
Toll-free in the U.S. and Canada: 800.526.4269
Fax: 425.709.3455
Email: library@CityU.edu

In Slovakia, City University of Seattle has established a branch library system that today ranks as one of the most important English language bibliographical resources in Eastern Europe. The largest library is in Trencín with a smaller branch in Bratislava. The Slovakian libraries contain more than 30,000 items including print and audiovisual materials. Information about the Slovakian library branches is available at **www.cutn.sk**. City University of Seattle in Pravetz, Bulgaria also has a small branch library containing 2,500 items. More information about this library branch can be found at **www.CityU.bg**. Visit the City University of Seattle Web site or portal for more information about the library.

Sites and Access Information

The Administrative and Academic Center in Bellevue houses the Office of the President, the Office of Business and Finance, Student Financial Aid Office, the Office of Human Resources, the Office of Admissions and Student Services including International Student Services, the Office of the Registrar, and the Office of Academic Affairs. The Office of Academic Affairs includes the School of Management, the Gordon Albright School of Education, the Division of Arts and Sciences, and the Library.

City University of Seattle administrative and instructional sites have well-equipped classrooms, meeting rooms, computer lab facilities, and ample parking. Consistent with its objective of making education accessible, the University has additional administrative and instructional facilities in each of the communities it serves. A complete list of City University of Seattle administrative offices and instructional locations, their addresses, and communications access numbers can be found at the back of this catalog.

City University of Seattle Administrative and Academic Center

11900 NE First Street
Bellevue, WA 98005
425.637.1010
800.426.5596 (Toll Free in North America)
425.450.4660 (TTY Hearing Impaired)

Admission Policy

A "rolling admission" policy governs most programs. That is, the University will accept applications and announce admission decisions continually throughout the year. The exceptions are set forth below.

Overseas Applicants to Programs via Distance Learning and/or Online Teaching

Students pursuing degree and certificate programs via Distance Learning must satisfy the same admissions requirements as students who attend courses in the classroom. They must also demonstrate English proficiency, as set forth in the Academic Policy section of this catalog.

Applicants to Programs at Teaching Locations Outside of North America

The same requirements that govern admission to degree and certificate programs at its North American teaching locations apply to the University's international teaching locations. Applicants should note however that graduation requirements may differ, as do tuition and fee schedules, and options for advanced standing.

Admissions Procedures

Following are the procedures for gaining general admission to City University of Seattle at both undergraduate and graduate levels.

1. Meet or speak with an advisor to select an educational objective and to be informed of the initial application and enrollment requirements.
2. Complete and sign the application form and, along with the nonrefundable application fee and all documents relevant to the respective degree or certificate programs, submit to Admissions and Student Services, 11900 N.E. First Street, Bellevue, WA 98005.
3. Request official transcripts from all previously attended institutions and have them sent to: Office of the Registrar, 11900 N.E. First Street, Bellevue, WA 98005.
4. Meet the English Proficiency requirement as set forth by the University.

Note to veterans: Students applying for U.S. veterans benefits must follow additional admission procedures. Please consult the "Veteran and Military Student Assistance (U.S. and Foreign)" policy in the "Financial Policies and Financial Assistance" section of this catalog.

Note to active-military students (and eligible dependents): A Servicemembers Opportunity College (SOC) agreement will be valid for seven years from the date of agreement, assuming the student does not take any break longer than two years.

Note to international students who are studying in the U.S. and Canada: International students must follow additional admission procedures. Please consult the section "International Students to Study in the U.S. and Canada" section of this catalog.

Admission of Non-Matriculated (No Intended Degree) Students To Undergraduate Careers

Undergraduate-level courses – No Intended Degree

Non-matriculated students who wish to take undergraduate-level courses must show proof of English proficiency. They will be designated in "No Intended Degree".

Admission Requirements for Undergraduate Degree and Certificate Programs in the School of Management, Gordon Albright School of Education, and the Division of Arts and Sciences

Typically, City University of Seattle's undergraduate degree and certificate programs are open to applicants who hold high school, or equivalent, or GED diplomas, who have demonstrated English proficiency according to the standards set forth in the City University of Seattle English Proficiency Policy, who adhere to any program specific admission requirements, and who may benefit from postsecondary education. Students may be required to show proof of such documents.

Admission Requirements (Additional) Specific to Undergraduate Degree and Certificate Programs in the School of Management

Undergraduate Degree

No specific additional requirements are needed beyond the general admission requirements already mentioned in the introductory policy.

Undergraduate Certificate

No specific additional requirements are needed beyond the general admission requirements already mentioned in the introductory policy.

Upon completion of an undergraduate certificate program, credits may be applied to appropriate bachelor's degree programs if all other admission requirements have been met.

Admission Requirements (Additional) Specific to Undergraduate Degree and Certificate Programs in the Gordon Albright School of Education

Undergraduate Degree

Additional requirements specific to the following programs:

Bachelor of Arts Degree – Education-Elementary Education K-8 (Washington State)

Bachelor of Arts Degree – Education-Special Education K-12 (Washington State)

Bachelor of Arts Degree – Education-Special Education-Hawaii

1. Transferred in 90 quarter hours of credit and fulfilled the content area prerequisites listed below; or transferred in 90 quarter hours of credit and developed a prerequisite completion plan approved by the Program Director. Content area prerequisites must be completed with a grade of 2.0 or better, as follows:
   - English Composition (two courses - one in grammar and composition and one in research)
   - Oral Communications (five quarter credits minimum - one course in public speaking)
   - Introduction to Psychology (five quarter credits minimum - one course)
   - Psychology of Human/Child Development (five quarter credits minimum – one course)
   - Life Science (five quarter credits minimum – one course general biology - lab course preferred)
   - Physical Science (five quarter credits minimum – one course in physical science, geology, chemistry, physics, meteorology, or astronomy - lab course preferred)
   - Math for Elementary Teachers (five quarter credits minimum – one course)
   - Creative Arts (10 quarter credits minimum – two courses, each with a different creative arts content, i.e., music, art, drama, literature, dance, or foreign language)
   - Social Science, Math or English (30 quarter credits in an approved credit area)
2. Cumulative GPA indicating the ability to perform successfully in upper-division college course work.
3. Level of computer literacy that shows basic word processing, retrieving of information from the Internet, and sending/receiving email. An email address is required. More advanced technological skills are desirable.
4. Minimum of 80 hours supervised work during the past three years with children (ages 4-14 for elementary; grades P-12 for Special Education); a portion of the work must have been completed in a school setting.
5. History free of convictions of criminal misdemeanors and/or felonies (verification will be established by an FBI/WSP fingerprint check).
6. Application Portfolio containing the following (forms are available from a Gordon Albright School of Education Advisor):
   - Form entitled, Application for Program Admission
   - Current vita/resume
   - Goal statement cover sheet – (personal/educational goal)
   - Form entitled, Supervised Work with Children
   - Personal Recommendation List – identify individuals from whom Personal Recommendation Forms have been requested
   - Form entitled, Character and Fitness Supplement
   - Form entitled, Washington State Patrol Background Check for Volunteers
   - Form entitled, Internship Placement
7. Three (3) forms entitled, Personal Recommendation, addressing the applicant's capabilities, personal qualities, and accomplishments. The forms are to be mailed directly to City University of Seattle by the individuals completing them.
8. Written essay, completed on-site.
9. Interview with the Dean/Director or designee.

Undergraduate Certificate

Upon completion of an undergraduate certificate program, credits may be applied to appropriate bachelor's degree programs if all other admission requirements have been met.

No specific additional requirements are needed beyond the general admission requirements already mentioned in the introductory policy, except as noted below specifically for the Undergraduate Certificate – Alternative Route Secondary Math – Washington program.

The undergraduate certificate for Alternative Routes to Residency Certification in Secondary Math is for candidates with a Bachelor of Arts or Bachelor of Science degree or higher in math or a related content area, with five or more years applying math in a career. (Exception: this statement does not apply to Route 2 which indicates the applicant has 3+ years as a paraprofessional, or to Route 4 which indicates the applicant is a current teacher on an Emergency or Conditional Certificate.) All candidates must meet criteria established by the Washington Professional Educator Standards Board for admittance to the program.

Please Note: Effective August 31, 2002, the State of Washington requires teacher education candidates admitted to teacher preparation programs to pass a basic skills test to be accepted into a teacher training program.

In addition, effective September 1, 2003, Washington state teacher certification candidates must pass a subject matter assessment to receive an endorsement for certification purposes.

Admission Requirements (Additional) Specific to Undergraduate Degree and Certificate Programs in the Division of Arts and Sciences

Undergraduate Degree

Bachelor of Arts Degree - Applied Psychology

Bachelor of Science Degree - Communications

1. Must submit a personally written essay of one-two pages that includes the following information. The essay may be used to determine minimum qualifications for admission to the program.
   - Personal experience: describing briefly one or two important life events that have contributed to the applicant's identity and view of the world
   - Professional experience: describing briefly past and current experiences working with people
   - Professional goal statement: stating reasons for wanting to complete a bachelor's degree in applied psychology or communications

Undergraduate Certificate

No specific additional requirements are needed beyond the general admission requirements already mentioned in the introductory policy.

Upon completion of an undergraduate certificate program, credits may be applied to appropriate bachelor's degree programs if all other admission requirements have been met.

Admission of Non-Matriculated (No Intended Degree) Students To Graduate Careers

Graduate-level courses – No Intended Degree

Non-matriculated students who wish to take graduate-level courses must show proof of English proficiency and four-year or approved three-year bachelors' degree or equivalent from accredited or otherwise recognized institution. They will be designated in "No Intended Degree".

Admission Requirements for Graduate Degree and Certificate Programs in the School of Management, Gordon Albright School of Education, and the Division of Arts and Sciences

Admission to graduate-level degree and certificate programs requires that applicants hold four-year or approved three-year bachelors' degrees or equivalent from accredited or otherwise recognized institutions. Graduate students must have submitted transcripts providing proof that they hold bachelors' degrees before they will be allowed to register for courses in a graduate degree or certificate program. In addition, financial aid processing is not possible without a posted bachelor's degree. International students must have submitted transcripts indicating proof that they hold bachelors' degrees prior to the issuance of the U.S. Immigration Form I-20 for study in the United States, or prior to the issuance of the "Letter of Admission" for study in Canada.

Applicants holding bachelors' degrees of less than four years, or who do not have an approved three-year degree, may request special acceptance from the dean of the appropriate school. Please see the policy on admission exceptions via "Special Admission" to graduate degree and certificate programs for students holding less than approved bachelors' degrees.

In addition to proof of bachelors' degrees, applicants will complete or demonstrate the following:

1. Application form.
2. Nonrefundable application fee.
3. Official transcripts from all post-secondary educational institutions that are either regionally accredited (United States) or are recognized by the Ministry of Education (international) showing a minimum cumulative GPA of 2.0 or equivalent.
4. Meet English Proficiency requirements of the University.
5. Meet program-specific pre-requisite courses as applicable

Exceptions to the admissions criteria must be approved by the dean of the appropriate school.

No specific undergraduate emphasis or major is required for entrance into most graduate-level programs.

If available, reported scores on standardized entrance examinations such as the Graduate Record Exam (GRE), the Miller Analogies Test (MAT) and the Graduate Management Admissions Test (GMAT) may be submitted but are not required.

Admission Exceptions via "Special Admission" to Graduate Degree and Certificate Programs for Students Holding Less Than Approved Bachelors' Degrees

In accordance with the University's mission to maintain high academic standards while providing open opportunities to those who want to learn, students may pursue masters' degrees without four-year baccalaureate degrees from accredited or otherwise recognized institutions, but only in rare instances. Three-year degrees from selected countries are accepted. Other factors may influence acceptance of less than four-year degrees for admission.

If a student has neither a four nor an approved three-year degree and requests admission, the dean of the appropriate school will determine if the student may be offered "Special Admission".

Students holding professional designations may also apply for "Special Admission".

When a request is received, it is first reviewed by the Registrar then the dean, who will make a determination based upon the following criteria:

- Student has completed more than 135 undergraduate quarter credits from an accredited or otherwise recognized institution and achieved a GPA equal to or greater than the minimum GPA admission requirements of the programs;
- Student has provided three letters from references in managerial or professional positions who can attest that the student (a) has five years or more of relevant leadership experience; (b) has the speaking, writing, and quantitative skills to communicate, analyze, and problem-solve at a graduate level; and (c) maintains high ethical standards;
- Student submits a written statement outlining a significant project he/she has handled, citing how he/she has specifically exhibited graduate-level skills in communication and problem-solving; and
- Student is required to have a personal interview (or phone interview, when a personal meeting is impractical) with the school dean or designee.

If determined to be eligible for acceptance, the student will be provisionally accepted, with full-acceptance pending successful complete of two master's level courses in the program of study. Successful completion is defined as a 3.0 or higher grade earned in each course.

Special Provisions within Each School

School of Management (SOM)

Students who do not hold four-year baccalaureate degrees from accredited or otherwise recognized institutions, may apply for "Special Admission".

Albright School of Education (ASOE)

Special admission is not available to students in the Master in Teaching degree program. Students who apply for "Special Admission" will be required to have earned a 2.75 cumulative GPA in their undergraduate coursework.

Division of Arts and Sciences (DAS)

No special provisions.

Admission Requirements (Additional) to Graduate Degree and Certificate Programs in the School of Management

Graduate Degree

No specific additional requirements are needed beyond the general admission requirements already mentioned in the introductory policy, "Admission Requirements for Graduate Degree and Certificate Programs".

Supporting an "open-door" philosophy, students may enroll in graduate courses in the School of Management immediately after meeting the requirements indicated in the earlier policy and submitting the following additional application materials.

Graduate Certificate

No specific additional requirements are needed beyond the general admission requirements already mentioned in the introductory policy.

Upon completion of the graduate certificate program, credits may be applied to appropriate masters' degree programs if all other admissions requirements have been met.

Admission Requirements (Additional) to Graduate Degree and Certificate Programs in the Gordon Albright School of Education

Graduate Degree

Every applicant to the Master in Education (M.Ed.) and Master in Teaching (M.i.T.) degree programs and to Graduate Certificate programs is required to hold a bachelor's degree from a regionally accredited institution (United States) or institution recognized by the Ministry of Education (international). Applicants holding a bachelor's degree of less than four years or who claim other exceptions to this policy may request special acceptance from the Dean of the Albright School of Education. Please see the policy on admission exceptions via "Special Admission" to graduate degree and certificate programs for students holding less than approved bachelors' degrees.

Additional requirements for the M.Ed. and M.i.T. degree programs

1. Achieved a minimum 2.75 for bachelor's degree.
2. Three letters of reference reporting professional potential from:
   - School principal
   - Colleague or District-level administrator
   - Personal reference
3. Submit a two-page sample of previous academic writing in narrative form (term paper, publication, thesis, grant proposal, etc.).
4. Goal statement.
5. Current vita/resume showing education and experience.
6. History free from convictions of criminal misdemeanors and/or felonies (verification will be established by an FBI/WSP fingerprint check).
7. Completed Entry-Level Student Questionnaire (located on the website at www.CityU.edu/admissions/forms/admissions.htm or available from an Admission Advisor).
8. Interview with the Dean/Director or designee; interviews will be scheduled after receipt of application materials.
9. Written essay, one page in length, completed on-site in approximately 30 minutes, on one of the general questions provided by the program. The student should make arrangements to complete the on-site essay at the time of the interview.
10. Reflection on collaborative effort.

Additional requirements specific to the M.Ed. degree – Guidance and Counseling

1. Three letters of reference reporting professional potential (as noted above) related to the candidate's aptitude for becoming a school counselor.
2. Unofficial copy of undergraduate and graduate transcripts from institutions attended; official transcripts should be sent to the University Registrar.

Additional requirements specific to the M.Ed. Degree –Educational Leadership: Administrator Certification

1. Goal statement (as noted above) giving objectives for entering the principal's credential program at City University of Seattle.
2. Provide verification of prerequisite teaching or ESA experience (Form SPI/CERT 4001 F-C).
3. Provide copy of front and back of valid Washington State Teaching Certificate or ESA Certificate.
4. Submit an agreement of understanding between City University of Seattle and school district stating that the district is willing to provide an internship experience.

Additional requirements specific to the M.Ed. Degree – Reading and Literacy

1. Degree program is limited to candidates with a teaching credential.

Additional requirements specific to the Master in Teaching (MiT) degree program

1. Three letters of professional reference reporting professional potential (as noted above) and that address the applicant's successful experience working with children.
2. Writing sample (as noted above) of 300 words addressing, "Why I Want to be a Teacher",
3. Goal statement (as noted above) addressing, "My Goals as an Educator",
4. Undergraduate coursework must include five quarter credits with a minimal 2.0 grade in each of the following disciplines:
   - English Language Literacy (Reading, Composition, Communication or Literature),
   - Math (Geometry, Algebra or Statistics),
   - Social Studies (U.S. History, Geography, Economics or Civics)
   - Science (Life or Physical Science with lab)
5. Taken the Washington Educator Skills Test Basic (WEST-B).
6. Recent (within the last five years) successful experience working with children (i.e., instructional aide, Scouts, church groups, coaching, volunteer activities, etc.).
7. Detailed, chronological timeline of experience working with children

Graduate Certificate

Additional requirements specific to the Graduate Certificate – Professional Certification

1. Provide verification that the applicant holds a contract as a teacher in a public or State Board of Education-approved private school.
2. Provide verification that the applicant has met the employing district's requirements for provisional status or has completed a minimum of one year of satisfactory teaching for entry into the pre-assessment seminar (EPC 501), and
3. Submit two letters of reference from the following individuals stating readiness to begin the professional certification process.
   - School Principal
   - School District Director of Human Resources

Admission Requirements (Additional) to Graduate Degree and Certificate Programs in the Division of Arts and Sciences

Graduate Degree

Applicants to the following graduate-level programs in the Division of Arts and Sciences are expected to adhere to the following program-specific admission requirements.

Master of Arts Degree – Counseling Psychology

1. Achieved a minimum of 2.75 cumulative GPA in undergraduate course work.
2. Furnish three confidential letters of professional reference.
3. A writing sample defining professional goals and addressing past and current experience relevant to becoming a counselor. Guidelines for writing the sample paper will be sent from the academic advising office. The writing sample will be used to determine whether minimum qualifications have been met for admission to the program.
4. A current vita/resume.
5. Complete and sign a Background Information form and have a history free of convictions of criminal misdemeanors and/or felonies. Applicants who have such a history may be denied a professional credential at the state level (see RCW 18.130.) The Background Information Form must be submitted prior to the interview process.
6. Complete an interview with the Program Director, Senior Faculty or designee. The interview will be used to determine whether minimum qualifications have been met for admission to the program.

Graduate Certificate

No specific additional requirements are needed beyond the general admission requirements already mentioned in the graduate policy.

Admission of International Students to Study in the United States and Canada

Admission of Non-F-1 Student Visa Status International Students to Study in the United States

Students from other countries applying to study at City University of Seattle teaching locations in the United States, who hold visas other than F-1, must submit the following.

- International Student Application,
- Non-refundable application fee,
- Proof of English proficiency (see English Proficiency Policy),
- Official transcripts and diplomas from all colleges and universities previously attended, and official certified translations where necessary

Admission of F-1 Student Visa Status International Students to Study in the United States

City University of Seattle is authorized under Federal law to admit non-immigrant foreign students. In addition to the above requirements, F-1 visa status students must submit the following:

- Current bank statement and sponsor statement, if applicable
- Copy of U.S. Immigration Form I-94 if currently in the U.S. or upon arrival.

Transfer students are also required to submit:

- Copies of U.S. Immigration Form I-20(s) previously issued,
- Completed International Student Transfer Evaluation Form, and
- Copy of Employment Authorization Document, if applicable.

Upon meeting all admission requirements, the Form I-20 will be issued to the student. Students must present a Form I-20 to the nearest U.S. Embassy or Consulate to apply for an F-1 student visa. Students who transfer from other U.S. institutions are not required to leave the U.S. before starting their studies at City University of Seattle.

Admission of International Students to Study in Canada

The instructional locations in British Columbia and Alberta are authorized by the Canadian government to admit international students. Such foreign students who choose to study in Canada, and also Canadian students who transfer from other Canadian institutions must follow the same procedures as those who study in the U.S as follows:

- International Student Application form,
- Non-refundable application fee made payable in Canadian dollars is sent prior to receipt of the "Letter of Admission."
- Proof of English proficiency (see English Proficiency Policy),
- Official transcripts and diplomas from all colleges and universities previously attended, and official certified translations where necessary,
- Copy of the identification page of the student passport,
- Current bank statement and sponsor statement if applicable

Upon acceptance to City University of Seattle, students will be issued a "Letter of Admission." To obtain a student visa, this letter must be presented to the closest Canadian consular or immigration office.

Students should consult the International Student Advisor at the Vancouver B.C. teaching location. Also, students may visit the Citizen and Immigration Canada website for helpful information on studying in Canada.

http://www.cic.gc.ca/english/study/index.html

Practices applicable to International Students Studying in either the United States or Canada

Application Deadlines (U.S./Canada)

Consistent with the University's "rolling admissions" policy, international students may begin their studies in either the summer, fall, winter, or spring terms and must observe the following application deadlines.

All admission documents must be received at least 30 days prior to the start of the initial term of enrollment (60 days recommended for overseas applicants). Applications for study in the United States or Canada should be sent to the following addresses respectively.

International Student Office
City University of Seattle
11900 NE First Street
Bellevue, WA 98005 U.S.A.

(or)

789 Pender Street, Suite 310
Vancouver, BC V6C1H3, Canada

Summer Term (begins July 1)	Due June 1
Fall Term (begins October 1)	Due September 1
Winter Term (begins January 1)	Due December 1
Spring Term (begins April 1)	Due March 1

Bachelor Degree Programs for F-1 Students Studying On-site in the U.S.

International (F-1) students who plan to complete their entire program in the United Stated need to transfer a minimum of 45 lower division undergraduate credits in order to be accepted into City University of Seattle's bachelor degree programs. Students who do not have the minimum number of transfer credits are advised to take lower division courses by distance learning from their home countries prior to starting their programs on-site in the U.S.

Continuous Enrollment (U.S./Canada)

To maintain student F-1 visa status, United States and Canadian immigration laws require international students to be in continuous full-time enrollment.

City University of Seattle defines international student full-time status as follows::

- Undergraduate programs – fifteen (15) credits per term
- Graduate programs – six (6) credits per term
- English as a Second Language program – twenty (20) hours per week
- Distance Learning/online courses contribute to full-time status as defined by U.S./Canadian immigration regulations

Support Services (U.S./Canada)

The International Student Services Office helps international students adjust to life and study in the United States and Canada, offering assistance with the issuance and maintenance of student visas, academic counseling, and referral to appropriate agencies for health, housing, and other services.

Medical Insurance (U.S./Canada)

Before becoming enrolled, international students are required to present proof that they have active medical insurance. Details may be obtained through the International Student Services Office for a health insurance plan made available in cooperation with a private insurance company.

Employment (U.S./Canada)

United States immigration law prescribes the terms and conditions under which students holding the F-1 visa may be employed. International students are permitted to accept employment consistent with U.S. immigration regulations.

Canadian immigration law prescribes the terms and conditions under which students holding a visa may be employed. International students are permitted to accept employment consistent with Canadian immigration regulations.

Visiting International Students (U.S./Canada)

Undergraduate and graduate students from other countries who are pursuing degrees full-time at another institution are welcome to register for courses at City University of Seattle. As a visiting scholar, they are required to present a letter from the "home school" stating that they are in good standing and are eligible to take coursework elsewhere. Upon presentation of the letter and proof of English proficiency, students who are enrolled full-time at other institutions may register at City University of Seattle. Additional documentation may be required depending on the desired class/classes. City University of Seattle does not issue to visiting international students the U.S. Immigration Form I-20 in the United States or a "Letter of Admission" in Canada. A visiting international student is required to pay a non-refundable application fee.

Admission of Non-Matriculated (No Intended Degree Students) Taking Random or Continuing Education Courses that are Not Meant to Apply to Degrees or Certificates

City University of Seattle allows non-degree or certificate seeking students to enroll in courses at the University. Non-degree or certificate enrollees who wish to take undergraduate-level courses must show proof of English proficiency. They will be designated as "No Intended Degree".

Non-degree or certificate enrollees who wish to take graduate-level courses must show proof of English proficiency and hold a four year or approved three-year bachelors' degree or equivalent from accredited or otherwise recognized institution.

Non-degree or certificate enrollees who wish to take continuing education courses are not required to submit any required documentation unless otherwise noted by the individual courses entry requirements. Continuing education coursework is not applicable to degree or certificate study.

Transfer Credit Toward Advanced Standing

City University of Seattle grants academic credit and advanced standing toward degrees and certificates including:

- Appropriate courses satisfactorily completed at regionally or nationally recognized institutions.
- Acceptable scores on standardized examinations in college-level subjects.
- Completion of formal non-collegiate sponsored instructional programs.
- Courses from military service schools, as evaluated by the American Council on Education (ACE) and other agencies.
- Credit earned from an institution that has an approved joint, dual-delivery or articulation agreement with City University of Seattle.
- An evaluation of prior experiential learning at the postsecondary level.

Transcripts from Other Institutions

Students admitted to City University of Seattle as degree candidates, who have attended other collegiate institutions, are required to submit official transcripts of coursework completed at those institutions.

Official transcripts are those that carry the embossed seal of the institution and signature of the certifying school officer. They must be received by City University of Seattle in a sealed envelope. Photocopies of these transcripts are unofficial and unacceptable.

City University of Seattle does not solicit transcripts. Legally, students must request that official transcripts from former institutions and have them forwarded to the City University of Seattle Office of the Registrar. It is the student's responsibility to pay any transcript fees.

Once received, transcripts become the property of City University of Seattle and a part of the student's permanent file. Students who want to obtain copies of documents in their files must submit signed written requests in writing to the Office of the Registrar.

Transcript Submission Deadlines

Undergraduate students must submit all official transcripts from other institutions to the Office of the Registrar to receive transfer credit.

Graduate students must have submitted all official transcripts documenting completion and conferral of a bachelor's degree. Graduate students whose transcripts have not been received by this deadline will not be permitted to register for courses.

International students must have submitted all transcripts prior to the issuance of the U.S. Immigration Form I-20 for study in the United States, or prior to the issuance of the "Letter of Admission" for study in Canada.

Veterans must comply with additional transcript requirements and procedures as outlined in the "Veteran and Military Assistance" policy located in the Financial Policy section

Transfer Policies for Undergraduate (Associate/ Bachelor's) Degree Programs

Students who enter City University of Seattle as candidates for associate or bachelor degrees or for undergraduate certificates may have already completed courses at other educational institutions as documented by official transcripts. For courses to be transferred into undergraduate programs, students must have achieved 2.0 or better decimal grades or "C" or better alpha grades.

Students also may have participated in events outside of a classroom that would qualify as learning experiences worthy of credit. City University of Seattle contends that appropriate academic credit may be awarded for such experiences provided they are placed within a well-defined educational plan that is part of a structured degree program.

Associate Degree

Toward fulfillment of the requirements for associate degree programs, City University of Seattle will accept a maximum of 65 approved transfer credits from nationally accredited or globally recognized colleges, universities or other institutions. Of the 65 transfer credits, 25 may be awarded through PLA (Prior Learning Assessment) portfolios.

To obtain an associate degree, students must earn a minimum of 25 lower-division credits in "residency" or "inside enrollment" at City University of Seattle. This includes courses taken in any delivery format, including distance learning. The following degree program is an exception.

The Associate of Science degree in General Studies – Military Only will accept a maximum of 85 approved transfer credits. Only one five (5) quarter credit capstone course, which is the residency requirement, must be taken through the University.

If students apply upper-division transfer credits toward an associate degree, the credits may not be used again later to fulfill upper-division requirements for bachelor degree programs.

Bachelor's Degree

Toward fulfillment of bachelor degree requirements, City University of Seattle will accept a maximum of 135 approved transfer quarter hour credits from nationally accredited or globally recognized colleges, universities or other institutions. Students may therefore obtain advanced standing by transferring credits which may include a maximum of 90 lower-division quarter hour credits from two or four-year institutions. Of the total of 135 transfer quarter hour credits, 45 must clearly be upper-division credits transferred to apply to upper division elective credits or transferred by substitution, direct equivalency, waiver or from PLA (Prior Learning Assessment) portfolios and be equivalent to City University of Seattle courses, as determined by similar course numbers, titles or content.

To obtain a bachelor's degree, students must earn a minimum of 45 upper-division quarter hour credits in "residency" or "inside enrollment" at City University of Seattle. This includes courses taken in delivery formats, including distance learning.

For a second degree, major or emphasis, an additional 45 approved upper-division quarter hour credits may be transferred by way of substitution, direct equivalency or waiver.

The following program is an exception.

- The Bachelor of Science degree in General Studies accepts a maximum of 135 approved transfer quarter hour credits. Of these 135 credits, 90 are applied to lower-division and 45 must clearly be upper-division. The upper-division credits do not have to be directly equivalent to City University courses.

In addition to the transfer of 45 upper-division credits, please note the following program prerequisite exceptions.

- The Bachelor of Arts degree in Applied Psychology accepts only 80 lower-division quarter hour credits unless lower-division prerequisite requirements have been met.
- The Bachelor of Science degree in Accounting accepts only 85 lower-division quarter hour credits unless lower-division prerequisite requirements have been met.
- The Bachelor of Science-Computer Systems' degrees accept only 80 lower-division quarter hour credits unless lower-division prerequisite requirements have been met.

Undergraduate Certificate

Up to 25 percent of program credits may be accepted through transfer into undergraduate certificates.

Transfer Credit Toward Undergraduate Programs (from Institutions, Programs, and Special Means)

Transfer Credit from Post-Secondary Nationally Accredited Institutions

Credits earned at institutions accredited by nationally accredited bodies will be evaluated by the same criteria applied by City University of Seattle to credits transferred from regionally accredited bodies.

Transfer Credit from Technical and Vocational Institutions

Credits may be transferred from non-regionally accredited technical or vocational institutes, and similar specialized institutions that have been recognized by City University of Seattle and will be evaluated on the basis of a 16.5-to-1 ratio for lecture/theory classes taken after 1/1/1996, and a 90-to-1 ratio for laboratory classes or practica. A maximum of 90 lower-division credits may be attained in this way.

Transfer Credit from Accredited Associate Degree Granting Institutions

City University accepts up to 90 lower-division transfer credits, and/or associate degrees from regionally accredited or nationally recognized institutions. Students transferring associate degrees from accredited institutions will be accepted for upper-division studies.

For a Bachelor of Arts or Bachelor of Science degree, all students are required to meet the following general education requirements.

College Composition	5 credits
College Math (College Algebra)	5 credits
Humanities	15 credits
Social Sciences	15 credits
Natural Science/Mathematics	15 credits

Upper-division credit may be used to help fulfill general education requirements if not already fulfilled in lower-division/associate degree coursework.

Credit from State Approved/Authorized/Licensed Non-Accredited Institutions

Credits earned from state-approved, authorized, or licensed institutions that are non-accredited by any recognized accrediting body will be evaluated for transfer by City University of Seattle on a case-by-case basis.

Credit from Directly Equivalent Courses

Direct equivalence refers to a course successfully completed at another recognized institution, judged to be the same as a City University of Seattle course in terms of content, duration, level and credit value.

Students may petition to receive transfer credit for any course. If approved as a direct equivalent, credit is granted, eliminating the need to take the corresponding City University of Seattle course.

Credit for Non-Collegiate Sponsored Instruction

In the evaluation of awarding credit for non-collegiate sponsored instruction, City University of Seattle follows recommendations as determined and published by the Office of Educational Credit of the American Council on Education (ACE) and by the various State Education Departments' "Programs on Non-Collegiate Sponsored Instruction" (PONSI). Upon request, the University also provides its own evaluation of non-collegiate sponsored instruction that has been undertaken through local businesses, public agencies, health care and hospital facilities, and any organizations that regularly conduct formal, evaluated, in-house courses judged to be relevant to or congruent with City University of Seattle's degree programs.

Credit for Military Service School Experience

Learning acquired through military service schools that offer college-level work, as determined and evaluated by the Office of Educational Credit of the American Council on Education (ACE), will be credited toward undergraduate degrees. The credit recommendations of the Office of Educational Credit and Credentials (OECC) are contained in "The Guide to the Evaluation of Educational Experiences in the Armed Services."

Military credit requests should be submitted on an "ARTS" or "SMART" transcript. Army enlisted ratings (AER), Navy enlisted ratings (NER), Coast Guard enlisted ratings (CGR), military occupational specialties (MOS), and similar military designations, plus courses completed in the Defense Language Institute (DLI), which have been evaluated by ACE, are also accepted for credit.

Effective July 1, 2005, military credits will not be evaluated until a student has applied. Official military records must be submitted directly to City University of Seattle and requested by the student from:

General Services Administration
National Personnel Records Center
9700 Page Boulevard
St. Louis, Missouri 63132

Prior Learning Assessment (PLA)

City University of Seattle recognizes that learning occurs in many different ways and under varied circumstances. As a result, the University has designed its Prior Learning Assessment (PLA) program to enable students to earn college credits for knowledge acquired through documented experiential learning. The main principle underlying the assessment of prior learning is the belief that the knowledge acquired is more important than the location or the manner in which it has been learned. Through the PLA program, City University of Seattle awards certain types of demonstrable adult learning experiences with college credit.

City University of Seattle will award credit to undergraduate students who demonstrate the attainment of skills and knowledge equivalent to that of individuals who have satisfactorily completed specified portions of degree programs. These may be obtained through ways other than formal classroom instruction or sponsored, supervised, out-of-class learning.

Some students who have been away from formal education for some time find that the Prior Learning Assessment program assists them in their re-entry into academic life. Researching and writing a PLA portfolio directs a self-assessment of where one is educationally and where one needs to focus.

Associate's degree candidates may earn up to 25 credits by means of PLA portfolio. Bachelor's degree candidates may earn up to 45 credits by means of a PLA portfolio.

Students may earn college credits for a wide variety of courses in the PLA process, but some courses are not eligible for PLA, and others require the permission of the appropriate program manager.

Transfer Credit Toward Undergraduate Programs by Examination

City University of Seattle participates in several nationally recognized standardized testing programs. Such exams are designed, monitored, scored, averaged, and validated by prestigious and authoritative educational testing agencies and enjoy wide acceptance throughout higher education. Information is available from the Office of Admissions and Student Services. A list of the examinations recognized by City University of Seattle follows.

College Entrance Examination Board Advanced Placement Examinations (CEEB-AP)

The Advanced Placement Examinations were designed by the College Entrance Examination Board to enable students to pursue college-level studies while still in secondary school. They were specifically intended to stimulate both students and teachers to higher achievement and to help eliminate the needless duplication of studies later in college. Examinations in 13 different areas, such as biology, chemistry, classics, and European history, are available.

Advanced Placement exams are graded on a five-point scale in which one is the lowest and five is the highest. Students must achieve a minimum score of three to receive credit at City University of Seattle.

College Level Examination Program (CLEP)

Sponsored by the College Entrance Examination Board (CEEB), the College Level Examination Program (CLEP) affords students the opportunity to obtain lower division credit in a variety of college subjects, as well as through a series of general examinations which cover broad areas of general collegiate education. Preparation for CLEP exams may be based on self-study or prior formal instruction.

By successfully taking the CLEP General/Subject Examinations, it is possible to achieve up to 90 lower-division credits. City University of Seattle does not apply CLEP examinations to upper-division course requirements. CLEP examinations that duplicate lower-division course work previously transferred for credit will not be accepted.

CLEP tests are offered at testing centers across the nation and by special arrangement at military installations around the world. City University of Seattle accepts test scores regardless of where the tests were administered. CLEP sponsors two types of exams: (1) CLEP General Examinations and (2) CLEP Subject Examinations.

1. CLEP General Examinations

   The CLEP General Examinations provide a comprehensive measure of achievement in five basic areas of liberal arts and sciences. Each examination assesses the extent to which the student has mastered general knowledge in the area. City University of Seattle awards credit for these CLEP examinations according to the following standards.

Area of Study	Credits	Minimum Score
English Composition	9	420
Humanities	9	420
Mathematics	9	420
Natural Sciences	9	420
Social Science/History	9	420

   General Examinations are multiple choice and each has a 90-minute time limit. If all five sections are passed with a satisfactory score, it is possible to obtain up to 45 quarter credits, equivalent to one full year of college study.

2. CLEP Subject Examinations

   The CLEP Subject Examinations measure achievement in specific college undergraduate courses that are common at most U.S. institutions of higher education. The Subject Examinations stress understanding, the ability to perceive relationships and the grasp of principles, concepts and factual materials in individual subjects.

   Subject Examinations consist of multiple choice questions covering approximately 30 college-level subjects. To receive credit at City University of Seattle for these exams, students must earn a score equivalent to the minimum score recommended by the American Council on Education Guide (ACE.) The awarding of City University of Seattle credit generally follows CEEB recommendations.

Excelsior College Examinations (ECE)

Formerly administered by ACT-PEP, the battery of Excelsior College Examinations currently consists of 40 examinations designed for the recognition of college-level learning acquired outside the classroom. Excelsior College Examinations are now administered via computer at Prometric Testing Centers in the U.S., Canada, and the U.S. Territories. The tests are also administered worldwide in paper and pencil format through an agreement with the Defense Activity for Non-Traditional Education Support (DANTES) program. The tests are comprised of multiple-choice, essay, and mixed format items. ECE tests are available in many areas of the arts and sciences, business, education and nursing. Scoring is designed to estimate the ability level of the student's knowledge of the subject matter.

Defense Activity for Non-Traditional Education Support (DANTES) and United States Armed Forces Institute (USAFI)

The United States Armed Forces Institute (USAFI), formerly a U.S. Department of Defense organization, was created to provide opportunities for military personnel on active duty to continue their education. USAFI ceased operation in June 1974, and since that time Defense Activity for Non-Traditional Educational Support (DANTES) has assumed most of its testing functions and its educational support activities, such as record-keeping and transcript service including testing programs through which college credit may be earned. City University of Seattle awards credit for the following DANTES examinations.

- Subject Standardized Tests (DSST)
- End-of-Course Tests
- Subject Examinations

Credit from Diploma Nursing Schools

Registered nurses applying to City University of Seattle bachelors' programs may be awarded up to 90 lower-division quarter hour credits based on an evaluation of their diploma school records, or for satisfactory scores on standardized examinations such as the Nursing Mobility Profile II, and ECE (formerly ACT-PEP) exams, or both.

Transfer Credit from Thirteenth-Year International Programs

Applicants who hold thirteenth-year credentials, such as the Matura, Abitur, Advanced Level (A-Level), as tested through Cambridge International Examinations of Cambridge University, and International Baccalaureate (IB) may receive transfer credit toward advanced standing at City University of Seattle.

Appropriate thirteenth-year transfer credits may fulfill up to 25 of the 30 required lower-division General Education credits toward an associate's degree; and up to 45 of the 55 required lower-division General Education credits toward a bachelor's degree.

Transfer Policies for Graduate (Master's) Degree Programs

Students who have previously completed graduate-level coursework at recognized institutions may transfer up to a maximum of 12 approved credits toward a City University of Seattle master's degree, dependent upon the program. The 12 credits may be through substitution, direct\ equivalency or waiver and be equivalent to City University of Seattle courses, as determined by similar course numbers, titles or content. Course credits must reflect grades of 3.0 (B grade) or better. Certain degrees and program emphases may have specific transfer credit restrictions, such as those listed under each school below. Requests for exception must be obtained through the dean of the appropriate school.

To obtain a master's degree, students must earn the total required credits in "residency" or "inside enrollment" at City University of Seattle, less the 12 approved transfer credits gained through substitution, direct equivalency or waiver. This includes courses taken in all delivery formats, including distance learning.

For a second degree, major or emphasis, an additional 12 quarter credits or equivalent may be accepted in transfer.

Exceptions to the above transfer credit policy that may be the result of dual delivery, bilateral, joint delivered, and partnered agreement with articulation between City University of Seattle and another institution are described at the end of this policy.

Graduate Certificate

For a City University of Seattle graduate certificate, up to 25 percent of program credits may be accepted through transfer.

School of Management

Coursework transferred into the Master of Business (MBA) and Master of Science (MS) programs must be directly equivalent to the appropriate City University of Seattle course or be equivalent as determined by the dean of the School of Management. Of the maximum 12 credits that may be transferred in, depending upon the program, up to six elective quarter credits may be applied to the Master of Business Administration (MBA) program in the U.S.

Gordon Albright School of Education

Up to 12 quarter credits may be transferred into the Master of Education (MEd) degree providing:

- Credits were earned at a recognized, accredited institution,
- Credits older than six years have been approved by the Dean of the Albright School of Education,
- Credits were for "500" level courses or the equivalent as noted on the outside transcript or as stated in the outside institutional catalog,
- Credits were for courses that earned a 3.0 (B grade) or higher,
- Credits satisfy the requirements of the appropriate degree and program emphasis.

From the maximum of 12 transfer credits, dependent upon the program, up to six may be applied to satisfy the M.Ed. elective requirement. The additional six transfer credits may be accepted only if the Registrar verifies that they are directly equivalent to prescribed M.Ed. course requirements.

Credits earned in non-education business subjects and/or through an MBA degree program are not transferable into an M.Ed. degree program. Exceptions to this policy must be approved by the dean of the Albright School of Education and the Provost, Office of the Provost.

Division of Arts and Sciences

Course work transferred into the Master of Arts (MA) degree in Counseling Psychology or Master of Arts in Leadership must be directly equivalent to the appropriate City University of Seattle course or be degree equivalent as determined by the dean of the Division of Arts and Sciences.

Transfer Credit from Directly Equivalent Courses

Direct equivalence refers to a course successfully completed at another recognized institution, judged to be the same as a City University of Seattle course in terms of content, duration, level and credit value.

Students may petition to receive transfer credit for any course. If approved as a direct equivalent, credit is granted, eliminating the need to take the corresponding City University of Seattle course.

Exceptions for Dual Delivery, Bi-Lateral, Joint Delivered, and Partnered Agreement with Articulation.

Within a dual delivery, bilateral, joint delivered, or partnered agreement by means of articulation with another institution, by approval of the Provost, Office of the Provost and the appropriate school dean, City University of Seattle may exceed this transfer policy.

Student Identification Numbers

By law, for security purposes, effective 7/1/05, students will be assigned eight-digit identification numbers that will supplement their Social Security or Social Insurance number. Social Security numbers will still appear on the students' transcripts and will serve as a means for securing student records but will be treated confidentially and not used routinely.

Identification numbers will be required to:

- View City University of Seattle grades and other records on the web site;
- Register online;
- Gain online library access; and
- Receive other conveniences as they become available.

Students who need assistance obtaining their identification numbers may contact the Office of the Registrar or their advisor.

Financial Policy

City University of Seattle is a private, not-for-profit institution. Costs associated with the operation of the University and its academic programs are supported primarily by revenue from tuition and fees. City University of Seattle reserves the right to change the tuition and fee schedule for any given quarter without prior notice. After the beginning of a quarter, no changes in tuition or fees will be made which affect that quarter. The schedule of tuition and fees for fiscal year 2008/2009 (July 1, 2008 - June 30, 2009) is noted further in this chapter.

Students who enroll at City University of Seattle assume responsibility for the payment of all tuition and fees in accordance with the financial policies set forth below.

Tuition and Fee Variations

Regular Tuition and Fees (U.S. and Canada)

Regular undergraduate and graduate tuition rates apply to all sites in the United States and Canada, and cover all course formats, including day, evening and weekend classes, Distance Learning courses, mentored undergraduate or graduate research, internships, challenge exams, projects or theses, and university-level English as a Second Language courses.

International Tuition and Fees (Outside U.S. and Canada)

The tuition and fees charged for attendance at City University of Seattle's international instructional sites with the exception of Canada are established and may be collected in local currencies, and may also vary from U.S. tuition. Accordingly, they are set forth in country-specific brochures available upon request from the Office of Admissions and Student Services or the site offices in each of the respective international locations.

Specialized Tuition and Fees

City University of Seattle reserves the right to establish discounted tuition rates for partnerships, affiliated organizations, and employee benefit programs.

Specific Tuition, Fees and Charges

Specific program and course fees are outlined in the Tuition, Fees and Charges table of the City University of Seattle Catalog. These fees are subject to change each year.

Payment of Tuition and Fees

Tuition is due the 20th of the month prior to the month in which the course begins. All fees are due at the time they are incurred. Students are responsible for purchasing course materials and textbooks separately.

Paying in Person

Tuition is due the 20th of the month prior to the month in which the course begins. All fees are due at the time they are incurred. Students are responsible for purchasing course materials and textbooks separately.

Paying by Mail

All students except for Canadian students send payment to:

City University of Seattle
Attn: Business Office
11900 NE First Street, Bellevue, WA 98005

Canadian students send payment to:

City University of Seattle
789 W Pender St., Suite 310, Vancouver, BC V6C 1HR

(or)

City University of Seattle
1300 8th Street SW, Suite 630, Calgary, AB T2R 1BR

Paying by Phone

Contact the Business Office to make a payment by phone. We accept: VISA, MasterCard, American Express, and Discover Card.

Please note: Canadian students need to call the Vancouver, British Columbia or Calgary, Alberta sites to pay by phone.

Paying Online

Visit my.CityU.edu to make an online payment. We accept: VISA, MasterCard, American Express, and Discover Card.

Paying by Wire Transfer

International students needing to pay by wire transfer, please contact the International Admissions Office for more information.

Regulations and Action

A hold will be placed on any student account if a balance remains after the tuition due date for the current quarter or if there is a balance remaining after receiving third party payments. City University of Seattle reserves the right to cancel the enrollment of any student failing to meet the financial obligation incurred by registration. Such action may not however cancel the financial obligations the student incurred by virtue of enrollment. The University further reserves the right to withhold grades, statement of honorable dismissal, transcript of record, diploma, or withhold the right of registration for a subsequent quarter or course, until all outstanding charges have been paid and the student's account has been cleared.

The University will also exercise the aforementioned rights if any student loan account is found to be delinquent or past-due.

Pre-Payment of Entire Academic Program

A student wishing to pay the full cost of an academic program upon admission to the program may do so. Tuition collected would be placed in a reserve fund that would be drawn upon as the student makes sufficient academic progress and continues to register for courses within the program. The student may not stop out for more than two consecutive quarters at a time. Also, the student would not be eligible to receive financial aid.

Subsidiary Fees

Application Fee

All applicants to degree or certificate programs or to "No Intended Degree," whether full-time or part-time, submit a City University application form along with a non-refundable application fee. The form will be accepted only if accompanied by the fee. The fee covers the evaluation of incoming transcripts and/or standard administrative processing.

Please Note: The exception to this policy is that students in "No Intended Degree" (NID) who will be registering only for QUEST, or other approved Continuing Education courses will not be charged the application fee.

Late Registration Fee

A late registration fee per course will be assessed for any returning student not registering by the 20th of the month prior to the month in which a course starts.

Auditing Fee

Audit Fee – Alumni

City University of Seattle supports its alumni by providing graduates the opportunity to update knowledge and skills in their posted degree programs by auditing courses. Alumni, on a space available, not-for-credit basis, may audit courses.

To audit a course, alumni must contact an academic advisor to register. Former students will be registered after verifying appropriate degree postings on their student records. Alumni requesting audit status will be registered no earlier than the first night of class pending confirmation of space available. They will not be expected to participate in graded course requirements such as assignments, examinations, verbal and group activities. A modest fee per course is charged plus any applicable registration or other fees. Audit status course grades will be reflected by an "X" on official University transcripts. The grade has no credit value.

Audit Fee – Regular Student/Others

The option of auditing undergraduate and graduate courses is available to degree candidates and others whose objective is the acquisition of knowledge or skills that may be gleaned from instruction but who may not want to participate by undertaking the written assignments and examinations. The full regular tuition fee is charged per course plus any applicable registration or other fees. Students must check the "Audit" category when they register. Audit status course grades will be reflected by an "X" on official University transcripts. The grade has no credit value.

Degree and Diploma Application and Certificate Fees

Undergraduate and Graduate Degrees: Application for Diploma

Students who have completed the requirements for an associate, bachelor, or master's degree are required to submit a "Final Degree Audit Form" and pay a fee for the audit and posting process. Degrees will not be posted to students' transcripts if this step is omitted. If a student applies for a diploma in a second degree or second major, the audit/posting fee is assessed again. Each time a student applies for a new degree or major, the audit/posting fee will be assessed. Effective 7/1/2007, in cases where application is made concurrently for two or more degrees or majors, which are to be posted with the same conferral date, only one fee will be assessed for all.

Undergraduate and Graduate Certificate: Application for Certificate

Students who have earned undergraduate or graduate certificates are required to request initiation of the audit and posting process by submitting the "Final Certificate Audit Form." Certificates will not be posted to students' transcripts if this step is omitted. Effective 7/1/2007, there is no charge for the processing of certificates.

Criteria Applicable to Both Degree and Certificate Candidates

For degree/certificate candidates who have completed their academic requirements and have submitted their final degree/certificate audit forms, and fees if applicable, the degrees/certificates will be posted to their transcripts. If, however, students have outstanding financial obligations to City University of Seattle, their diplomas/certificates, and transcripts will not be released until their financial account is cleared. Degree candidates may however participate in the Commencement ceremony. Certificate candidates do not participate in Commencement.

Past-Due Account Balance Fee

Tuition is due the 20th of the month prior to month in which a course begins. All fees are due at the time they are incurred. If however, any part of the tuition and fees remain unpaid by the 30th day of the course session, the student will be assessed a carrying fee on the unpaid balance.

Returned Check Handling Fee

If for any reason a check made payable to City University of Seattle is returned or found uncollectible, the tuition (or fees) affected will be deemed unpaid. In addition, the University imposes a handling charge on all "NSF" or uncollectible checks.

Collection Fee

Delinquent accounts may be referred to a commercial collection agency and may be reported to national credit bureaus. If for any reason an account is sent to collections, a collection fee of $50.00 will be assessed to the student's account. All costs, expenses, and fees (including, but not limited to attorney fees, court costs, and other out of- pocket expenses) incurred by City University of Seattle in collection or attempting to collect a past-due account are the responsibility of the student, and shall be charged to the student's account.

Transcript Fee

Students wishing to order an official transcript will pay a $10 per transcript fee. There is no charge for an unofficial copy of a transcript. Transcript requests must be in writing and include the following information: student's name, student identification or social security number, signature, and a complete address where the transcript is to be sent. Transcripts may be mailed or picked up from the Office of the Registrar, but they may not be faxed.

Specific Program, Course and Operating Fees and Charges

Some programs and courses include fees and charges for specific additional services. These fees are listed in the Subsidiary Fees and Charges table of the City University Catalog. The charges are due at the time of registration and are subject to change each year.

Financial Assistance

Tuition Reimbursement and Third Party Billing

The tuition of many City University of Seattle students is paid by their employers through company tuition payment programs. Students are encouraged to check with their employers to find out whether such a program is available to them.

Employers may offer tuition reimbursement to students or direct billing from City University of Seattle as a third party payer. Direct billing is confirmed by means of a letter or voucher authorizing subsequent billing. Such letters or vouchers must be presented at time of registration. Any portion that is not covered by the student's employer becomes the student's responsibility and is due according to City University of Seattle financial policies. All grades, transcripts, diplomas, and certificates are subject to being withheld until payment in full is received from the third party payer.

Students receiving tuition reimbursement directly from their employers must pay for their tuition and fees according to City University of Seattle financial policies and apply for reimbursement through their organization.

Financial Assistance (U.S.)

City University of Seattle administers various types of federal and private financial assistance to help students achieve their educational and professional goals. The University also awards scholarships on the basis of financial need, demonstrated academic ability, and other criteria. To the extent of resources, the University is committed to sharing educational costs with students.

Financial assistance programs are administered impartially through the Office of Student Financial Aid which advises students on eligibility and application procedures.

Funds are awarded in an equitable manner based on availability to supplement a student's individual contribution by an amount determined an allowable educational expense.

Financial aid applicants may obtain City University of Seattle student financial aid info on the City University of Seattle web site. Students must apply annually for such assistance. A student is considered "on financial aid" when (1) a valid Institutional Student Information Record (ISIR) has been received and (2) the student is admitted to an eligible program. Once students are on financial aid they exclusively are responsible for keeping track of their courses and the balance due for those courses.

Eligibility for Federal Student Aid

All financial aid funds administered by City University of Seattle are awarded to students without regard to race, age, gender, ethnic origin, religion, handicap, sexual preference, veteran status, or any other condition extraneous to the purposes of an institution committed to equal opportunity in the pursuit of learning.

Consistent with U.S. government requirements, City University of Seattle limits all financial assistance awards to the costs of attendance.

A student is eligible for federal financial aid if the student:

1. Is a United States citizen, a resident of a Trust Territory, or has permanent resident status approved by the Immigration Department;
2. Has earned a high school diploma or equivalent;
3. Is admitted to an eligible degree program;
4. Is in compliance with U.S. Selective Service registration requirements;
5. Does not owe a refund on a previous federal Title IV grant or is not in default on Perkins (formerly National Direct Student Loans), Stafford (formerly GSL), SLS/PLUS Loans, or Ford Federal Direct loans;
6. Has maintained satisfactory academic progress and is in good academic standing;
7. Has a current Student Aid Report (SAR) on file in the Office of Student Financial Services.

Federal Assistance Programs (U.S.)

Pell Grants

A form of federal grant which does not need to be reimbursed, the Pell Grant helps qualified students with financial need to meet their educational expenses. This grant is available only to undergraduate students who have not completed a bachelor's degree. In addition, a student must complete at least 40 credit hours per award year (10 credit hours each of four quarters) to receive the maximum award.

Federal Supplemental Educational Opportunity Grants (FSEOG)

The FSEOG is a federal grant program for undergraduate students with exceptional financial need. FSEOG funds are limited, and Pell Grant recipients are accorded priority.

Federal Stafford Loans (Subsidized and Unsubsidized)

The Federal Loan program offers federally guaranteed educational loans for students whose cost of attendance cannot be met by other financial aid programs. Unsubsidized loans are available to eligible students regardless of income level. Students must maintain at least half-time enrollment to receive federal loans. Repayment of the principle of the loans is deferred while the student remains in school on at least a half-time basis (See Deferment of Student Loans section for more information). The Subsidized Federal Loan does not accrue interest during deferment periods. The program's loan limits are:

1. $3,500 a year for first-year undergraduates
2. $4,500 a year for second-year undergraduates who have earned at least 45 credits
3. $5,500 a year for students who have earned at least 90 credits
4. $8,500 a year for graduate students.

Additional unsubsidized federal loans are available in maximum amounts of:

1. $6,000 a year for first-or second-year undergraduates
2. $2,000 a year for undergraduate dependent students
3. $7,000 a year for students who have earned at least 90 credits
4. $12,000 a year for graduate students

These limits are subject to change by the U.S. Department of Education. Students receiving financial aid may have the amount of their loans limited to meet federal guidelines.

The PLUS / Grad PLUS Loan Program

The PLUS Program makes guaranteed loans available to the parents of dependent students and students pursuing a graduate or professional degree. Students or parents should contact the Office of Student Financial Aid for details on PLUS loans.

Federal College Work-Study Programs (FWS)

Students who have financial need and who wish to earn part of their educational expenses through salaried or hourly employment may qualify for the Federal College Work-Study program. Salaries will be based on the prevailing minimum wage, but also may be related to the type of work and any special skill required. Workstudy funds are limited.

Financial Aid Application Procedure

1. Apply for admission to City University of Seattle as a degree-seeking student. Financial aid will not be awarded until students are formally admitted.
2. Fill out the Free Application for Federal Student Aid (FAFSA), indicating City University of Seattle in the College Release Section (013022-school code). Students do not need to be formally admitted to submit the FAFSA application.
3. The Student Financial Aid Office will receive an Institutional Student Information Record (ISIR). The ISIR contains the necessary information to determine eligibility for the various federal financial aid programs.
4. Student is mailed a Student Financial Aid Award Letter. Students must notify the Office of Student Financial Aid either by accepting or rejecting the funds offered. Students who neglect returning their Award Letters may have their financial aid canceled.

Students must reapply for Financial Aid each award year. The entire financial aid process depends on thorough and accurate completion of financial aid forms, and prompt return of requested documents expedites the process. Students should contact the Office of Student Financial Aid if they have any questions.

Satisfactory Academic Progress

To be eligible for financial aid, students should review the Satisfactory Academic Progress policy available from the Office of Student Financial Aid. Satisfactory progress includes maintaining minimum GPA requirements, successfully completing the courses and completing all degree requirements in a timely manner.

Refund and Repayment

Students receiving financial assistance who withdraw from all courses in a quarter are subject to tuition refunds based on the refund policies dictated by federal guidelines. Dropping courses may affect students' eligibility for financial aid. Students dropping to less than half-time are subject to refund-repayment policies in compliance with Department of Education regulations. Students who withdraw from all courses prior to completing more than 60% of an enrollment quarter will have their eligibility for aid recalculated based on the percent of the quarter completed. Refunds are distributed to the Federal Financial Aid programs based on calculations prescribed by the Department of Education. Only if funds remain available after payments to federal programs will refunds be issued to the student.

Deferment of Student Loans

Students should contact their lender(s) to obtain information on rights and requirements for deferment of their prior student loans. Students are responsible for informing their lender(s) of any change in their deferment status, such as dropping to less than half-time enrollment. Requests for deferment through enrollment at City University of Seattle should be directed to the Office of the Registrar.

U.S. Veteran and Military Student Assistance (U.S.)

Veterans (Introduction)

The City University of Seattle Veterans Affairs Office assists veterans, active duty military personnel, students who are in the reserves of the United States Armed Services, and eligible dependents with the process of identifying and receiving tuition benefits. Federal guidelines with regard to educational benefits are also obtainable through an education advisor at the appropriate military station branch or the Veterans Administration Regional Office. Selected academic degree and certificate programs of study are approved by a Washington State Approving Agency for enrollment of those eligible for benefits under Title 38 and Title 10, U.S. Code.

Veterans Eligibility

Eligibility for education benefits to veterans and their dependents is determined by the Veterans Administration Regional Office which may be contacted directly, as follows:

Veterans Administration Regional Office
P.O. Box 8888
Muskogee, OK 74402-8888
1.888.442.4551
muskrpo@vba.va.gov

The City University of Seattle Veterans Affairs Office provides specific information about the types of available educational assistance.

Satisfactory Academic Progress

Students receiving veterans' education benefits are required to maintain satisfactory academic progress as defined in the "Academic Policies" section and per federal regulations. Federal regulations require the University to notify the Veterans Administration Regional Office whenever a student who is receiving benefits, (1) withdraws from a course, (2) receives a grade status marking that does not constitute credit earned, or (3) in the event a student receiving benefits is suspended for academic or disciplinary reasons.

Change in Veterans Status

All changes in status, for example, address, phone, active duty to either inactive duty or retirement, number of dependents, course withdrawals, dropping or adding courses, and other applicable changes, must be reported to the Veterans Administration Regional Office within five (5) calendar days of the change to avoid unauthorized payment of benefits and minimize the possibility of incorrectly mailed U.S. checks. Overpayment of benefits may result in a claim by the U.S. Government against the recipient.

Application for Veterans Benefits

Veterans and eligible dependents who elect to receive education benefits must notify the City University of Seattle Veterans Affairs Office each time they register for a course.

Education benefit payment checks are distributed subsequent to review of the certification document submitted by the University to the Veterans Administration Regional Office.

Canadian Veterans

Canadian veterans or eligible dependents who wish to obtain assistance should consult the local office of the Canadian Department of Veterans Affairs.

U.S. Military (Active and Reserve)

Military Tuition Assistance Programs

U.S. active duty and reserve military students are eligible for several types of tuition assistance that are offered by their active or reserve service member's command units. These are not benefits provided by the Department of Veteran's Affairs.

Foreign Veterans

Foreign veterans or eligible dependents who wish to obtain assistance should consult their appropriate governmental agencies.

Scholarship Programs

City University of Seattle Scholarships

Scholarships are need-based or merit-based and awarded throughout the year. Decisions are impartial and made by a Scholarship Committee appointed by the University President.

Students must apply and be accepted by City University of Seattle to be eligible for a scholarship. Applications may be obtained through the office of the Scholarship Chairperson, Office of Student Financial Aid, 11900 N.E. First Street, Bellevue, WA 98005.

City University of Seattle scholarships cover the cost of course tuition only. Scholarship awards may not be used for fees such as course challenges or Prior Learning.

Refunds

Tuition is refundable only when a student "officially" withdraws from a course according to the schedule documented in the refund policy. Students who are withdrawn from a course or courses for disciplinary reasons or a breach of conduct forfeit the right to a refund of any portion of their tuition and fees.

If students neither pay nor attend courses for which they are registered, they will be withdrawn from the courses for nonpayment and their accounts credited at 100% tuition. If students should attend courses without having paid for them, they will be withdrawn from the courses and their accounts credited according to the refund schedule.

To withdraw from a course, students must contact their Advisor or the Office of the Registrar to initiate the process. If a refund is eligible by University policy, the date that the student contacts the Advisor or the Office of the Registrar will determine the amount of the refund. Appeals solicited for extenuating circumstances (hardship, medical, or other related reason) requested outside of the refund schedule may require documentation pending decision of the University Withdrawal Committee.

All refunds solicited by students receiving financial aid will be referred to the Office of Student Financial Aid for review in accordance with relevant financial aid program requirements or governmental regulations.

If a student waits until the end of the term to withdraw from a course, there will be no course tuition refund or credit balance on the student's account. If repeating the course is needed, the student will be required to pay the tuition upon re-enrollment in the course.

When submitting refund requests, students may indicate their desired disposition of the funds. If no specification is received the refund will stay on student account. If reimbursement is requested and payment was originally made by credit card, the same account will be credited directly. Otherwise, students must indicate that they either elect to receive the refund by check or that they wish to keep the funds in their City University of Seattle account to be applied to the cost of future registrations. Any credit balances of less than one dollar ($1.00) that remain on students' accounts at the end of the fiscal year (6/30) will be written off.

Tuition Refund Schedule (General)

(A separate policy for Europe is detailed below.)

Refund begins on first day of session	Percentage of refund		
	100 %	50 %	0 %
10-week session	Up to Day 14	Day 15-30	31+ days
5-week session (1st)	Up to Day 7	Day 8-15	16+ days
5-week session (2nd)	Up to Day 7	Day 8-15	16+ days
20-week session	Up to Day 30	Day 31-60	61+ days

Course refunds are calculated from the start day of the session that the course falls within, not the start date of the course. Please see the website at http://www.CityU.edu/adm_tuition.htm or the portal at my.CityU.edu in Student Billing Links for the refund schedule by session.

Students receiving financial aid are referred to the Refund and Repayment Policy under Federal Assistance Programs in the financial section of this catalog.

Refund Policy for Students Attending in Europe

Refund begins on first day of session	Percentage of refund		
	100 %	50 %	0 %
10-week session	Up to Day 7	Day 8-28	29+ days
Weekend	Day1	Day 2-7	8+ days

Tuition, Fees and Charges

The following tuition rates are effective for the academic year 2008-2009. July 1, 2008 – June 30, 2009

REGULAR TUITION	U.S.
School of Management	
Undergraduate Business Programs per Credit	$324
Undergraduate Information Systems per Credit	$350
Full-time, Daytime Undergraduate per Credit	$204
Graduate Business and Leadership Programs per Credit	$548
Graduate Technology Programs per Credit	$600
ESL per Course	$595
Intensive Language Assistance per Course	$300
School of Education	
Undergraduate per Credit	$275
Professional Certification per Credit	$250
Non-Certification Programs per Credit	$415
MIT with Teacher Certification per Credit	$450
Graduate Certification Programs per Credit	$510
Executive Leadership per Credit	$550
Division of Arts and Sciences	
Undergraduate per Credit	$324
Graduate per Credit	$463
SPECIALTY TUITION	
Full-time Active Duty Military Undergraduate per Credit	$187
Full-time Active Duty Military Graduate per Credit	$306
FEES AND CHARGES	
Application Fee	$50
Audit Alumni per Course	$200
Challenge Course Fee	$300
Diploma Re-Issue Fee	$50
English Language Testing Fee	$30
ESL Lab Fee	$100
Final Degree Audit Application Fee	$100
Late Registration Fee	$100
Official Transcript Fee per Copy	$10
Placement File Service Fee	$50
Prior Learning Portfolio Fee: 0 - 15 Credit Evaluation	$500
Prior Learning Portfolio Fee: 16 - 30 Credit Evaluation	$1,000
Prior Learning Portfolio Fee: 31 - 45 Credit Evaluation	$1,500
Unpaid Bill Carrying Cost Fee	1%

REGULAR TUITION	CANADA
School of Management	
Undergraduate Business Programs per Credit (online)	$324
Undergraduate Information Systems per Credit (online)	$350
Graduate Business and Leadership Programs per Credit (online)	$500
Graduate Technology Programs per Credit (online)	$600
Intensive Language Assistance per Course	$300
School of Education	
Graduate per Credit	$400
Division of Arts and Sciences	
Undergraduate per Credit	$324
Graduate per Credit	$477
FEES AND CHARGES	
Application Fee	$50
Audit Alumni per Course	$200
Challenge Course Fee	$300
Diploma Re-Issue Fee	$50
English Language Testing Fee	$30
Final Degree Audit Application Fee	$100
Late Registration Fee	$100
Official Transcript Fee per Copy	$10
Prior Learning Portfolio Fee: 0 - 15 Credit Evaluation	$500
Prior Learning Portfolio Fee: 16 - 30 Credit Evaluation	$1,000
Prior Learning Portfolio Fee: 31 - 45 Credit Evaluation	$1,500
Unpaid Bill Carrying Cost Fee	1%

Academic Policy

City University of Seattle reserves the right to develop new or change existing academic policies pertaining to the relationship between the school and the enrollees. This entitlement includes tuition and fee schedules, enrollment, program and course offerings, graduation requirements, registration policies and procedures, and disciplinary actions.

Individuals admitted to study at City University of Seattle agree to be governed by such policies as are established by the University's Board of Governors and administration. The continuation of enrollment by students, the awarding of academic credit, and the conferring of degrees and certificates, are subject to University authority.

Official Registration

City University of Seattle considers a student officially registered once all applicable tuition and fees have been paid or arrangements for subsequent employer billing have been approved. Registration may be completed by phone, email, fax, mail, online or in person.

Satisfactory Progress

Students are required to make satisfactory progress in the degree and/or certificate programs in which they have enrolled. Satisfactory progress is defined as meeting minimum cumulative GPA requirements in addition to program specific performance requirements related to dispositions, internships, projects, and/or thesis. Undergraduate students must maintain a 2.0 cumulative GPA throughout their enrollment at City University of Seattle. Graduate students must maintain a 3.0 cumulative GPA throughout their enrollment at City University of Seattle.

Course Withdrawing or Adding

Students are held accountable for the completion of all courses in which they register.

A student enrolled in a course may withdraw for any reason without academic penalty provided written notice is received by the student's Academic Advisor and Financial Aid Counselor, if applicable, prior to 80% completion of the course. Course withdrawal requests that are received after 80% of the course has transpired may result in academic penalty. Once a grade has been posted to a student's academic record, the student may not withdraw from the course.

Withdrawal from a course concurrent with addition of a course is governed by the following rules.

- Changes in registration, when there is no academic or financial penalty, are expected to take place within the first week of the term and/or session.
- Changes in registration that take place after the first week of the session require tuition refunds that are governed by the Tuition Refund Schedule located in the Financial Policies and Financial Assistance section of the University catalog. Full tuition will be charged for the added course.

Exceptions to the above policy will be considered only in cases of extraordinary extenuating circumstances, or technical complications.

Enrollment at Another Institution Concurrently

It may be necessary for a student to take some courses at another recognized college or university. Such enrollment must be approved in advance by City University of Seattle's Office of the Registrar to ascertain its appropriateness in the fulfillment of City University of Seattle degree requirements.

Concurrent enrollment at City University of Seattle and a second recognized institution is subject to the University's full-time credit load policy which specifies that total course enrollments may not exceed fifteen (15) undergraduate or nine (9) graduate credits per quarter, without prior approval.

This credit hour limitation applies to concurrent enrollments as well. Students who enroll at other institutions without observing this policy do so without assurance that credits earned elsewhere will be accepted toward a City University of Seattle degree.

Discontinuous Enrollment

For various reasons, students occasionally find it necessary to "stop out". City University of Seattle accommodates such attendance but asks students to keep their advisors informed. Students should be aware that curricular changes may have been made during their absence that affect the conditions of their re-enrollment and the continued pursuit of their degree or certificate objective.

Students who are within two courses of graduating may complete degree requirements in the original program; however, students who have "stopped out" for more than two academic terms, during which time there may have been program revisions, or the program may have been closed, must continue under the new requirements of their programs. The University reserves the right to substitute applicable courses to help the student finish.

Veterans

Students with veteran's benefits are subject to different regulations concerning discontinuous enrollment and should consult the Veterans Affairs Office.

Active-duty Military Students (and Eligible Dependents)

Active-duty military students (and eligible dependents) with SOC agreements may stop out for up to two calendar years and still maintain the validity of their SOC agreements. After two years of non-enrollment, SOC agreements will no longer be valid.

English Proficiency

Because all courses at City University of Seattle are taught in English, all incoming students must demonstrate proficiency in English prior to enrollment for placement into an appropriate level of study. English proficiency guidelines, overseen by the Office of Academic Affairs, are listed below. Exceptions to this policy may be granted by the Director of English Language Programs or the appropriate school dean. The dean has final authority. Rare exceptions may be granted when a prospective student can demonstrate that he or she has met the English Language proficiency standard that will allow for academic success.

For the purposes of English proficiency placement, English speaking countries are defined as the United States, Canada, United Kingdom, Ireland, Australia, and New Zealand exclusively. City University of Seattle reserves the right to determine to what extent the language of instruction is English at individual institutions of education where applicants have studied.

English placement test scores are valid for 24 months only. ACCUPLACER scores and Test of English as a Foreign Language (TOEFL) Institutional Testing Program (ITP) scores are valid only if taken at City University of Seattle. The TOEFL internet-based test (iBT), TOEFL paper-based (PBT) and TOEFL computer-based test (CBT) or equivalent* test scores taken at or outside of City University of Seattle must be authenticated by the test publisher.

If proficiency placement test results are inconclusive, a 30-minute writing test and brief face-to-face interview may also be required prior to registration, at the discretion of the Director of English Language Programs.

Undergraduate Degree or Certificate Programs

College-level English proficiency for undergraduate degree or certificate programs (classroom or individual distance learning delivery modes) must be demonstrated prior to enrollment by submitting proof of one of the following:

1. Graduation from a high school in an English speaking country where the language of instruction was English unless the high school diploma was earned as part of an exchange program that required the student to study in an English-speaking country for two years or more, or
2. Having earned a minimum of 45 quarter degree credits (or 30 semester degree credits) at an accredited or City University of Seattle recognized institution in an English speaking country where the language of instruction was English, and has made satisfactory progress (cumulative GPA 2.0), or
3. Having earned a minimum of 45 quarter degree credits from City University of Seattle regardless of location, and have a cumulative GPA of at least 2.0, or
4. Having successfully completed Level 6 of the City University of Seattle ESL program or the appropriate level of a City University of Seattle recognized ESL program, or
5. Having earned minimum ACCUPLACER scores of 80 in Reading Comprehension and 8, 9 or 10 in Writing, or
6. Having earned a minimum TOEFL or equivalent score* of 540 on the ITP or PBT.

Regular Graduate Degree or Certificate Programs**

College-level English proficiency for regular graduate degree or certificate programs (classroom or individual distance learning delivery modes) must be demonstrated prior to enrollment by submitting proof of one of the following:

1. Having earned a bachelor's or master's degree from an accredited or City University of Seattle recognized institution in an English speaking country where the language of instruction was English, or
2. Having earned a bachelor's or master's degree from City University of Seattle regardless of location.
3. Having earned minimum ACCUPLACER scores of 104 in Reading Comprehension and 9 or 10 in Writing, or
4. Having earned a minimum TOEFL or equivalent score* of 567 on the ITP or PBT.

Tutorial Distance Learning (TDL) or Enhanced Tutorial Distance Learning (ETDL) Graduate Degree or Certificate Programs**

College-level English proficiency for Tutorial Distance Learning (TDL) or Enhanced Tutorial Distance Learning (ETDL) graduate degree or certificate programs (where language assisted graduate programs are not available) must be demonstrated prior to enrollment by submitting proof of one of the following:

1. Having earned a bachelor's or master's degree from an accredited or City University of Seattle recognized institution in an English speaking country where the language of instruction was English, or
2. Having earned a bachelor's or master's degree from City University of Seattle regardless of location.
3. Having earned minimum ACCUPLACER scores of 90 in Reading Comprehension and 9 or 10 in Writing, or
4. Having earned a minimum TOEFL or equivalent score* of 550 on the ITP OR PBT.

Language Assisted Graduate Degree Programs**

College-level English proficiency for language assisted graduate degree or certificate programs must be demonstrated prior to enrollment by submitting proof of one of the following:

1. Having earned a bachelor's or master's degree from an accredited or City University of Seattle recognized institution in an English speaking country where the language of instruction was English, or
2. Having successfully completed Level 6 of City University of Seattle's ESL program or the appropriate level of a City University of Seattle recognized ESL program, or
3. Having earned a minimum of 45 quarter degree credits (or 30 semester degree credits) at an accredited or CityU recognized institution in an English speaking country where the language of instruction was English, and having made satisfactory progress (cumulative GPA 2.0), or
4. Having earned minimum ACCUPLACER scores of 80 in Reading Skills and 8, 9 or 10 in Writing, or
5. Having earned a minimum TOEFL or equivalent score* of 540 on the ITP or PBT.

English as a Second Language

Placement into the City University of Seattle English as a Second Language (ESL) program will be made by either a TOEFL score, ACCUPLACER score, or equivalent examination* score as follows:

TOEFL ITP & PBT (Section 1-3 only)	Minimum Score
Level 6	510
Level 5	480
Level 4	450
Level 3	420
Level 2	350

ACCUPLACER		
	Minimum Average Score	Lowest Score on Any Section
Level 6	100	90
Level 5	95	85
Level 4	85	75
Level 3	70	60
Level 2	60	50

The above ACCUPLACER examination chart shows minimum scores required for each level, rounded up or down to the nearest whole point. The minimum average is derived from the raw scores of both examinations. The minimum average score must be earned at the same testing session. Students who do not meet the minimum average scores may be re-tested once within a two-week period; however, not on the same day that the first examinations were taken. Students may not use a combination of test scores from different testing dates to place in a higher level.

For a student to qualify at a particular level, no individual test scores may fall below the "Lowest acceptable score." For example, a student scoring 120 + 100 + 85 would earn an average score of 101.7 but would not qualify for Level 6 because the third score had fallen below 90. Therefore, the student would be placed in Level 5. Because the "Minimum average of raw score" is derived from the same testing session, if a student received the scores mentioned above (120 + 100 + 85), was re-tested and scored 90 + 100 + 100 the second time, the student would still be placed in Level 5.

City University of Seattle TOEFL Equivalencies*

The concordance of TOEFL scores is as follows:

TOEFL Paper-Based	TOEFL (CBT) Computer-Based	TOEFL (IBT) Internet-Based
567	227	87
550	213	80
540	207	76
510	180	64
480	157	55
450	133	46
420	110	37
350	63	20
Below 350	Below 63	Below 20

Examples of TOEFL Equivalencies

Any one of the following equivalency tests may be used with the corresponding paper-based TOEFL score concordances:

University of Cambridge ESOL Exams — A or C pass required	TOEFL Paper-Based
C2 ALTE Level 5 (Certificate in English Proficiency)	567
C1 ALTE Level 4 (Certificate in Advanced English)	540
B2 ALTE Level 3 (First Certificate in English)	510
B1 ALTE Level 2 (Preliminary English Test)	450

IELTS International English Language Testing System	TOEFL Paper-Based
"Band 7"	567
"Band 6.5"	550
"Band 6"	540
"Band 5.5"	510
"Band 5"	480

CAEL Canadian Academic English Language Assessment		TOEFL Paper-Based
Overall 60	Writing 60	540
Overall 65	Writing 65	550
Overall 70	Writing 70	567

Washington Educators Skills Test WEST-B	TOEFL Paper-Based
OSPI Passing Schools on Reading and Writing Sections	540

ELPT English Language Proficiency Test	TOEFL Paper-Based
Listening Level H and Reading Level H	540

*Refer to City University of Seattle TOEFL equivalencies

**Individual graduate schools may have additional application requirements.

Library Component

The University has adopted a policy that requires all undergraduate and graduate students, where appropriate, to design, write and submit a library-supported, written assignment in every credit-bearing course that is not clearly and exclusively quantitative in nature.

Computer, Internet Access, and Email Account Requirement

City University of Seattle requires every student to own or have access to a computer that is capable of performing University functions according to technology standards set by the University.

Each student is required to maintain a web portal account and an email account that is provided by City University of Seattle. The City University of Seattle web portal and email systems are the primary medium for communication of official University correspondence, such as but not limited to policy changes, billing notices, registration notification, various guidelines and any information considered important.

Credit Definition

A credit is a unit of measure used to determine progress toward a degree. City University of Seattle awards quarter credits. Other universities and institutions of education may use different individually defined units of measure in the awarding of credit. Still others use neither the quarter nor semester system but have their own individual definitions for one unit measure of credit.

One City University of Seattle quarter credit is equivalent to a minimum of ten hours of course work. Each quarter credit awarded typically represents ten hours of course work plus an additional twenty hours of time spent studying, researching and completing assignments.

To calculate/convert, the following apply.
Equivalency of one unit of measure.

- One "semester credit" multiplied by two-thirds equals one "quarter credit".
- One "quarter credit" multiplied by one and one-half equals one "semester credit"

Formula for Conversion of Total Units of Measure

- Total "semester hours" multiplied by one and one-half equals total "quarter credit hours". (For example, six semester credits equal nine quarter credits.)

Credit Completion Relating to Undergraduate Year/Level

The following number of credits earned represents a student's year or level toward degree completion.

- Up to 45 credits completed, a student is considered first year status, "Freshman."
- After 45 credits are completed, a student is considered second year status, "Sophomore."
- After 90 credits are completed, a student is considered third year status, "Junior."
- After 135 credits are completed, a student is considered fourth year status, "Senior.""

Credit and "In Residency" Requirement for Degrees and Certificates

Associate degrees require completion of 90 approved quarter credits of which a maximum of 65 may be transferred in; a minimum of 25 credits must be earned in any mode, at any delivery location, in enrollment residency at City University of Seattle. For military students, within the Associate of Science degree of General Studies, a maximum of 85 approved quarter credits may be transferred in; a minimum of five (5) credits must be earned in enrollment at City University of Seattle.

Bachelor's degrees require completion of a minimum of 180 approved quarter credits, of which a maximum of 135 may be transferred in; a minimum of 45 upper-division credits must be earned in any mode, at any delivery location, in enrollment residency at City University of Seattle.

Master's degrees require completion of a minimum of 45 or more approved quarter credits, depending on a student's prior academic preparation and depending on the program in which the student has enrolled. In a 45 credit program, a maximum of 12 quarter credits may be transferred in; a minimum of 33 credits must be earned in any mode, at any delivery location, in enrollment residency at City University of Seattle.

Certificate programs, at both undergraduate and graduate levels, require that a minimum of 75 percent of the required course work is earned in any mode, at any delivery location, in enrollment residency at City University of Seattle.

Full-Time Credit Load

For undergraduate students, City University of Seattle recognizes ten (10) credit hours per quarter to be considered full-time. The maximum allowed is fifteen (15) credit hours per quarter. For graduate students, City University of Seattle recognizes six (6) credit hours per quarter to be considered full-time. The maximum allowed is nine (9) credit hours per quarter.

Credit Load Policy for Students Receiving Veterans Benefits

Undergraduate students with veteran's benefits are considered enrolled per quarter according to the following schedule:

Enrollment	Quarter Credits
Full-time	12
3/4 time	9-11
1/2 time	6-8
Less than 1/2	4-5
1/4 time	1-3

Graduate students with veteran's benefits are reported according to the regular institutional definition of full-time.

Students should consult with the Veterans Affairs Officer regarding definitions of full-time load and different limitations of maximum credit enrollments.

Credit Load for Students Receiving Financial Assistance

Both undergraduate and graduate students receiving financial assistance should consult the Office of Student Financial Services to determine whether they are subject to different definitions of fulltime load and different limitations of maximum credit enrollment.

Credit Load for International Students

International students attending City University of Seattle on a student visa are required to attend on a full-time basis as defined by U.S. Immigration Regulations.

Undergraduate students must enroll in fifteen (15) quarter credits to be considered full-time.

Graduate students must enroll in six (6) quarter credits to be considered full-time.

International students must attend on a full-time basis three of the four academic quarters in order to maintain "active" status with immigration authorities. All other credit load policies remain the same for international students.

Credit Overload Consideration

The maximum credit load per quarter is fifteen (15) quarter credits for undergraduate, and nine (9) quarter credits for graduate students. Requests by students to exceed these limits may be approved by the dean or designee of the appropriate school on a case-by-case basis.

Undergraduate students may qualify for a credit overload if, while enrolled at City University of Seattle, they have maintained at least a 2.5 cumulative grade point average for 20 quarter credits; graduate students at least a 3.25 cumulative grade point average for twelve (12) quarter credits.

At the discretion of the dean or designee of the appropriate school, undergraduate and graduate students who qualify under the above description may apply for course overloads.

Permission to exceed the maximum credit load is extended to a student for one quarter only and is subject to review as the student's circumstances change.

Students enrolled exclusively in a cohort program may exceed the established credit load policy on an exception basis depending upon the program's pre-approved schedule rotation.

Students Receiving Financial Assistance

Both undergraduate and graduate students receiving financial assistance should consult the Office of Student Financial Services to determine whether they are subject to different limitations of maximum credit enrollment.

Course Information

Course Delivery Formats

City University of Seattle offers programs of study taught in a variety of formats to allow optimal access and flexibility for students.

Although this variety of formats covers a range of fully in-class formats, fully online formats, and formats that combine the two, these formats can be organized into two main categories:

- In-Class programs: Courses meet 51% or more of the time face-to-face.
- Distance programs: Courses meet less than 51% of the time face-to-face.

Attendance Policy for Mixed Mode, Online and Correspondence Courses

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. At the beginning of each course, the instructor will inform students of the relevance of class attendance/contact with regard to determination of the final grade.

The Department of Veterans Affairs (VA) requires documentation of course attendance/contact for students receiving VA benefits.

The U.S. Department of Education requires documentation of course attendance/last day of contact for students who receive federal financial aid and are seeking a refund.

It is the student's responsibility to officially withdraw from a course in which the student has enrolled but does not intend to continue. If a student vanishes before 60% of the course has transpired, has not done the work, and fails to initiate the procedure for official course withdrawal a grade of 0.0 or UW will be awarded.

If the student's attendance/contact has been documented through 60% or more of the course, but the student has not been diligent about turning in the required assignments according to the course syllabus, the final grade will be awarded based on the work completed.

Mixed mode:

Mixed mode courses combine learning in classroom settings and online. When 20% or more of a course is missed consecutively and there has been no contact with the instructor, students may be withdrawn from the course according to the refund policy for course withdrawal. Attendance is documented on an official Class Attendance Record.

Online (web-based) Distance Learning courses:

Students taking online Distance Learning courses who have consecutively missed 20% or more of the course and there has been no contact with the instructor, may be withdrawn from the course according to the refund policy for course withdrawal. Contact and participation are officially documented by the Instructor of Record (IOR.)

Correspondence Distance Learning (DL) courses:

Students taking courses in the correspondence DL format are required to make contact with the instructor at the end of the first week. If there has been no contact after two (2) consecutive weeks of a ten-week correspondence DL course, or after four (4) consecutive weeks of a 20-week correspondence DL course, the instructor will notify the University that the student has missed 20% or more of the course, that there has been no contact, and the student will be withdrawn from the course according to the refund policy for course withdrawals. Contact and participation is documented on an official Class Attendance Record.

Military students are exempt from this policy for 20-week courses.

Undergraduate Students in Graduate Courses

Normally, a candidate for an undergraduate degree or certificate is not permitted to enroll in a graduate-level course. However, under rare circumstances the dean of the appropriate school may be petitioned if an undergraduate student is in the final term of study wanting to be permitted simultaneous enrollment in undergraduate and graduate courses and has applied for subsequent admission to a graduate degree or certificate program. This can only happen if the student (1) meets all qualifications and (2) is registering into an appropriate program. This exception does not apply to students who are receiving financial aid.

A graduate-level course may not be counted toward fulfillment of both graduate and undergraduate degree or certificate requirements.

Graduate Students in Undergraduate Courses

While in a graduate degree, certificate or no intended degree programs, a student may also enroll in an undergraduate course either because of a particular interest in the subject matter or because the undergraduate course is viewed as an appropriate preparatory area of study for a needed graduate course. No prior approval is required for such enrollment.

Accordingly, for a graduate student to enroll in both graduate and undergraduate-level courses, the student must be enrolled in both graduate and undergraduate-level career programs at the same time. This would constitute enrollment at an additional degree, certificate, or no intended degree career program at the undergraduate level.

Undergraduate courses may not be counted toward fulfillment of graduate degree or certificate requirements with the following exception for required prerequisite courses.

Undergraduate-Level Prerequisite Course Exceptions with Selected Graduate Degrees

All lower-division undergraduate-level courses taken at City University of Seattle as prerequisites to some graduate degree programs are considered part of the graduate programs and are included in the graduate cumulative GPA. If the courses have been transferred in, they are not counted in the graduate cumulative GPA.

The Department of Veterans Affairs will support the enrollment of a first-quarter graduate student in an undergraduate course if it is for the purpose of fulfilling a deficiency in preparation for a required graduate course.

Continuing Education Course Credit

The credit and grades earned from Continuing Education courses will enter the cumulative GPA. Effective 7/1/2005, City University of Seattle continuing education credit when accepted into a student's degree or certificate program will be calculated into the students' cumulative grade point average (GPA).

Course Waiver

When appropriate, students may request waiver of a required course. A waiver will be granted only for formal course work or experience which, in the judgment of the appropriate school dean or designee, is directly related to a City University of Seattle required course.

A waiver does not grant credit but merely eliminates the necessity of enrolling in the required course. The student must either enroll in another City University of Seattle course of equal level and credit or transfer an approved course of equal level and credit to fulfill the total number of credits required for the degree. Undergraduate students are limited to nine (9) upper-division courses (45 credit hours) per degree; graduate students are limited to four (4) courses (12 credit hours) per degree. These limits apply to course waivers, course substitutions, and direct equivalents or any combination of the three.

To request a course waiver, the student must submit a "Petition for Course Waiver, Substitution or Sequence Change" form.

Course Substitution

When program changes or other circumstances warrant, undergraduate and graduate students may wish to request the substitution of one City University of Seattle course for another. To do so, students must submit a "Petition for Course Waiver, Substitution or Sequence Change" form.

Undergraduates are limited to nine (9) upper-division courses (45 credit hours) per degree; graduate students are limited to four (4) courses (12 credit hours) per degree. These limits apply to course substitutions, course waivers, and direct equivalents or any combination of the three.

Course Repetition

A course that has been failed must be repeated if it is required in the student's academic degree/certificate program. Required undergraduate-level courses in which a grade of less than 2.0 has been received may be repeated. Required graduate-level courses in which a grade of less than 3.0 has been received may be repeated.

Students may take the same course a maximum of three times. Therefore, a course may be repeated a maximum of two times. If the minimum passing grade is not received after the first attempt, the student may retake the course a second time. If the minimum passing grade is not received after the second attempt, and the course has been successfully passed outside of CityU, it will be transferred. If the student has neither passed nor transferred the course and wants to receive a degree, a change of academic program may be necessary. Exceptions may be granted by the appropriate school dean.

Student teaching may be attempted at CityU two times and may not be transferred from outside institutions.

The first, second and/or third grade for a repeated course will all appear on the student's transcript; however, the decimal value of only the most recent grade earned will be included in the calculation of the cumulative grade point average.

Once a degree/certificate has been granted, the grades earned for the courses within that degree/certificate program are locked into the degree and may not be repeated afterward with the intent of raising the grades and subsequent cumulative GPA.

Students who are repeating a course must complete the registration procedure and pay the course tuition and fees again.

Students may wish to repeat a course by "audit status." Audited courses are not graded and would not count as one of the three attempts.

Students receiving veterans benefits should note that the repetition of a course must be reported by the University to the Department of Veterans Affairs and that receipt of benefits may be affected.

Course Challenge

Degree or certificate-earning students may attempt a "Course Challenge" in lieu of taking a course if the student believes that prior learning or experience has provided sufficient background in the course subject matter to anticipate a successful challenge. Students wanting to challenge a course should (1) contact an advisor who will (2) submit a "Petition for Course Challenge" to the Registrar, then (3) it will be sent to the appropriate school dean or designee for approval, construction and administration of the challenge, and finally (4) be sent back to the Registrar for posting of the grade and filing the documentation. A fee will be assessed based on the annual schedule of tuition and fees. An appropriate challenge activity will be prepared to test for knowledge or skills equivalent to the quarter-end requirements expected of those who have completed the course.

Course Challenge may not be taken for courses attempted at City University of Seattle or that have been transferred in from other recognized institutions.

Course Challenges are graded Pass/No Pass (P/NP). If the challenge receives a passing grade (undergraduate, 2.0 or above; graduate, 3.0 or above), the course is considered to have been completed successfully, is recorded on the transcript, and there is no additional charge. If the challenge results in a No Pass (NP) the student must enroll in the course and pay all regular course fees. Repetition of a failed course challenge is not permitted.

- Students earning an undergraduate degree may attempt a maximum of six (6) different course challenges.
- Students earning an undergraduate certificate may attempt a maximum of two (2) different course challenges.
- Students earning a graduate degree may attempt a maximum of four (4) different course challenges.
- Students earning a graduate certificate may attempt a maximum of one (1) course challenge.

Course/Program Teach-Out in Degree/Certificate Programs that have been Closed

Degree/Certificate Programs That Have Been Closed

Degree/certificate programs may be closed for a variety of reasons. Students who remain in discontinued programs will be provided the opportunity to complete the original program requirements after the date of program closure as follows: undergraduate – three years; graduate - two years. A course teach-out schedule will be provided to all eligible candidates. Students may remain in the teach-out program provided that they continue actively enrolled and do not stop-out for more than two consecutive quarters. As appropriate, matrices will be created to provide students with parallel updated courses.

Returning students who have stopped-out for more than two consecutive quarters in a discontinued program may be provided with a different program plan that is as closely related as possible to their original program. Students eligible for teach-out will be notified in writing of the teach-out schedule and will also receive an updated program plan matrixing the substitute courses.

Cancelled Courses in an Ongoing Degree/Certificate Program

When a course is cancelled within an open degree/certificate program, it is matrixed into a new course substitution and then discontinued immediately. Exceptions to this practice are technical courses that require significant pre-requisite or content knowledge in which case the student will continue in the current course track to completion, for example computer systems (CS) courses.

Courses That are Not Aligned with Specific Degree/Certificate Program Requirements

The cancellation of courses that are not aligned with specific degree/certificate program requirements are discontinued immediately.

Degree Requirements

Program Registration Limitation

Students may declare a maximum of one degree and certificate program at the same career level at any one time. When one degree and/or certificate is completed, another degree and/or certificate may be added.

Following are examples of the terminology for individual degree and certificate programs.

- First undergraduate or graduate degree/first major
- First undergraduate or graduate degree/second major
- Second undergraduate or graduate degree/major
- First undergraduate or graduate certificate/emphasis
- Second undergraduate or graduate certificate/emphasis

Degree and Certificate Completion Requirements

Students are eligible to receive degrees and certificates from City University of Seattle if they have satisfactorily met the following general requirements:

1. All admissions requirements.
2. All degree and/or certificate requirements.
3. Achieved the minimum cumulative grade point average for all coursework completed at City University of Seattle, which is 2.0 for undergraduate programs; 3.0 for graduate programs.
4. Fulfilled all financial obligations to City University of Seattle.
5. Submitted the graduation application form and paid the appropriate fee for either a degree or certificate.
6. Satisfied state requirements related to particular certification programs as applicable.

Degree and certificate offerings, courses, course sequences, curricula and the terms and conditions of enrollment may change. The University makes every effort to keep students informed of any changes. As a general rule, students who remain continuously enrolled follow the requirements in effect at the time they first enrolled as a degree or certificate candidate.

The Office of the Registrar provides each student with a program plan and updates and revises the program plan as needed. Responsibility for fulfilling the requirements for a degree, however, ultimately rests with the student.

Note: Undergraduate certificates containing less than 25 credits and graduate certificates containing less than 15 credits are ineligible for federal funding.

Undergraduate General Education Requirements

Basic to an undergraduate education is a foundation of General Education. The University requires all candidates for undergraduate degrees to satisfy the following minimum General Education requirements:

College Writing Composition	5 credits
College Math (College Algebra)	5 credits
Humanities	15 credits*
Social Sciences	15 credits*
Natural Sciences/Mathematics	15 credits*

*Some credits may be satisfied with upper division courses which are part of the student's program.

College Composition is defined as courses that stress written communication, and must be equivalent to the University's ENG 211 course. College Mathematics must be equivalent to the University's MTH 155 course. Students must complete courses in at least two separate disciplines within the Humanities, Social Sciences, and Natural Sciences/Mathematics.

Traditionally, the three broad areas of General Education include, but are not limited to, the disciplines below:

Humanities

- Communications
- Drama/Theater
- Languages
- Literature
- Music
- Philosophy/ Logic
- Speech
- Theology

Social Sciences

- Anthropology
- Economics
- Ethnic Studies
- Geography
- History
- Linguistics
- Political Science
- Psychology
- Sociology

Natural Sciences/Mathematics

- Astronomy
- Biology
- Botany
- Chemistry
- Computer Science
- Geology
- Mathematics
- Meteorology
- Oceanography
- Physics
- Quantitative Logic
- Statistics

General Education requirements may be fulfilled by any of the following, singly or in combination:

1. City University of Seattle lower- or upper-division courses, as designated; some undergraduate programs allow students to satisfy certain General Education requirements through upper-division course work.
2. Courses completed at other recognized institutions.
3. Standardized examinations in appropriate subjects.
4. Prior Learning Assessment (PLA).

Students working toward an Associate of Science degree in General Studies must complete a different set of general requirements as explained below. These students must complete 30 quarter credits, including:

College Writing Composition	5 credits
College Math (College Algebra)	5 credits
Humanities	5 credits
Social Sciences	5 credits
Natural Sciences/Mathematics	5 credits
Electives (from any of the required areas)	5 credits

Pre-requisites for Entry into Upper Division Undergraduate Coursework

Undergraduate students are required to demonstrate that they have met the requirements for college writing and college math as defined in the City University of Seattle Catalog prior to enrolling in upper-division undergraduate coursework. This may be done in the following ways.

- Successful completion of courses at City University of Seattle that are designated as meeting college writing composition and college math requirements.
- Through transfer of directly equivalent courses from other accredited or recognized institutions.
- Through recognized standardized tests such as CLEP and DANTES.
- Via the course challenge process.
- Through City University of Seattle's Prior Learning Assessment (PLA) process.

Second Degree

Students wishing to complete a second degree at the same level must fulfill all requirements for each degree which shall not be fewer than 30 approved quarter credits for undergraduate degrees or 15 approved quarter credits for graduate degrees beyond the first degree.

Degree Major of Individualized Study Emphasis with Concentration

Students who have earned one degree in the Individualized Study Emphasis major with a particular concentration may not apply the Individualized Study Emphasis major and same concentration toward a second different degree. They must complete another entirely new major emphasis under the new degree.

Completion of Degree/Certificate and Posting Requirements: Application for Diploma

Undergraduate and Graduate Degree: Final Degree Audit for Diploma.

Students who have completed the requirements for an associate, bachelor, or master's degree are required to submit a "Final Degree Audit Application" form and pay a fee for the audit and posting process. Degrees will not be posted to students' transcripts if this step is omitted. If a student applies for a diploma in a second degree or second major, the audit/posting fee is assessed again. Each time a student applies for an additional degree or major, the audit/posting fee will be assessed. Please see the Final Degree/Certificate Posting Fee policy in the Finance section of the University catalog.

Undergraduate and Graduate Certificate: Application for Certificate

Students who have earned undergraduate or graduate certificates are required to request initiation of the audit and posting process by submitting the "Final Certificate Audit Application" form. Certificates will not be posted to students' transcripts if this step is omitted. Effective 7/1/2007, there is no charge for the processing of certificates.

Criteria Applicable to Both Degree and Certificate Candidates

For degree and certificate candidates who have completed their academic requirements and have submitted their Final Degree/Certificate Audit Application forms, and fees if applicable, the degrees/certificates will be posted to their transcript. If, however, students have other outstanding financial obligations to City University of Seattle, their diplomas/certificates, and transcripts will not be released until the financial account is cleared.

Degree candidates who have submitted their Final Degree Audit Application form and fee and whose degrees have either been posted or are within two courses of completion and posting may, however, participate in the Commencement Ceremony. Certificate candidates do not participate in Commencement.

Program Information

Change of Major

Students may request a change of major by contacting an Advisor. Students must meet any additional admissions requirements that differ from the original program of study. Since courses function differently in the fulfillment of different majors, students who request a change of major should be aware that the resulting redistribution may result in additional course requirements.

Students enrolled under veterans benefits should note that a change of major must be reported by the University to the Department of Veterans Affairs.

Second Major

Students who want to complete a second CityU major plan at the same career level (undergraduate or graduate) must complete all courses required in enrollment residency at CityU for each major plan (and other courses as needed), which shall not be fewer than 45 approved quarter credits for undergraduate major plans, or 15 approved quarter credits for graduate major plans beyond those required for the first major plan.

Courses satisfying major plan requirements in one degree/certificate program may serve as core courses in another degree/certificate program, and vice versa. Students electing double majors may apply a course taken under one heading in the first major to the requirements under the other heading in the second major but do not thereby reduce the total minimum number of credits, as specified in the preceding paragraph.

Transcript Wording for the Individualized Study Emphasis Programs (with Specialty)

For all purposes the wording on transcripts will be consistent with the student's program plan with the exception of the Individualized Study Emphasis.

For purposes of the transcript, it is the policy of City University of Seattle for all bachelor's and master's degree programs in the Individualized Study Emphasis to state the name of the specialty as determined by the approved specialty plan that has been signed by the Program Director, for example:

- Bachelor of Science-Business Administration-Individualized Study Emphasis-Specialty
- Bachelor of Science-Computer Systems-Individualized Study Emphasis-Specialty
- Master of Arts-Management-Individualized Study Emphasis-Specialty

Grading System

City University of Seattle uses a numeric decimal grading system for both undergraduate and graduate level courses and continuing education courses with some exceptions.

- Passing final grades at the undergraduate level are expressed numerically between a range, from a high of 4.0 to a low of 0.7.
- The minimum passing grade for courses in the Bachelor of Arts-Education programs is 2.0.
- Passing final grades at the graduate level are expressed numerically within a range, from a high of 4.0 to a low of 1.6.
- Failing grades at the undergraduate level are 0.6 and under.
- Failing grades at the graduate level are 1.5 and under.
- Failing grades are recorded on the transcript; however at both undergraduate and graduate levels no credit is earned for courses failing to meet the minimum grade requirements. Any such courses must be repeated.
- Once a grade has been posted, it may be changed upward but not downward unless the original posting was a clerical error.

The grading system also officially includes the following alphabetical grade notations.

- G – The course extends for more than one quarter; used only in Master of Education (M.Ed.) programs; assures a minimum grade of 3.0 for the course. (Effective 7/1/2005, the G grade was eliminated; all former G grades were converted to 3.0).
- H – Hold; grade is held over more than one quarter until received from the instructor. Either an H or blank (no grade at all) is used. (Effective 7/1/2005, the H grade was eliminated)
- I – Incomplete (See description below).
- K – Grade held temporarily pending disciplinary action, effective 2/1/2005 (formerly designated by T).
- P/NP – Pass and No Pass (See description below).
- T – Grade is held temporarily pending disciplinary action (Effective 2/1/2005, the T grade is no longer used; replaced by the K grade).
- UW – Unofficial Withdrawal (See description below).
- V – Vanished (Student either did not appear or continue with course; unexplained discontinuance of attendance).
- W – Withdrawal (See description below.)
- X – Audit (No credit is earned. See description below).
- Y – Temporary grade due to geographic distance until final grade can be posted; also used for internship, thesis and practicum which require extra time.
- Z – Course is interrupted by military service assignment.

Credits that carry the letter grades of NP, UW, W, X, Z and decimal grades of lower than 0.7 (undergraduate) and 1.6 (graduate) are not counted as the minimum credits required for graduation.

(I) Incomplete and Granting of Extension

"I" (Incomplete) and 30 Day Extension

An instructor may assign a grade of "I" (Incomplete) if a student is making satisfactory progress and has documented extenuating circumstances that necessitate additional time to complete the course. Satisfactory progress is defined as the student having completed at least 50% of the course requirements, or having approval of the dean or designee. One extension (30 days) may be granted, according to the following chart.

Quarter	End Date	30 Day Deadline
Summer	September 30	October 30
Fall	December 31	January 30
Winter	March 31	April 30
Spring	June 30	July 30

Default Grade

The default grade for the "I" is 0.0. If the Registrar has received no grade change by the end of the extension, the default grade becomes the grade for the course. Instructors posting grades online will be required to post grades for all students listed on the roster, including grades of "I". Instructors may instead submit the entire grade roster to the Grades Coordinator for posting. At the instructor's discretion, a 0.0 default grade may be changed.

Denial of a Grade of "I"

The request for a grade of "I" will be denied if:

- The student has not made satisfactory progress by the time the grade is due,
- The request for the "I" has not been documented in writing prior to the deadline for grade submission,
- The student is unable to demonstrate extenuating circumstances. In such cases, the grade earned to that point will be assigned. The student may petition the Registrar for withdrawal from the course altogether.

Restrictions of "I" Grade

Once an "I" grade has been assigned, a "UW" (Unofficial Withdrawal) may not be posted. If no further grade changes have been submitted, the "I" will become a 0.0.

(P/NP) Pass/No Pass Option

Undergraduate students may elect to enroll for three (3) courses, a total of 15 credits, under the Pass/No Pass (P/NP) option. Only one such course may be within the degree or certificate program. The P/NP option must be declared at the time of registration and may not be requested after the term has begun.

To receive a grade of "P" at the undergraduate level a student must have achieved at least 2.0 in the course. Otherwise, a grade of "NP" is received. Neither "P" nor "NP" grades affect the cumulative GPA, but the quarter credits earned from "P" grades count toward total degree or certificate credit requirements.

The P/NP option is unavailable to candidates for graduate degrees and graduate certificates. For graduate courses that are designated as P/NP, to receive a "P" the student must have achieved at least a 3.0 in the course.

(UW) Unofficial Withdrawal

Through the utilization of a University-wide attendance/participation-tracking protocol, any student who reportedly fails to attend or give a reason for non-attendance in an on-site course or non-participation in a distance learning or online course by the beginning of the third week, and who has neither requested a "W" (Withdrawal) nor arranged for a grade of "I" (Incomplete) with extension will be withdrawn from the course and assigned a grade status of "UW" (Unofficial Withdrawal) by the Registrar. A UW is awarded when a student has vanished without completing 5 percent of course requirements. The grade status of UW is not included in the calculation of the cumulative grade point average, but it remains a permanent notation on the student's transcript as a registered course.

Applicable at both undergraduate and graduate levels, students who are on probation and have received all UW (Unofficial Withdrawal) grades for two or more consecutive terms will be placed on "Suspension" which will block them from further enrollment.

(V) Vanished

The grade status, "Vanished" was given ungraded courses where students discontinued attending or participating without explanation and received neither a grade nor a refund.

(W) Withdrawal

A student enrolled in any course may withdraw for any reason without academic penalty provided written notice is received by the student's Advisor and Financial Aid Counselor, if applicable, prior to 80% completion of the course.

When a "Change in Registration" form is submitted to the Office of the Registrar, it is carefully reviewed for compliance with federal regulations before a grade status of "W" is assigned for the course.

(X) Audit Status

The option of auditing undergraduate and graduate courses is available to degree candidates and others whose objective is the acquisition of knowledge or skills that may be gleaned from instruction but who may not want to undertake the written assignments and examinations. Students must check the "Audit" category when they register. Auditors receive a grade of "X" which has no credit value. The regular tuition fee plus any applicable registration or other fees is charged.

Alumni of City University of Seattle may also audit courses in their degree programs for a modest fee.

Please see the appropriate section about "Auditing Fees" in the Finance Policy section for the details about regular student and alumni auditing fees.

(Y) Temporary Grade for Courses that Require Extra Time to Complete

Certain courses require more than one term to complete, for example, internships, thesis, or practicum. Also, in the case of great distance or communication difficulty between student and instructor, a "Y" grade will be posted. The "Y" grade will, however, default to a 0.0 if the final grade is not posted within four terms.

(Z) Military Student Deployment

Special accommodations are administered to students who are in the military services and are deployed. They may exercise one of the following options.

- Be withdrawn from the course at 100% refund to their student account.
- Receive a grade status of "Z" which holds the course open. The Instructor of Record (IOR) must document with the Registrar's Office the students' progress to date so future instructors may finish grading the remainder of the courses only.

Because some students remain deployed over a long period of time and upon their return the instructors are no longer available or the course materials have changed, it is strongly recommended that the students are withdrawn from the courses altogether at either 100% refund or at 0% refund and receive "Military Credit Letters (MCL)." Each case is considered on an individual basis between student and Academic Advisor.

Final Course Grade of 0.0

It is important to determine the last day of contact between instructor and student. An instructor may issue a grade of 0.0 to a student who has completed all or at least 5% of the required course work by the 28th day of the course and failed it. A student who attends or remains in contact with the instructor of record (IOR) beyond 28 days will be awarded a decimal grade from the IOR. If the grade is failing, the IOR must support it by noting the date of last contact and the percentage of work completed.

On-site or Distance Learning Course

A grade of 0.0 may be calculated by the instructor of an on-site or distance learning course when a student has completed 5% of the required course work, failed it and has "vanished" (discontinued attendance).

A grade of 0.0 may not be awarded to a student who has completed less than 5% of the required course work, passed it and has "vanished." In this case an attempt will be made to contact the student to determine if a withdrawal is desired. If so, either an official or an unofficial withdrawal (W or UW) will be processed.

Once a student misses two (2) consecutive classes within the first 28 days without explanation, the school will attempt to reach the student to determine if the intent is to drop the class.

Restrictions of "I" Grade

Once an "I" grade has been assigned, a "UW" (Unofficial Withdrawal) may not be posted. If no further grade changes have been submitted, the "I" will become a 0.0.

Transcripts

Official transcripts may be obtained by sending a signed, written request and $10 to the Registrar's Office or by using the Transcript Request Form on the City University of Seattle web site. Please see the instructions under "Transcript Fee" in the finance section of this catalog.

Cumulative Grade Point Average (GPA)

The cumulative grade point average (GPA) is computed at the end of each quarter and is based solely on the sum of the numerically graded courses taken at City University of Seattle. The GPA is determined by dividing the sum of the quality points earned by the total number of credits attempted. In the case of a repeated course, the value of only the most current grade will be calculated into the cumulative GPA. Grades of "P" and "NP" are not counted for purposes of calculating the GPA.

Forgiveness for Grades from Previous Program Requirements

Upon request, the Re-admissions Committee will review a student's previous academic record with the intent of considering a recomputation of the student's cumulative GPA.

A former student who returns after a significant absence and changes academic programs may find that previously-taken, low-graded course(s) are no longer applicable to the new academic program. In this circumstance, while the course(s) from the former academic program will remain on the academic transcript, both the grade(s) and credit count may be suppressed from the overall GPA.

Decimal Grade	Scale Grade	Alpha Grade
100.0 - 98.75	4.0	A
98.74 - 97.50	3.9	
97.49 - 96.25	3.8	A-
96.24 - 95.00	3.7	
94.99 - 93.75	3.6	
93.74 - 92.50	3.5	B+
92.49 - 91.25	3.4	
91.24 - 90.00	3.3	
89.99 - 88.75	3.2	B
88.74 - 87.50	3.1	
87.49 - 86.25	3.0	
86.24 - 85.00	2.9	B-
84.99 - 83.75	2.8	
83.74 - 82.50	2.7	
82.49 - 81.25	2.6	C+
81.24 - 80.00	2.5	
79.99 - 78.75	2.4	
78.74 - 77.50	2.3	C
77.49 - 76.25	2.2	
76.24 - 75.00	2.1	
74.99 - 73.75	2.0 Minimum passing grade for BA Education degree program	
73.74 - 72.50	1.9	C-
72.49 - 71.25	1.8	
71.24 - 70.00	1.7	
69.99 - 68.75	1.6 Minimum passing grade - graduate level	D+
68.74 - 67.50	1.5	
67.49 - 66.25	1.4	
66.24 - 65.00	1.3	D
64.99 - 63.75	1.2	
63.74 - 62.50	1.1	
62.49 - 61.25	1.0	
61.24 - 60.00	0.9	D-
59.99 - 58.75	0.8	
58.74 - 57.50	0.7 *Minimum passing grade - undergraduate level	
57.49 - 56.25	0.6	
56.24 - 55.00	0.5	
54.99 - 53.75	0.4	
53.74 - 52.50	0.3	
52.49 - 51.25	0.2	
51.24 - 50.00	0.1	
49.99 - 0.00	0.0	

*Exception: Minimum passing grade for BA Education degree program is 2.0.

Performance

Scholastic Achievement Honored

City University of Seattle commends and recognizes outstanding scholastic achievement as outlined below.

Undergraduate Degree Programs (Bachelor's)

Summa Cum Laude, Magna Cum Laude, Cum Laude

In each school, students who complete all required City University of Seattle courses in a bachelor's degree program and place in the top 2% of their class receive the honor of summa cum laude. Students who complete all required City University of Seattle courses in a bachelor's degree program and are in the top 5% of their class receive the honor of magna cum laude. Students who complete all required City University of Seattle courses in a bachelor's degree program and are in the top 10% of their class receive the honor of cum laude. Students who meet the requirements in more than one category of honors will be awarded only the highest honor for which they qualify.

Latin honors are determined by the Office of the Registrar for each undergraduate student after completion of the last term of the student's program using the final cumulative grade point average (GPA). If a student has earned more than one bachelor's degree, each degree is evaluated separately. The cumulative GPA will reflect the grades earned in both degree programs, but only those student earning a GPA that places them within one of the specific percentiles will receive honors. Latin honor grade cut-offs are determined at the second decimal place. The Registrar will establish minimum grade criteria for honors and post the criteria on the City University of Seattle portal at my.CityU.edu each June for the following academic year. Students may also request a copy of the current criteria by contacting the Registrar's Office directly.

The GPA that represents the cut-off for the top 2%, 5%, and 10% in each school is identified once per year in the spring and is used for the next academic year to determine the awarding of academic honors for the next academic year.

Associate degree and undergraduate certificate programs are not eligible for Latin honors.

Graduate Degree Programs

President's Honor Roll

Students who complete all required City University of Seattle courses in a graduate degree program with a cumulative GPA of 3.9 or better in that program are named to the President's Honor Roll and receive a certificate of Presidential Honors. If a student has earned more than one degree, each degree earned is evaluated separately. The cumulative GPA will reflect the grades earned in both degree programs, but only the degree(s) earning a 3.9 cumulative GPA will receive presidential honors. Certificate programs are not eligible.

Such certification is predicated only upon the satisfactory completion of all courses required for the degree and will not be calculated while students remain enrolled in any course(s), including Pass/No Pass (P/NP) courses required for their degree. Those students whose course work has been completed by the end of spring term and whose grades are posted, including Pass/No Pass courses, who have earned Presidential Honors, and who elect to participate in the University's commencement exercises, will be recognized at Commencement.

Dean's List

The Dean's List consists of full-time degree-seeking students only and is compiled at the end of each quarter. Students are notified by a congratulatory letter from the Provost, Office of the Provost. To qualify for the Dean's List:

- Undergraduate students must have already earned at least 30 undergraduate-level credits from City University of Seattle; graduate students at least 18 graduate-level credits.
- Undergraduate students must be enrolled in at least ten credit hours during the quarter; graduate students in at least six credit hours.
- Undergraduate students must have achieved for the quarter at least a 3.5 GPA; graduate students at least a 3.75 GPA.

Academic Standing (Probation, Suspended, Provisional Readmission/Dismissal), and the Appeal Process

While determining whether a student is on Probation or Suspension, the UW (Unofficial Withdrawal) and W (Withdrawal) notations act as punitive grades. The I (Incomplete) and Z (course interrupted by military service assignment) notations act as non-punitive grades.

Probation

Undergraduate students must maintain at least 2.0 cumulative GPA throughout their enrollment at City University of Seattle. An undergraduate student will be placed on academic "Probation" at the end of any quarter in which the cumulative GPA falls below 2.0. If a student's cumulative GPA remains below a 2.0 for three consecutive terms, the transcript will indicate "Suspended" at the end of the third term, and the student will be blocked from further enrollment.

Graduate students must maintain at least 3.0 cumulative GPA throughout their enrollment at City University of Seattle. A graduate student will be placed on academic "Probation" at the end of any quarter in which the cumulative GPA falls below 3.0. If a student's cumulative GPA remains below a 3.0 for three consecutive terms, the transcript will indicate "Suspended" at the end of the third term, and the student will be blocked from further enrollment.

Applicable at both undergraduate and graduate levels, students who are on probation and have received all UW (Unofficial Withdrawal) grades for two or more consecutive terms will be placed on suspension which will block them from further enrollment.

Suspended

Undergraduate students whose cumulative GPA has not reached 2.0 by the end of three terms of probation will be suspended at the end of that third term.

Graduate students whose cumulative GPA has not reached 3.0 by the end of three terms of probation will be suspended at the end of that third term.

Dismissed/Provisionally Re-admitted/Dismissed

After having been "Suspended", if the student does nothing, at the end of the fourth term of non-enrollment the transcript will show "Dismissed". To be readmitted following "Suspension" the student must submit a written, signed petition to the Re-Admissions Committee. The Committee will establish and communicate the conditions, if any under which the student may resume studies as "Provisionally Readmitted".

If the student is not granted provisional re-admittance, the student will be dismissed from the University.

Student's Right to Appeal

If the student wishes to appeal the decision of the Re-admissions Committee, an appeal letter may be submitted after one year. It must be sent to the Provost, Office of the Provost whose decision is final and not subject to further appeal.

Internships

Students who believe their knowledge in a degree-related field could be enhanced by supervised, practical experience within an appropriate organization may request an internship. Internship credits may not be obtained from past experience.

City University of Seattle endeavors to secure the cooperation of relevant organizations in offering internships whereby students may expand on classroom learning. With exception of state certification programs, students themselves usually help arrange for internship placement acceptable to City University of Seattle.

Any associate's or bachelor's degree candidate with at least a 3.0 grade point average who has completed 45 credits at City University of Seattle may define an internship experience with a variable credit value of 1-15 credits.

Any master's degree candidate with at least a 3.5 grade point average who has completed 18 credits at City University of Seattle may define and request in conjunction with the Program Director or Senior Faculty an internship experience with a value of 1-9 credits. The duration of the internship, the required practical and written assignments, the criteria of evaluation, and all other conditions must be approved by the appropriate dean or designee.

Commencement Exercises

The formal commencement ceremony of City University of Seattle is held annually in the month of June. Students who completed degree requirements at the conclusion of the preceding summer, fall, winter or spring quarters are eligible to participate. A student who by the end of the spring quarter is within two courses of fulfilling all degree requirements may also participate in that year's commencement exercises.

Students who have completed the academic requirements for a degree but who have outstanding financial obligations will not be prevented from participating in commencement exercises; however, no diploma or transcript will be issued to such students until their financial account has been cleared.

Students who wish to participate in commencement exercises should submit a degree and diploma application with the applicable fees by February 15th. This will allow for program evaluation to establish graduation eligibility prior to the distribution of commencement information in April. A timely ordering and shipping of commencement regalia, announcements and other commencement related items is dependent upon meeting this deadline.

Introduction to Student Rights and Responsibilities

The status of "enrolled" student conveys certain responsibilities and rights. Policies are based on U.S. law and are applicable to all City University of Seattle students worldwide.

Once admitted, students receive a City University of Seattle Catalog, a compendium of all of the University's programs and policies, including the academic calendar. It is the student's responsibility to know the policies and practices of City University of Seattle that are available in the institution's annual catalog. This information is also posted online and is available through advisors and appropriate University offices.

Newly admitted international students attend an International Student Orientation. The orientation provides new international students with program, policy and immigration procedural information. Additionally, an overview is presented of course requirements, insurance requirements, scholastic honesty issues and classroom participation expectations.

Maintaining Current Personal Data

Students are responsible for keeping the University informed of any changes in name, address, telephone and email address. Students may inform advisors of changes, or record a change on either the "Registration" form or the "Change of Registration" form.

The mailing of notices, grades and other University correspondence to the last address on record constitutes official notification.

International students are required to report any address changes to their international student advisor.

Student Education Record Access According to FERPA

City University of Seattle is required to notify all students annually of their FERPA (Family Educational Rights and Privacy Act) rights.

This notification is delivered through the University catalog and web site. Primary rights currently afforded students under FERPA:

- The right to review and inspect their education record with some restrictions
- The right to seek to amend their education record
- The right to have some control over disclosures of their education record
- The right to file a complaint with the U.S. Department of Education

FERPA allows schools to release "Directory Information" as established by the institution without the student's written permission. City University of Seattle defines "Directory Information" as follows:

- Student name
- Mailing address on record
- Date of birth
- Degree and major program of study
- Dates of enrollment (commencement of studies, termination of studies and reason, if known)
- Current enrollment status (undergraduate or graduate; full-time or part-time)
- Degrees earned and date of conferral
- Honors and awards received
- Photographs
- City University of Seattle e-mail addresses

City University of Seattle may disclose additional student information to staff and entities outside the University who have a proven legitimate educational interest such as government, accrediting organizations and also demographic research studies that extract the necessary data then destroy the record. The University is required to release information for students receiving financial aid and tuition deferment, veterans receiving Department of Veterans Affairs (VA) benefits and for enrollment and degree verification purposes.

Upon receipt of a signed, written request, the Office of the Registrar will release to students copies of any or all documents in their student files.

The Campus Security Act takes precedence over FERPA's requirements against the release of personally identifiable information from a student's education record. Institutions may make a timely warning report to the campus community on criminal activity, and even if the school discloses the identity of an individual, the school has not violated the requirements of FERPA.

In response to terrorist attacks on the United States that took place on September 11, 2001, Congress made changes to the FERPA requirements. In Section 507 of the USA Patriot Act an amendment was made to FERPA so that it now contains 16 exceptions. The FERPA amendment permits educational institutions to disclose, without the consent or knowledge of the student or parent, personally identifiable information from the student's education records to the following officials or organizations.

- Federal and State Department of Education representatives
- U.S. Comptroller General, the Student and Exchange Visitor Information System, the Internal Revenue Service and the Attorney General
- The Department of Veterans Affairs
- School officials who have a legitimate educational interest
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- To comply with a judicial order or lawfully issued subpoena
- Ex Parte orders in connection with an investigation or prosecution of acts of terrorism
- Others (relating to crime, discipline and health and safety emergency measures)

Student Access to Financial Information

City University of Seattle is a not-for-profit corporation operating under an Internal Revenue Service 501(c)(3) classification. The current Form 990 document may be acquired by request, either in person, in writing or by email through the Business Office.

Graduation and Completion Rate Disclosures

By federal requirement of the Student Right-to-Know Act of 1990, City University of Seattle will disclose upon request through the Office of the Registrar by July 1 of each year the completion or graduation rates of specific cohorts within degree or certificate seeking full-time, first-time undergraduate students.

Students with Special Needs

City University of Seattle is committed to providing equal opportunities in higher education to academically qualified students with disabilities who demonstrate a reasonable expectation of college success. Students with disabilities attending this University are integrated as completely as possible into the University environment. City University of Seattle does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center. The University seeks input from students and their healthcare providers to assess individual needs and determines what resources are available for meeting those needs. City University of Seattle has a history of working successfully with students who have disabilities and has a commitment to continue to do so.

City University of Seattle's facilities and programs are accessible to persons with disabilities. Reasonable accommodation in higher education refers to an "otherwise qualified" disabled student's ability to fulfill course requirements in the classroom or through distance learning when faculty and staff provide equal access to learning. Appropriate academic support services are provided while academic standards are maintained.

Students are encouraged to contact the Disabilities Resource Office to discuss the need for reasonable accommodations. Since it is the student's responsibility to disclose disabilities, the student is asked to provide recent documentation prepared by a qualified professional about any functional limitations so the Disability Resource Office may make recommendations for the type of reasonable accommodation available to the student. All disability information provided by the student is kept strictly confidential.

Students with impaired sensory, manual language or processing skills will be allowed to use educational auxiliary aids as appropriate. Such aides may include taped texts, readers, interpreters, note-takers, tape recorders, adaptive classroom equipment and other similar services or equipment. If necessary or appropriate, modification of academic requirements may include a change in the length of time permitted for completion of degree requirements, and adaptations in the manner courses are conducted or teaching is demonstrated. Requirements essential to the program of instruction or related to licensing requirements are not regarded as discriminatory.

Examples of reasonable academic accommodations are:

- Using innovative teaching techniques
- Providing access to recorded texts
- Providing access to tutorial assistance and use of technology
- Alternative testing arrangements such as adapting tests to assure measurement of a student's knowledge, not the disability
- Flexible timelines for completion of courses, certification and degree requirements.

Equal Opportunity/Non-Discrimination in Employment and Education in the Grievance Process

Regarding employee recruitment, hiring, training, promoting in all job titles, and also student recruitment and admission, City University of Seattle subscribes to the principles and laws of the State of Washington and the federal government, including applicable Executive Orders that pertain to civil rights, equal opportunity, and affirmative action.

The University prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, physical, mental or sensory disability, marital status, sexual orientation, status as a Vietnam-era or other covered disabled veteran.

Evidence of practices believed to be inconsistent with this policy should be reported to the Office of Human Resources. If a situation warrants further administrative assistance, after using City University of Seattle's grievance procedure and appeals conciliation process, public resources are available through the U.S. Department of Education, the U.S. Office of Civil Rights, and the Washington State Human Rights Commission.

Grievance Process

City University of Seattle has created the following procedure to provide an effective and acceptable way to bring to the University's attention any equal opportunity, non-discrimination, disciplinary or conduct-related problems and complaints. The procedure helps identify and eliminate legitimate causes for dissatisfaction and enables students, faculty and staff to file grievances without fear of retribution or prejudice. The procedure is separate from and applies to all issues other than grades.

The grievance filing procedure is as follows:

1. The aggrieved party contacts the Director of Human Resources or appropriate designee as soon as a problem is recognized.
2. The aggrieved party and the Director of Human Resources or appropriate designee meet and an appropriate form is provided for the aggrieved party.
3. Once the form is completed, the Director of Human Resources or appropriate designee conducts an investigation and prepares a report of findings.
4. The Director of Human Resources or appropriate designee reviews the findings with the aggrieved party's department head and the University's management team.
5. Within ten days the outcome of these reviews will be shared with the aggrieved party.
6. In the event of any apparently irreconcilable conflict, a three person board comprised of non-involved management, supervisory staff and a member of one's peer group will be appointed to review the grievance and attempt conciliation. The board's written recommendation, of which the aggrieved party will receive a copy, will be prepared within ten additional working days for review by the President of the University.
7. When the appropriate action has been determined, all parties involved will be informed of the decision in writing. Finally, a follow-up procedure will be developed to ensure the action that was agreed on is carried out accordingly.

Documentation of all proceedings will be held in strictest confidence and maintained in a confidential file.

It is the responsibility of all City University of Seattle employees to refer a student grievance to the Director of Human Resources or appropriate designee for compliance with this procedure.

Grade Appeals

City University of Seattle supports high standards of excellence in education. City University of Seattle instructors uphold these standards in their evaluation of student work. At times a student may disagree with the grade received in a course. City University of Seattle is committed to the respectful internal resolution of such disagreements.

A student may grieve a grade only after taking steps to resolve the issue through written communication with the instructor. Instructors must respond in writing. Only if mutual resolution is not reached may a student file formal grade appeal. The appeal must be submitted no later than five (5) weeks after the disputed grade was posted.

The outcome of a grade appeal is not based on the difficulty of course work, demanding work load, or instructor style, but on an unbiased evaluation of the extent to which an instructor applied the established grading criteria to the student's work in a course.

A student may initiate the formal review by filing a grade appeal as documented in the current version of the City University of Seattle Catalog. Grade appeals are considered first by the senior faculty and dean of the relevant school. If that decision is appealed by the student, a Grade Grievance Committee will be convened. Upon completion of the review the student will be notified of the conclusion in writing.

Student's Right to Appeal Decision of Committee

If the student wishes to appeal the Committee's decision, it will be reviewed by the Provost, Office of the Provost, whose decision is final.

Student Code of Conduct

Admission to City University of Seattle carries an expectation that students will conduct themselves as responsible members of the University community. The University student conduct procedures are designed to protect the rights of the individual and of the community as a whole. Students enrolling in the University assume responsibility for their actions while participating in University sanctioned activities.

The President, Vice President, Deans, or Senior Managers of the University may summarily suspend a student in order to protect University community members from the immediate possibility of disorder, misconduct, threat or harm. The student is required to immediately leave the University premises and all of his/her privileges are suspended until an investigation has been conducted. Summary suspensions may be in effect for up to ten working days.

In some cases, an alleged violation of the Student Code of Conduct will be resolved by a staff member when the infraction is not serious. If successful resolution is not reached, and for more serious violations of the Code, the student will be referred to the Vice President of Student Services.

Allegations of misconduct and summary suspensions referred to the Vice President of Student Services will be investigated and the Vice President will make a determination regarding the validity of the complaint and the severity of the violation. If the violation is found to be a minor infraction, the Vice President may dismiss the violation or impose a sanction including but not limited to dismissal, a verbal warning, formal reprimand, restitution, or disciplinary probation.

If the violation is found to be a major infraction, the Vice President will convene the Student Conduct Hearing Board for a formal review. The Student Conduct Hearing Board will recommend to the Vice President the appropriate disciplinary action including but not limited to a verbal warning, formal reprimand, restitution, disciplinary probation, disciplinary suspension, or expulsion.

Student's Right to Appeal

The student will be notified in writing of the decision of the Vice President. The student may accept the decision of the Vice President or may appeal in writing within ten working days to the President. The President's decision is final.

Violations of Student Conduct include, but are not limited to:

1. Theft or damage to property of a student, faculty or staff member, or visitor to University premises;
2. Verbal, written or physical abuse or threat to any student, faculty or staff member of the University, visitor to the University, or personnel (as at schools) at institutions with which the University has cooperative agreements;
3. Obstruction or disruption of the teaching, operation of a class or other activity of the University;
4. Forgery, alteration, or misuse of University documents, records, or identification;
5. Unauthorized entry or occupancy of University facilities or blocking access to or egress from such areas;
6. Unauthorized use of University property, facilities, or services;
7. Unauthorized use of technology resources or consumables;
8. Use, possession or distribution of alcohol or illegal substances on any University site or at any University sponsored or sanctioned function;
9. Failure to comply with directions of University employees acting in the legitimate performance of their duties;
10. Possession or use of firearms, explosives, dangerous chemicals or weapons;
11. Disorderly or indecent conduct, personally or intentionally abusive language, breach of the peace or procuring another to breach the peace;
12. Sexual harassment as defined in the current published City University of Seattle Catalog;
13. Intentional violations of college rules, policies, and procedures;
14. Failure to comply with the University's Information Technology Acceptable Use Policy;
15. Falsely setting off or tampering with emergency safety equipment, alarm or other device designed for the safety of individuals or University property;
16. Violating the term of any disciplinary sanction imposed in accordance with the Student Code of Conduct.

Definitions:

Verbal Warning:
A verbal notice to the student that his/her conduct does not meet the standards of the University. Record of the verbal warning will remain in the student file until graduation at which time the reprimand will be removed and destroyed.

Formal Reprimand:
A written notice to the student that his/her conduct does not meet the standards of the University. A reprimand is considered warning that further incidents of misconduct may result in further disciplinary action. Written Reprimands will remain in the student file until graduation at which time the reprimand will be removed and destroyed.

Restitution:
Reimbursement for damage to or misappropriation of property or fines as a result of tampering with emergency safety equipment.

Disciplinary Probation:
Restriction or exclusion from University-related activities. Disciplinary probation may be imposed for a period not to exceed two years. Further misconduct of any kind during the probationary period may result in further disciplinary action up to and including expulsion from the University.

Summary Suspension:
Temporary dismissal from the University and temporary termination of the student's status for a period of time not to exceed ten days.

Disciplinary Suspension:
Exclusion from classes or other privileges for a period not to exceed two years.

Expulsion:
Indefinite termination of student status.

Information Technology Resource Code of Conduct for Students

City University of Seattle is committed to fulfilling its mission through the use of information technology resources including but not limited to information networks, web site resources, databases, online instruction, site based computer lab facilities, personal computers, personal digital assistants (PDA's), cell phones, software and teaching and demonstration equipment. The University's information technology resources are to be used for educational, research or administrative purposes. Use of the University's information technology resources is considered at times to be a requirement of the academic and work environment and as a privilege with regard to any individual use outside of these requirements. Occasional personal use of University information technology resources for outside purposes is permitted as long as significant time and University-provided resources are not abused and usage is otherwise in compliance with the policy and appropriate state and federal regulations and laws.

The lists below constitute a "Code of Conduct" for individuals using the University's information technology resources. Disciplinary action resulting from violation of the code shall be governed by the appropriate state and federal regulations and laws and by applicable provisions documented in the City University of Seattle catalog.

Guiding Principle

City University of Seattle expects the University Community (students and alumni) to be ethically responsible, as defined in this policy, while taking courses online, while communicating with the University Community, while submitting assignments for courses, and while using any University technology resources.

Definitions

Account: Any account number, access code, and identification or authorization code used in conjunction with the use of City University of Seattle technology resources.

Information Technology Resources: Includes but is not limited to computers, peripherals, PDA's, cell phones, network infrastructure, software, data, web services, email accounts, cameras, door lock card keys, and course content that is owned, managed or provided by City University of Seattle.

User: Any person who has been provided with an account or who uses City University of Seattle technology resources.

Specific Rights and Responsibilities of Users

1 Users are accountable for all activities carried out under their account user names and/or access codes.

2. Users are not to divulge their account user names, numbers, passwords, door lock keypad codes, and/or access codes unless approved by City University of Seattle management. Users shall not attempt by any means to obtain other users' access codes.
3. A user will not aid or allow any other individual to impersonate the user. An attempt to use another user's name or access code is prohibited.
4. Users will not engage in deliberate actions that may damage or disrupt University information technology resources. Accordingly, the willful introduction of computer "viruses," "worms," or other disruptive or destructive programs into the University's computing environment is expressly prohibited.
5. Users will not interfere or attempt to interfere in any way with information belonging to other users. Unauthorized access, damage, or tampering with/to another user's information is in direct violation of the code.
6. Users shall use appropriate standards of civility when accessing the University's information technology resources. Users have the right to expect communication that is respectful and ethical. The transmittal of personally or intentionally abusive content is expressly prohibited in written documents or in communication transmitted over the University networks and the Internet.
7. Users are prohibited from sending unsolicited, unofficial communication not limited to spam mail, junk mail, chain letters, and other such documents to other City University of Seattle users or to outside recipients.
8. Users will honor the privacy of other users of University provided technology resources. Accordingly, users will not distribute the email addresses of other University users unless approved by City University of Seattle management.
9. The downloading, copying or installing of software applications requiring licensing on University computers may only be done by authorized City University of Seattle personnel. The Information Technology department will maintain an inventory and backup media of all City University of Seattle purchased licensed software.
10. Users are prohibited from altering the setup or configuration of any City University of Seattle technology resource unless authorized by University management.
11. City University of Seattle technology resources are the property of City University of Seattle and are to be used for University related business. These resources are not to be used for personal commercial purposes or for personal financial or other gain including unauthorized use of consumables.
12. Users are prohibited from downloading or copying materials where it infringes on the copyright protection of those materials. This includes music, videos and other information that is protected by copyright laws.

Privacy Statement

The University follows appropriate regulatory information privacy guidelines. Users should be aware that their uses of University information technology resources are not completely private. The University has the right to inspect, without notice, the contents of computer files, electronic mail, network packet streams, computer conferencing systems, systems output such as printouts, and to monitor network communication.

Enforcement and Sanctions

Individuals who violate the Information Technology Resource Code of Conduct are subject to disciplinary action as outlined in the Student Code of Conduct policy as listed in the City University of Seattle Catalog.

Scholastic Honesty

Scholastic honesty in students, faculty and staff requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. The University holds students individually responsible for understanding and exercising standards of scholastic honesty in every aspect of study and in all work submitted.

Definitions:

City University of Seattle defines violations of scholastic honesty broadly as any act that constitutes cheating or misrepresentation of the actual author of one's work. Violations of scholastic honesty include, but are not limited to, the following examples.

1. Cheating:
   - Using unauthorized materials such as books or notes to answer examination questions.
   - Copying another student's homework, written assignments, examination answers, electronic media, or other data.
   - Assisting or allowing someone else to cheat.
2. Plagiarism:
   - Presenting another person's work as your own.
   - Paraphrasing or condensing ideas from another person's work without proper citation.
   - Failing to document direct quotations with a proper citation.
   - Word-for-word copying, use of select phrases from another's work or simply failing to properly cite all sources from which data, examples, ideas, words, or theories are found.
3. Other forms of scholastic dishonesty:
   - Changing examination solutions after the fact, inventing, changing or falsifying data or research.
   - Reproducing or duplicating images, designs, or web pages without giving credit to the developer, artist, or designer.
   - Submitting work created for another course, or resubmitting work for the same course, without prior approval from the instructor.
   - Misrepresenting oneself or one's circumstance to gain an unfair advantage.
   - Collaborating with another person(s) without prior approval from the instructor.
   - Selling or providing term papers, course work, or assignments to other students knowing that the intention is to plagiarize.
   - Bribing or attempting to bribe an instructor.

The University is committed to an educational approach to violations of scholastic honesty. Instructors are encouraged to seek guidance from course managers or senior faculty when they discover possible plagiarism to discuss how best to handle individual cases.

An instructor or staff member may file a formal Violation of Scholastic Honesty Allegation by following the instructions found in the Faculty Handbook or the City University of Seattle Catalog for the current academic year. The Scholastic Honesty Board will be convened and a review of the allegation will commence in a fair and impartial manner. In cases where a violation is found to have occurred, the following disciplinary actions may include, but are not necessarily limited to the following:

1. Issuance of a 0.0 for the assignment or examination;
2. Issuance of a 0.0 for the course grade;
3. Academic suspension for one or more quarters;
4. Dismissal from the University.

The student will be notified in writing of the Board's decision. If the allegation was filed by an instructor, the instructor will be notified in writing as well.

Student's Right to Appeal

Students may appeal the Board's decision within ten days to the Provost, Office of the Provost, whose decision is final.

Sexual Harassment

City University of Seattle does not tolerate behavior that would constitute sexual harassment whether by an employee in the workplace, regardless of the employee's title, or by a student on University grounds. City University of Seattle urges all employees and students who feel that they may have been the object of sexual harassment while engaged in activities at City University of Seattle to report the occurrence to the Director of Human Resources or appropriate designee. All such matters will be treated confidentially.

Upon investigation, if an accusation of sexual harassment is determined, disciplinary action will be taken which may include termination of employment or enrollment. No one need fear retaliation for bringing to the University's attention information of this nature. Additionally, anyone who is found to have threatened or intimidated an employee or student to suppress this kind of information will receive disciplinary action.

Drug and Alcohol Abuse Prevention Information

According to the Drug-Free Workplace Act of 1988 (Public Law 101-690), City University of Seattle provides information and notices to employees of unlawful activities and the actions the school will take against an employee who violates these prohibitions.

In addition, according to the Drug-Free Schools and Communities Act (Public law 101-226), City University of Seattle provides information to its students, faculty, and employees to prevent drug and alcohol abuse. City University of Seattle provides the following materials:

- Information on preventing drug and alcohol abuse.
- Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of drugs and alcohol by students and employees on the school property, or as part of school activities.
- Descriptions of the sanctions under local, state, and federal law for unlawful possession, use or distribution of illicit drugs and alcohol.
- Descriptions of any drug and alcohol counseling, treatment, or rehabilitation programs available to students and employees.
- Descriptions of the health risks associated with the use of illicit drugs and alcohol.
- Clear statements that the school will impose sanctions on students and employees for violations of the standards of conduct (consistent with local, state, and federal law) and a description of these sanctions, up to and including expulsion, termination of employment, and referral for prosecution.

City University of Seattle distributes the above mentioned materials to all students and employees annually. If new students enroll or new employees are hired after the initial distribution for the year, the University makes sure that they also receive the materials.

Campus Security

The University intends to comply with all appropriate federal, state, and local regulations regarding security and the monitoring and recording of criminal activity at all City University of Seattle locations. City University of Seattle seeks to maintain a work and educational environment that is safe for our employees and students and conducive to high work standards.

The policy shall apply to all employees, faculty, students and staff at all locations. City University of Seattle interprets "employees" in the broadest sense to include all individuals who receive any reimbursement from the University for their services, as well as contractors and sub-contractors while on University premises. City University of Seattle interprets "students" to be all persons who are registered to take at least one course for credit during the current quarter.

The University intends to comply with the United States Department of Education's commitment to enforcing the provisions of the Campus Security/Clery Act of 1990 requiring a school to compile an annual campus security report.

Statistics on the following criminal offenses occurring on campus will be reported to the campus security authorities and the local police during each reporting year:

- Aggravated Assault
- Arson
- Burglary
- Drug Abuse Violations
- Liquor Law Violations
- Motor Vehicle Theft
- Murder
- Rape
- Robbery
- Weapons Possession
- Prejudice (based on race, gender, religion, sexual orientation, ethnicity, or disability)

Upon request, the University will prepare, publish and distribute this information to all current students and employees, and to any applicant for enrollment or employment.

Student Rights for Creative Work

Academic work is the property of the student who creates and produces the work.

Students retain all rights to their creative work. The faculty and University conclusively shall request and receive permission and give full attributive credit for any student work used in publications, classes, performances, exhibits, or general display.

In the case of general display, the work will either be returned to the student after a reasonable display period or purchased from the student.

GORDON ALBRIGHT SCHOOL OF EDUCATION

B.A. in Education

The Bachelor of Arts in Education prepares candidates for a Washington State Residency Teaching Certificate with an Elementary Education (K-8) Primary Endorsement, a Special Education (K-12) Primary Endorsement, or both. Optional endorsements in Reading (K-12), English Language Learners (K-12), Middle Level Math (4-9), Mathematics (5-12) or Middle Level Humanities (4-9) may also be added by a candidate. A BA degree in Special Education is available in Hawai'i in partnership with the Hawai'i Department of Education.

The B.A. in Education degree is a "2 + 2" model, preparing students to teach in schools in Washington State and Hawai'i. Typically, students complete their content area coursework during the first two years of the program, often at a community college. Study in the major (teaching) is then completed at City University of Seattle. Graduates of the Elementary (K-8) program are qualified to teach in elementary or middle schools. Graduates of the Special Education program are qualified to teach special education in grades K-12.

Bachelors of Arts with Education K-8, Special Education K-12 or Both (Dual Endorsement Program)

Upon completion of this program and any state required exams, you will be prepared to teach students grade K-8 and/or special education students grades K-12 in Washington State public or private schools. You may also be able to teach in other states that honor the Washington residency certificate. Additional opportunities include substitute teaching and eligibility to pursue additional endorsements, or graduate level degrees.

Total Required Credits **180-189 Credits**

Lower-Division Requirements (Prerequisites) 90 Credits

General requirements are listed below, please speak to an advisor for detailed transfer requirements.

English Composition I
English Composition II (HU or CW)
Oral Communications - Speech
Creative Arts I
Creative Arts II
General Psych
Developmental Psych
Life Science
Physical Science
Science Lab
Natural Science Elective
College Level Math
Math for Elem Teachers
Issues of Abuse (State Cert Requirement)
Theory and Practice in Education
Electives - Academic Content Area***:
Pick one: Humanities, Social Sciences or Natural Sciences

**** A minimum of 30 credits are required in one academic area. Choose humanities, social science or natural science. (Includes credits from prerequisites.)*

Upper-Division Requirements **90-99 Credits**

Combined Requirements 57 Credits

EDU 320	Instructional Strategies K-12
ESP 423	Curriculum Modifications and Adaptations
EDU 313	Multicultural Education
EDU 382	Assessment & Evaluation I
EDU 383	Classroom Management I
EDU 305	Introduction to ESL
ERL 406	Language Acquisition and Literacy Development
EDE 402	Children's Literature
EDE 403	Health and Fitness: Concepts and Methods
ERL 407	Literacy Instruction and Assessment
EDE 400	Math Content: Practice Makes Perfect
EDE 330	Creative Arts: Concepts & Methods
EDU 306	American School Law
ERL 408	Cross Cultural Methods to Teach Diverse Learners
EDE 406	Mathematics Concepts and Methods
EDU 482	Assessment & Evaluation II
EDU 483	Classroom Management II

Internship and Student Teaching 20 Credits

EDU 354	Seminar I
EDU 355	Seminar II
EDU 356	Seminar III
EDU 454	Seminar IV
EDU 455	Seminar V
EDE 456	Student Teaching I
EDE 457	Student Teaching II

Elementary Education Core Requirements 13 Credits

EDE 307	Special Education & Special Programs
EDE 401	Social Studies Methods
EDE 407	Science Concepts and Methods

Special Education Core Requirements 16 Credits

ESP 401	Exceptionality in Special Education
ESP 405	Behavioral Analysis and Management
ESP 409	Fundamentals of The IEP Process
ESP 411	Teaming, Collaboration & Transitions
ESP 424	Learning Environments and Alternative Delivery Systems
ESP 426	Low Incidence Students

Dual Endorsement Only Requirements 6 Credits

Note: Take both the Elementary Education Core and Special Education Core Requirements plus:

EDESPED 458 Student Teaching Second Endorsement

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

B.A. of Education - Elementary and Special Education

Alternative Routes Program

The Alternative Route to Dual Endorsement is part of City University of Seattle's regionally accredited Teacher Certification program and is designed for candidates with significant experience and interest in teaching in special education. This program allows highly recommended candidates to accomplish their coursework in year one and their yearlong mentored internship in year two)while maintaining employment. In year two, candidates demonstrate competencies through self-directed performance tasks in the classroom, steadily taking on the responsibilities of a teacher.

Total Required Credits **180 Credits**

Lower-Division Requirements (Prerequisites) 90 Credits

General requirements are listed below, please speak to an advisor for detailed transfer requirements.

English Composition
Advanced Composition
Oral Communications
Creative Arts I
Creative Arts II
Introduction to Psychology
Developmental Psychology
US History or World Civilization
Life Science
Physical Science
Lab
Natural Science Elective
Math for Elementary Teachers
Theory and Practice in Education
Electives - Academic Content Area***:
Transferable AA degree – (Any Major)

*** A minimum of 30 credits are required in one academic area. Choose humanities, social science or natural science. (Includes credits from prerequisites.)*

Upper-Division Requirements **90 Credits**

Undergraduate Core 52 Credits

EDE/SPED 311 Theory and Practice
EDE/SPED 300 Instructional Strategies K-12
EDE/SPED 307A Special Programs
EDE/SPED 412A American School Law and Special Education Issues**
EDE/SPED 440A Classroom Management and Alternative Delivery Systems
EDE/SPED 401A Exceptionality in Special Education
EDE/SPED 429A Fundamentals of the IEP Process
EDE/SPED 406A Emergent Literacy
EDE/SPED 402A Differentiation of Instruction and Learning Environments
EDE/SPED 403A Teaming, Collaboration, and Transitions
EDE/SPED 407A Literacy Instruction and Assessment
EDE/SPED 411A Integrating Art and Movement
EDE/SPED 400 Mathematics Literacy
EDE/SPED 414A Mathematics Concepts and Methods
EDE/SPED 415A Inquiry in Science and Social Studies
EDE/SPED 408A Differentiating Reading and Writing across the Content Areas
EDE/SPED 426A Assessment and Evaluation
EDE/SPED 417A Behavior Analysis
EDE/SPED 370 Professional Development Seminar I
EDE/SPED 371 Professional Development Seminar II
EDE/SPED 372 Professional Development Seminar III

Performance Task Requirements 26 Credits

EDE/SPED 412B Performance: American School Law and Special Education Issues
EDE/SPED 429B Performance: Fundamental of the IEP Process
EDE/SPED 440B Performance: Classroom Management and Alternative Delivery Systems
EDE/SPED 401B Performance: Exceptionality in Special Education
EDE/SPED 403B Performance: Teaming, Collaboration & Transitions
EDE/SPED 402B Performance: Differentiation of Instruction and Learning Environments
EDE/SPED 407B Performance: Literacy Instruction, Assessment, and Differentiation
EDE/SPED 411B Performance: Integrating the Arts and Movement
EDE/SPED 415B Performance: Inquiry in Science and Social Studies
EDE/SPED 414B Performance: Mathematics Concepts and Methods
EDE/SPED 426B Performance: Assessment and Evaluation
EDE/SPED 417B Performance: Behavior Analysis and Management

Apprenticeship and Student Teaching 12 Credits

EDE/SPED 470 Apprenticeship I
EDE/SPED 471 Apprenticeship II with Student Teaching Option**
EDE/SPED 472 Apprenticeship III and Student Teaching

Portfolio Review:

EDU 490
EDU 491
EDU 492

***These courses include competencies that meet requirements for Issues of Abuse; WAC 181-79A-030; RCW 28A-410.035*

B.A. in Education with Special Education (Hawai'i)

The Bachelor of Arts in Education with emphasis in Special Education is designed to prepare students who wish to become certified teachers in the State of Hawai'i. Graduates of the program fulfill all requirements for a Hawai'i State Residency Teaching Certificate and Primary Endorsement in Special Education (K-12).

Total Required Credits **183 Credits**

Lower-Division Requirements **90 Credits**

Note: General requirements are listed below; however please contact an advisor for detailed transfer requirements.

College Writing
College Mathematics
Humanities
Social Studies
Development Psych
Natural Science
Electives

Upper-Division Requirements **93 Credits**

Special Education Core Requirements 16 Credits

ESP 401H	Exceptionality in Special Education
ESP 405H	Behavior Analysis & Management
ESP 409H	Fundamentals of the IEP Process
ESP 411H	Teaming, Collaboration & Transitions
ESP 424H	Learning Environments & Alternative Delivery Systems
ESP 426H	Low Incidence Students

Combined Requirements 57 Credits

EDU 320H	Instructional Strategies K-12
ESP 423H	Curriculum Modifications & Adaptation
EDU 313H	Multicultural Education
EDU 382H	Assessment & Evaluation I
EDU 383H	Classroom Management I
EDU 305H	Introduction to ESL
ERL 406H	Language Acquisition & Literacy Development
EDE 402H	Children's Literature
EDE 403H	Health & Fitness Methods
ERL 407H	Literacy Instruction & Assessment
EDE 400H	Knowing Mathematics for Teaching
EDE 330H	Creative Arts: Concepts & Methods
EDU 306H	American School Law
ERL 408H	Cross Cultural Methods to Teach Diverse Learners
EDE 406H	Mathematics Concepts & Methods
EDU 482H	Assessment & Evaluation II
EDU 483H	Classroom Management II

Internships & Student Teaching 20 Credits

EDU 354H	Seminar I
EDU 355H	Seminar II
EDU 356H	Seminar III
EDU 454H	Seminar IV
EDU 455H	Seminar V
ESP 456H	Student Teaching I
ESP 457H	Student Teaching II

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Undergraduate Certificates - Education

CityU offers undergrad certificates and endorsement programs to Washington State teachers. Certificate programs are listed below. Other non-certificate endorsement programs may also be available. Please check with an advisor if you have questions.

Secondary Math – Washington*

(Used for the Alternative Route Secondary Math Residency Certificate Program)

Designed for career changers who want to teach and already hold a bachelor's degree (or higher) in math or a related field.

Total Required Credits for Undergrad Cert. 45 Credits

Core: 33 credits

ESM 300	Human Growth and Development, Adolescent Emphasis
ESM 301A	Curriculum and Instruction for the Diverse Secondary Classroom
ESM 301B	Performance: Curriculum and Instruction for the Diverse Secondary Classroom
ESM 308A	Differentiating Curriculum and Instruction
ESM 308B	Performance: Differentiating Curriculum and Instruction
ESM 311	Theory, Practice, and Law in a Global and Diverse Society; Secondary Emphasis
ESM 409A	Classroom Management
ESM 409B	Performance: Classroom Management
ESM 414A	Secondary Mathematics Methods
ESM 414B	Performance: Secondary Mathematics Methods
ESM 416A	Assessment and Evaluation
ESM 416B	Performance: Assessment and Evaluation
ERL 320	Integrating Literacy in the Content Areas in High School

Apprenticeship and Student Teaching: 12 credits

ESM 470	Apprenticeship I
ESM 471	Apprenticeship II
ESM 472	Apprenticeship III and Student Teaching

Reading (K-12)

Earning your reading certificate from City University of Seattle will prepare you to teach reading, writing skills and literacy skills to students age K-12. Successful completion of this program qualifies you to take a WA State exam to qualify for your Reading Endorsement. If you are from outside Washington State, please contact an advisor for more details. Classes are held online.

Total Credits 28 Credits

ERL 410	Language Acquisition and Literacy Development
ERL 416	Literacy Assessment and Instruction Topics
ERL 417	Literacy Instruction: Meeting the Needs of All Learners
ERL 413	Integrating Literacy in Content Areas
ERL 414	Literacy Applications In The Classroom
ERL 418	Reading Internship

Note: A teaching certificate is required prior to entering the Undergraduate Certificate-Reading program. Successful completion of the undergraduate certificate course requirements does not guarantee a Washington State Reading Endorsement.

English Language Learners ESL/ELL (K-12)

This certificate program will prepare you to teach reading, writing skills and literacy skills to ELL /ESL students grade K-12. You will study Principles, Methods and Theories of Language Acquisition as well as Cross Cultural Teaching, Learning Strategies and Assessment. The internship portion of the program provides an opportunity for you to apply what you have learned in a K-12 classroom settings. The need for qualified ELL/ESL teachers continues to grow and endorsement in this area offers career security and advancement opportunities along with possible tuition assistance.

Offered Online

Total Credits 24 Credits

ESL 421	Principles, Methods & Theories of Language Acquisition and Teaching
ESL 430	History of Bi-Lingual Education
ESL 434	Cross Cultural Teaching and Learning Strategies and Assessment
ESL 426	ESL Literacy Methodology: Writing
ESL 415	ESL Methodology: Reading
ESL 418	Internship*

*The Praxis II English to Speakers of Other Languages exam (#20360) must be passed prior to the internship. Go to http://www.ets.org/praxis/prxwa.html#test for more information on this test. *must be taken regardless of background*

The Master In Teaching Program

The Master in Teaching (MIT) Degree at City University of Seattle provides career transition into the field of education for those who already hold a Bachelor Degree from a regionally accredited college or university but lack teacher certification. City University of Seattle provides a program that focuses on content knowledge, skills and dispositions. Course work is combined with field experiences and student teaching in a comprehensive program. Upon successful completion of the program, candidates will have satisfied requirements for a Washington State Residency Teaching Certificate with a primary endorsement for elementary education (K-8) or special education (K-12) and a Master in Teaching Degree. One and two year options exist.

Master in Teaching with Teacher Certification: Elementary Education

City University of Seattle's M.I.T. with Teacher Certification in Elementary Education (K-8) degree program is designed for individuals who wish to pursue a rewarding career teaching elementary and middle school students

Course Descriptions

Total Required Credits **64 Credits**

- **ETC 501** Human Growth and Development
- **ETC 502** Health, Fitness, and Safe Living
- **ETC 503** Creative Arts
- **ETC 504** Classroom Management
- **ETC 511** Educational Testing, Assessment, and Evaluation
- **ETC 519** Curriculum and Instructional Methods
- **ETC 530** Fundamentals of Teacher Research
- **ETC 541** Mathematics: Concepts and Methods
- **ETC 542** Language Arts: Concepts and Methods
- **ETC 546** Science: Concepts and Methods
- **ETC 544** Social Studies: Concepts and Methods
- **ETC 545** Diagnosis and Prevention of Reading Problems
- **ETC 552** Diversity in Schools and Society
- **ETC 553** Public School Law
- **ETC 556** Intro To Schools and Society
- **ETC 571** Issues of Abuse for Educators
- **ETC 572** Internship I
- **ETC 573** Internship II
- **ETC 574** Internship III
- **ETC 575** Student Teaching I
- **ETC 576** Student Teaching II
- **ETC 586** Technology Integration in the Classroom
- **ETC 583** Reading Concepts and Methods
- **ETC 585** Special Education and Special Programs
- **ETC 600** Master's Project

A passing grade for the Washington State WEST-E exam is required of all teacher candidates before Master Degree and certification are awarded.

Go to www.k12.wa.us/cert for more information on this test.

Master in Teaching with Teacher Certification: Special Education

The Master in Teaching degree with emphasis in K-12 Special Education is designed for individuals who wish to pursue a rewarding career teaching students with disabilities. This is a two year program.

Course Descriptions

Total Required Credits **64 Credits**

- **ESP 521** Human Growth and Development
- **ESP 522** Curriculum Modifications and Adaptation
- **ESP 523** Instructional Strategies K-12
- **ESP 524** Classroom Management
- **ESP 525** Behavior Analysis and Management
- **ESP 526** Teaming, Collaboration and Transitions
- **ESP 527** Learning Environments & Alternate Delivery Systems
- **ESP 528** Student Assessment & Evaluation
- **ESP 529** Fundamentals of IEP Process
- **ESP 530** Fundamentals of Teacher Research
- **ESP 531** Exceptionality in Special Education
- **ESP 532** Special Education Issues
- **ESP 533** Language Acquisition and Literacy Development
- **ESP 541** Mathematics: Concepts and Methods
- **ESP 545** Diagnosis and Prevention of Reading Problems
- **ESP 552** Diversity in Schools and Society
- **ESP 556** Introduction to Schools and Society
- **ESP 571** Issues of Abuse for Educators
- **ESP 572** Internship I
- **ESP 573** Internship II
- **ESP 574** Internship III
- **ESP 575** Student Teaching I
- **ESP 576** Student Teaching II
- **ESP 583** Reading Concepts and Methods
- **ESP 626** Master Project

A passing grade for the Washington State WEST-B exam is required of all new applicants entering the program and a passing score on the WEST-E must be met by teacher candidates before the Master Degree and teacher certification are awarded. Visit the OSPI site for more info for more information on the tests.

The program starts in the fall and lasts 7 quarters. Classes are held every Saturday and there are also weekday internships required every other quarter. The program concludes with 14 weeks of student teaching. Schedules are subject to change, please check online or contact your advisor for the latest info.

Master of Education Program

This effective combination of theoretical and experiential learning draws hundreds of educational professionals to City University of Seattle's M.Ed. Degree program annually. The program rewards educators with greater recognition, advancement opportunities, and professional confidence. This program is designed to make an advanced education accessible, affordable, and practical for working professionals.

City U offers M.Ed.'s in the following areas:

- Curriculum and Instruction – Specialized Studies
- Educational Leadership
- Guidance and Counseling
- Reading and Literacy
- Technology, Curriculum and Instruction,
- Leadership & School Counselling (Canada)
- Educational Leadership (Canada)

City also offers certification programs that may be added to some programs or taken separately.

Master of Education in Curriculum and Instruction

Specialized Study or Professional Certification for Teachers (WA)

Designed for the teacher who needs a master's degree and wishes to create a customized program of study, the M. Ed. in Curriculum and Instruction program offers the maximum flexibility in areas of study. You can earn your M. Ed. while studying an area of interest, earning an endorsement, or completing the requirements for the Professional Certificate for teachers.

Total Required Credits **49 credits**

Graduate Foundation Core 20 credits

ECU 511	Tools for Academic Inquiry
ECU 516	Best Practices for Personalized Learning
ECU 521	Academic Inquiry in the Classroom
or	
EEA 512	Academic Inquiry and Action Research
ECU 526	Current Issues in Education
or	
EEA 514	Current and Historical Perspectives
ECU 531	Professional Learning Communities
ECU 535	Multicultural Perspectives: Increasing Family/Community Engagement and Student Achievement

Professional Certification Specialized Study* **26 Credits**

EPC 501	Pre-Assessment Seminar
EPC 506	Professional Growth Core
ESP 526	Teaming, Collaboration and Management
ESP 527	Learning Environment and Alternate Delivery Systems
ESP 522	Curriculum Modification and Adaptation
ESL 526	Writing Strategies for ESL Learners
ESL 515	Reading Strategies for ESL Learners

Curriculum and Instruction Specialized Study* 26 Credits

Consists of courses taken to equal 26 credits in a specific focus/content area. Coursework may be completed through independent study and/or current course offerings and may be developed for an organizational setting. Coursework must be approved by Program Coordinator.

Master of Education Project **3 Credits**

ECU 600	Curriculum and Instruction Project
or	
EPC 503	Culminating Seminar for Professional Certification

**Note: Choose to complete either "Professional Certification Specialized Study" or "Curriculum and Instruction Specialized Study".*

Master of Education in Educational Leadership

With optional Administration Certification (Principal and/or Program Administrator Certification)

City University of Seattle's M.Ed. in Educational Leadership is a regionally accredited degree program approved by WA State. It is designed for professional educators who wish to advance their career opportunities in public and private schools. The optional administrator certification track is designed for those who wish to prepare for Principal and/or Program Administrator Certification.

M.Ed. in Educational Leadership **48-50 Credits**

Educational Leadership Foundation 12-13 Credits

- **EEA 512** Academic Inquiry and Action Research
  or
- **ECU 521** Academic Inquiry in the Classroom
- **EEA 514** Current and Historical Educational Perspectives
  or
- **ECU 526** Current Issues in Education
  or
- **ERL 518** Education in a Global Society
- **EEA 516** Professional Growth, Assessment and Practicum
  or
- **ERL 506** Personalized Learning in the Classroom
- **EEA 523** Teaching,Learning, and Assessment
  or
- **ECU 516** Best Practices for Personalized Learning

Educational Leadership Emphasis 24 Credits

- **EEA 521** Educational Leadership
- **EEA 520** Technology for School Leaders
- **EEA 524** School Law
- **EEA 525** School Finance and Operations
- **EEA 526** Principalship and Change Management
- **EEA 527** Human Resource Management In Education
- **EEA 533** Supervision of Instruction
- **EEA 537** Conflict Management and Community Relations

Electives 9-10 Credits

Project, Portfolio or Thesis 3 Credits

- **EEA 600** Project and Presentation
  or
- **EEA 601** Portfolio and Presentation

M.Ed. in Educational Leadership with Administrator Certification **52-54 Credits**

Educational Leadership Foundation (see above) 12-13 Credits

Educational Leadership Emphasis (see above) 24 Credits

Electives (must be approved) 3-4 Credits

Internship/Seminar 12 Credits

- **EEA 620** Internship I
- **EEA 605** Reflective Seminar I
- **EEA 621** Internship II
- **EEA 606** Reflective Seminar II
- **EEA 622** Internship III
- **EEA 607** Reflective Seminar III

Note: Need your Teacher Professional Certificate? Your CityU Teacher Professional Certificate Program credits are transferable as electives into this program.

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Master of Education in Guidance and Counseling

With optional Administration Certification (Principal and/or Program Administrator Certification)

CityU offer's three separate programs in Guidance and Counseling to provide you with the choice and flexibility you need to achieve your career goals. Choose from the M.Ed. in Guidance and Counseling, the M.Ed. plus teacher professional certification, or our most popular program, which is for individuals who wish to work as school counselors in Washington State public schools and earn their Educational Staff Associate (ESA) School Counselor Certification.

M.Ed. in Guidance and Counseling* **49 Credits**

M.Ed. in Guidance and Counseling with ESA Certificate** **54 Credits**

M.Ed. in Guidance and Counseling with Teacher Professional Certificate:*** **54 Credits**

Guidance and Counseling Concentration (all) 42 Credits

ERL 510 Research Methods in Education
or
ECU 511 Tools for Academic Inquiry
or
EEA 512 Academic Inquiry and Action Research
ERL 518 Education in a Global Society
or
ECU 526 Current Issues in Education
or
EEA 514 Current and Historical Educational Perspectives

EGC 501 Introduction to School Counseling
EGC 502 Societal Issues in Counseling
EGC 503 Child-Adolescent Growth and Development
EGC 504 Counseling Theory and Practice
EGC 505 Group Counseling
EGC 506 Family Structures
EGC 507 Career Counseling and Information Systems
EGC 508 Counseling Testing and Appraisal
EGC 509 Health Issues in Schools
EGC 510 Leadership for Change
EGC 596 Multicultural Counseling
or
ECU 535 Multicultural Perspectives: Increasing Family/Community Engagement and Student Achievement
EGC 514 Counseling Practicum
EGC 620 Counseling Practicum

M.Ed. in Guidance and Counseling without Certificate** 7 Credits

Graduate Level Electives

M.Ed. in Guidance and Counseling with ESA Certificate** 12 Credits

EGC 513 Guidance and Counseling Culminating Seminar
EGC 515 Internship I and Practicum
EGC 622 Internship II
EGC 623 Internship III

Educational Leadership Emphasis 24 Credits

EPC 501 Pre-Assessment Seminar
EPC 503 Professional Certification Portfolio on Presentation
EPC 506 Professional Growth Core

Master of Education in Reading and Literacy

This M.Ed. is offered either in-class or online.

City University of Seattle's M.Ed. in Reading and Literacy is a graduate degree program designed for individuals who wish to become a reading specialist, literacy coach or literacy leader in a global learning community. As part of this program, WA teachers can also earn
their Professional Certification.

Total Required Credits **49 Credits**

Foundations 18 Credits

- **ERL 504** Literacy Development and the Cognitive Process
- **ERL 510** Research Methods in Education
- **ERL 506** Personalized Learning in the Classroom*
  or
- **EEA 516** Professional Growth, Assessment and Practicum**
- **ERL 512** Using Data to Inform Instruction*
- **ERL 514** Linking Literacy to Technology*
- **ERL 518** Education in a Global Society
  or
- **EEA 514** Current and Historical Educational Perspectives **
  or
- **ECU 526** Current Issues in Education

Reading and Literacy Focus 28 Credits

- **ERL 516** Language Acquisition and English Language Development
- **ERL 520** Teaching a Comprehensive Literacy Program for All Students
- **ERL 529** Reading and Writing Instruction and Assessment
- **ERL 552** Literacy Across Content Areas
- **ERL 554** Literacy Diagnosis and Assessment
- **ERL 555** Child and Adolescent Literature
- **ERL 560** Building Family Partnerships and Learning Communities
- **ERL 566** Literacy in Practice
- **ERL 571** Literacy Culminating Seminar**

Master of Education Project 3 Credits

- **ERL 572** Leadership Inquiry Project
  or
- **EPC 503** Professional Certification Portfolio on Presentation

Professional Certification Option (Teacher)* 18 Credits

- **EPC 501** Pre-Assessment Seminar
- **EPC 506** Professional Growth Core

*(*ERL 506, 512 and 514 are replaced by EPC 501 and EPC 506 for the Teacher Professional Certification option, total credits for program remain unchanged)*

***Equivalency courses are taken with permission of the Program Coordinator/Director.*

Master of Education in Technology, Curriculum and Instruction

This emphasis builds competence in both learning and in the application of computer skills in using hardware, graphics, video, authoring programs, telecommunications, and troubleshooting within a classroom environment to promote effective instruction and assessment of student learning. Projects and products may be tailored to meet the specific needs of each individual.

Total Required Credits **49 Credits**

Core 16 Credits

- **ECU 505** Professional Growth Preparation
  or
- **ECU 510** Reflective Practice I: Tools for Academic Inquiry
- **ECU 515** Teaching and Learning
- **ECU 520** Reflective Practice II: Quantitative and Qualitative Research
- **ECU 525** Foundations of Education Perspectives in Education
- **ECU 530** Reflective Practice III: Continuous Improvement

Technology, Curriculum and Instruction 24 Credits

- **TCI 505** Foundations of Technology in Education
- **TCI 510** Using Technology for Instruction and Assessment
- **TCI 515** Web Publishing for the Classroom
- **TCI 520** Digital Images in the Classroom
- **TCI 525** Educational Research Implementation
- **TCI 530** Video Technology in the Classroom
- **TCI 535** Using Multimedia in the Classroom
- **TCI 540** Technology and Issues in Education

Electives 6 Credits

Must be approved graduate level courses

Thesis or Project 3 Credits

- **TCI 600** Project and Presentation
  or
- **TCI 610** Thesis and Presentation
  or
- **EPC 503** Culminating Seminar

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

M.Ed. Leadership (BC, Canada)

The Master of Education in Leadership program is designed for leaders in Canadian schools. It will provide critical academic and field experience so that students acquire the knowledge and skills required of school principals and other school leaders. This emphasis builds competencies in communication, counselling and conflict management; in the delivery, supervision and assessment of instruction; and in the visioning, collaboration, management skills and judgment required to lead schools effectively in a regulated but rapidly changing and diverse environment. Educators will create a professional portfolio that will be both a demonstration of performance and a platform for action and reform.

Total Required Credits **52 Credits**

M.Ed. Graduate Foundation Core 8 Credits

- **ECC 509** Preparation for Professional Growth
- **ECC 510** Technology Tools and Information Literacy
- **ECC 511** Research Methods in Education

School Leadership and Counselling Core 15 Credits

- **ECC 513** Leadership in Schools: Ethics, Accountability and Law
- **ECC 514** Introduction to School-based Counselling
- **ECC 515** Leadership and Counselling Diverse Cultures in Education
- **ECC 516** Family Systems and Conflict Management
- **ECC 601** Counselling Field Experience
- **ECC 602** Counselling Practicum

Leadership and Instructional Concentration 16 Credits

- **EEA 540** Leadership for Continuous School Improvement
- **EEA 551** Innovative Leadership: The Art of Teaching and Learning
- **EEA 552** Instructional Supervision
- **EEA 553** Multidimensional Assessment and Evaluation
- **EEA 554** Leadership Perspectives: Educational Best Practice
- **EEA 555** Servant Leadership and Citizenship

Internship Courses 7 Credits

- **EEA 640** Leadership Internship I
- **EEA 642** Leadership Internship II
- **EEA 644** Leadership Internship III

M.Ed. Project or Thesis (choose one) 3 Credits

- **EEA 600** Project and Presentation
- **EEA 610** Thesis and Presentation

Total Required Credits **52 Credits**

M.Ed. Leadership and School Counselling (BC, Canada)

M.Ed. Leadership and School Counselling classes are delivered by leading Canadian practitioners and are tailored for teachers who want to pursue a M.Ed. degree specializing in counseling while continuing their work. The program is delivered in local districts throughout the Province. The effective combination of theoretical and experiential learning allows students to implement new concepts in their classrooms and schools as part of their internships.

Total Required Credits **52 Credits**

M.Ed. Graduate Foundation Core 8 Credits

- **ECC 509** Preparation for Professional Growth
- **ECC 510** Technology Tools and Information Literacy
- **ECC 511** Research Methods in Education

School Leadership and Counselling Core 15 Credits

- **ECC 513** Leadership in Schools: Ethics, Accountability and Law
- **ECC 514** Introduction to School-based Counselling
- **ECC 515** Leadership and Counselling Diverse Cultures in Education
- **ECC 516** Family Systems and Conflict Management
- **ECC 601** Counselling Field Experience
- **ECC 602** Counselling Practicum

School Counselling Emphasis 18 Credits

- **EGC 530** Individual Counselling Theory and Practice
- **EGC 533** Child-Adolescent Growth and Development
- **EGC 536** Group Counselling and Management
- **EGC 539** Mental Health Issues in Schools
- **EGC 542** Assessment and Evaluation in Counselling
- **EGC 545** Career Counselling and Information Services

Internship Courses 7 Credits

- **EGC 605** School Counselling Internship I
- **EGC 607** School Counselling Internship II
- **EGC 609** School Counselling Internship III

M.Ed. Project or Thesis (choose one) 3 Credits

- **EGC 640** Project and Presentation
- **EGC 641** Thesis and Presentation
- **EGC 650** Comprehensive Examination

Total Required Credits **52 Credits**

Graduate Certificates in the U.S.

Graduate Certificate Educational Leadership: Administrator Certification

(Principal and /or Program Administrator)

Applicants who have a Master's degree either from City University of Seattle, or from another accredited institution, and who meet admissions requirements for the Educational Leadership programs are eligible to pursue Washington State P-12 Principal and/or Program Administrator Residency Certification. The certificate is comprised of the 36 credits of required course work in the degree program. Studentswho already hold a masters or a doctorate degree may enter the certification program without pursuing an M.Ed. Degree from City University of Seattle.

This program is designed to meet Washington State requirements. Out-of-state applicants should consult their state Department of Education for transferability of course work. Washington's Office of the superintendent of Public Instruction has reciprocity agreements with other states.

Total Required Credits **36 Credits**

Educational Leadership Emphasis 24 Credits

- **EEA 521** Educational Leadership
- **EEA 520** Technology for School Leaders
- **EEA 524** School Law
- **EEA 525** School Finance and Operations
- **EEA 526** Principalship and Change Management
- **EEA 527** Human Resource Management In Education
- **EEA 533** Supervision of Instruction
- **EEA 537** Conflict Management and Community Relations

Internship 12 Credits

- **EEA 620** Internship I
- **EEA 605** Reflective Seminar I
- **EEA 621** Internship II
- **EEA 606** Reflective Seminar II
- **EEA 622** Internship III
- **EEA 607** Reflective Seminar III

Graduate Certificate Executive Leadership

(Superintendent Certification Program)

City University of Seattle's Superintendent Certification Program prepares visionary leaders who are committed to social justice and the academic and personal achievement of all children and youth. Candidates may complete their certification while continuing full-time employment.

Total Required Credits **33 Credits**

- **EDLD 650** Executive Academy for Visionary Leadership and Educational Reform
- **EDLD 652** Advanced Seminar in Supervision and Instructional Leadership
- **EDLD 654** Organizational Leadership and Resource Management
- **EDLD 656** Legal and Ethical Studies in Policy and Governance
- **EDLD 658** Executive Academy in Transformational Leadership
- **EDLD 680** Pre-Internship Assessment and Assessment Seminar
- **EDLD 681** Internship I and Reflective Seminar
- **EDLD 682** Internship II and Reflective Seminar
- **EDLD 683** Internship III and Reflective Seminar
- **EDLD 684** Culminating Seminar and Presentation

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Graduate Certificate
Professional Certificate for Administrators

(Principal and /or Program Administrator)

This program will enhance and refine the leadership skills of working Washington principals, assistant principals and administrators who wish to meet the requirements for advanced professional certification.

Total Required Credits **6 Credits**

Executive Leadership: Graduate Certificate

- **EDLD 670** Entry and Pre-Internship Assessment Seminar
- **EDLD 671** Practicum I and Reflective Seminar
- **EDLD 672** Practicum II and Reflective Seminar
- **EDLD 673** Practicum III and Reflective Seminar
- **EDLD 674** Culminating Seminar and Pro-Certification Portfolio

Graduate Certificate
Professional Certificate for Teachers

This certificate program is designed to meet Washington State requirements for the Professional Certificate for Teachers (ProCert). Teachers who hold a Residency Certificate and have completed their provisional status with their school district are eligible to formally enter this program. Teachers develop and implement a professional growth plan based on a pre-assessment related to the standards and criteria.

Total Required for Certificate **15 Credits**

Core

- **EPC 501** Pre-Assessment Seminar
- **EPC 506** Professional Growth Core
- **EPC 503** Culminating Seminar

Professional Growth Activities* (min of 3 credits) 3 credits

*Choose from a list of approved classes

Graduate Certificate
Reading

City University of Seattle's reading program will prepare you to teach reading, writing skills and literacy skills to students age K-12. The practicum portion of the program provides an opportunity for students to apply what they have learned in K-12 classroom settings to complete their WA State reading endorsement.

Total Required for Certificate **24 Credits**

- **ERL 521** Linguistics and Literacy Development
- **ERL 523** Literacy Assessment to Include English Language Learners
- **ERL 527** Child and Adolescent Literature
- **ERL 528** Literacy Portfolio Assessment
- **ERL 540** Teaching the Reading, Writing, and Oral Language Process
- **ERL 541** Cross Cultural Literacy Strategies
- **ERL 542** Literacy Diagnosis and Planning
- **ERL 543** Literacy Across Content Areas and the High School
- **ERL 544** Classroom Application of Reading Models

** Successful completion of the graduate certificate course requirements does not guarantee a Washington State Reading Endorsement.*

Graduate Certificates in British Columbia, Canada

Graduate Certificate
Leadership

If you have a master's degree or higher you are eligible to take this Educational Leadership Certificate Program in British Columbia, Canada.

Total Required for Graduate Certificate 32 Credits

- **ECC 513** Leadership in Schools: Ethics, Accountability and Law
- **ECC 514** Introduction to School-based Counselling
- **ECC 515** Leadership and Counselling Diverse Cultures in Education
- **ECC 516** Family Systems and Conflict Management
- **ECC 601** Counselling Field Experience
- **ECC 602** Counselling Practicum
- **EEA 540** Leadership for Continuous School Improvement
- **EA 551** Innovative Leadership: The Art of Teaching and Learning
- **EEA 552** Instructional Supervision (Mentorship and Coaching)
- **EEA 553** Multi-dimensional Assessment and Evaluation
- **EEA 554** Leadership Perspectives – Educational Best Practice (or)
- **EEA 555** Servant Leadership and Citizenship
- **EEA 640** Leadership Internship I

Graduate Certificate
Leadership and School Counselling

IIf you have a master's degree or higher you are eligible to take this Educational Leadership Certificate Program in British Columbia, Canada.

Total Required for Graduate Certificate 35 Credits

- **ECC 513** Leadership in Schools: Ethics, Accountability and Law
- **ECC 514** Introduction to School-based Counselling
- **ECC 515** Leadership and Counselling Diverse Cultures in Education
- **ECC 516** Family Systems and Conflict Management
- **ECC 601** Counselling Field Experience
- **ECC 602** Counselling Practicum
- **EGC 530** Individual Counselling Theory and Practice
- **EGC 533** Child-Adolescent Growth and Development
- **EGC 536** Group Counselling and Management
- **EGC 539** Mental Health Issues in Schools
- **EGC 542** Assessement and Evaluation in Counselling
- **EGC 545** Career Counselling and Information Services
- **EGC 605** School Counselling Internship I

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Undergraduate General Education Requirements

Lower-Division Requirements **90 Credits**
All baccalaureate degree students must satisfy 55 credits of General Education coursework either at City University of Seattle, through transfer credits from other recognized institutions, or through testing programs such as CLEP.

General Education*	**55 Credits**
College Writing	5 Credits
College Mathematics	5 Credits
Humanities	15 Credits
Social Sciences	15 Credits
Natural Sciences/Mathematics	15 Credits
Electives	**35 Credits**

Upper-Division Requirements are met via the completion of Undergraduate Core courses, the appropriate major courses, and course work in a chosen emphasis at City University of Seattle.

**A minimum of two different disciplines is required in Humanities, Social Sciences, and Natural Sciences/Mathematics.*

Bachelor of Arts in Management

The Bachelor of Arts in Management (B.A.M.) degree program is specifically designed for anyone seeking a broad management background focusing on the organizational and human dimension of the field. This program will teach you the fundamentals of management—the basic knowledge and skills you need to succeed as a manager in your field. You will learn the basics of teaming, both as a leader and member. You will also improve your oral and written communication skills as well as learn important techniques required in project management and develop research skills that will provide a pathway to lifelong learning. Courses are offered online and in-class.

Lower-Division Requirements **90 Credits**

General Education	55 Credits
Electives	35 Credits

Upper Division Requirements **90 Credits**

Management Core 45 Credits

BC 301	Critical Thinking
BC 306	Ethics and Leadership
BSM 304	Effective Organizational Communications
BSC 407	The Effective Organization
BSM 414	International Management
HR 405	Strategic Management of Human Resources
MG 495	Management Strategy
MK 300	Principles of Marketing
PM 401	Introduction to Project Management

Upper-Division Electives 45 Credits
Choose 45 credits of upper-division undergraduate level elective coursework from other fields or disciplines including business, psychology, communications, information systems, and general education. Contact an admissions advisor for the current list of available courses.

(or)

Specialized Study Courses 45 Credits
Choose 45 credits of upper-division undergraduate level specialized study coursework. These courses must be approved by Senior Faculty.

Total Required Credits **180 Credits**

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Bachelor of Science in Accounting

The Bachelor of Science in Accounting (B.S. Accounting) degree program is designed for anyone seeking a career in accounting. This program will provide you with a firm foundation in business principles, with course applications that emphasize critical thinking, teamwork, and effective communication. You'll gain a broad base of knowledge in the areas of financial accounting, management accounting, taxation, auditing, law, and ethics. The program's technical content provides an excellent foundation should you decide to sit for the Uniform Certified Public Accountant's (CPA) exam, the Certified Internal Auditor's (CIA) exam, and Certified Management Accountant's (CMA) exam. Courses are offered online and in-class.

Lower-Division Requirements **90 Credits**

- **General Education** 55 Credits
- **Electives** 30 Credits

Preparatory Course 5 Credits

- **AC 215** Fundamentals of Accounting

Upper-Division Requirements **90 Credits**

Undergraduate Core 10 Credits

- **BC 301** Critical Thinking
- **BC 303** Statistics

Business Core 35 Credits

- **BSC 402** Financing Organizations
- **BSC 407** The Effective Organization
- **BSM 405** Operations Management
- **BSM 407** Business Economics
- **BSM 495** Business Strategy
- **IS 330** Information Systems
- **MK 300** Principles of Marketing

Major Required Courses 45 Credits

- **AC 301** Intermediate Accounting I
- **AC 302** Intermediate Accounting II
- **AC 303** Intermediate Accounting III
- **AC 312** Management Accounting
- **AC 405** Advanced Accounting
- **AC 411** Auditing
- **AC 412** Business Law for Accountants
- **AC 420** Federal Income Tax Concepts
- **AC 430** Business Ethics for Accountants

Total Required Credits **180 Credits**

Note: Accounting majors must demonstrate proficiency in basic accounting concepts through the completion of AC 215, Fundamentals of Accounting, at City University of Seattle or the equivalent, prior to enrolling in the major required courses.

Forty-five additional credit hours (in addition to a Bachelor's degree) are required to sit for the CPA exam in the State of Washington as of June 2000. These additional credit hours may be obtained at the undergraduate or graduate level. Please consult the State Board of Accountancy in the state where you plan to take the exam for your state's specific requirements.

Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration (B.S.B.A.) degree program is designed for anyone looking for a broad business background. The program is designed to provide you with a solid understanding of the art and craft of business. You will be immersed in the fundamentals of business, learning the softer skills of communication, teamwork, cultural fluency, and maximization of technology. You will be able to apply the knowledge and skills acquired in this program directly to your current occupation; the curriculum is designed to afford breadth and depth in the complexities of governmental, industrial, educational, commercial, health-services and non-profit organizations. Courses are offered online and in-class.

United States

Lower-Division Requirements — **90 Credits**

- **General Education** — 55 Credits
- **Electives** — 35 Credits

Upper-Division Requirements — **90 Credits**

Undergraduate Core — 20 Credits

- **BC 301** Critical Thinking
- **BC 302** Business Communications
- **BC 303** Statistics
- **BC 306** Ethics and Leadership

Business Core — 45 Credits

- **BSC 401** Interpretation of Financial Accounting
- **BSC 402** Financing Organizations
- **BSC 403** Legal Issues in the Workplace
- **BSC 407** The Effective Organization
- **BSM 405** Operations Management
- **BSM 407** Business Economics
- **BSM 495** Business Strategy
- **IS 330** Information Systems
- **MK 300** Principles of Marketing

Emphasis Area — 25 Credits

Total Required Credits — **180 Credits**

Emphasis Area

Choose one of the emphasis areas listed below:

General Management

The General Management emphasis is designed for students wishing to pursue a variety of management positions within organizations. This emphasis expands a student's core knowledge of today's business environment to include issues such as E-Commerce, the impact of the global business environment, and project planning.

- **BSC 400** Decision Modeling and Analysis
- **BSM 304** Effective Organizational Communications
- **BSM 404** International Business
- **EC 400** Fundamentals of E-Commerce
- **PM 401** Introduction to Project Management

Human Resource Management

The Human Resource Management emphasis provides students with a solid foundation in general business as well as human resource fundamentals. Employment law, strategic management of human resources, employee relations, and employee benefit are a vital part of this degree.

- **HR 405** Strategic Management of Human Resources
- **HR 406** Employee Relations
- **HR 407** Employment Law
- **HR 411** Employee Benefits
- **HR 440** Human Resource Development

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Individualized Study Emphasis
The Individualized Study emphasis consists of five courses taken in a specific content area. Coursework may be completed through independent study, current course offerings, or developed for a specific industry or organizational setting. The Individualized Study emphasis is proposed by the student and approved by the Program Director/Sr. Faculty prior to registration.

Information Systems Management
The Information Systems Management emphasis is designed for those students wishing to pursue information management positions in organizations. This emphasis provides students with the broad technical basis needed to make management decisions related to technology.

IS 320	Project/Change Management
IS 350	Systems Analysis and Design
IS 360	Database Technologies
IS 405	Internet Technologies
IS 470	IT Service Management

International Management
The International Management emphasis provides students with a wide range of knowledge and skills to enable them to function effectively in the world of international business. Students may choose to concentrate on a geopolitical region of interest throughout the emphasis courses, or use each course to broaden their knowledge of different regions of the world.

BSM 411	Introduction to Geopolitics
BSM 412	International Financial Management
BSM 413	International Trade and Logistics
BSM 414	International Management
MK 388	International Marketing

Marketing
The Marketing emphasis provides students with a solid foundation in general business as well as marketing fundamentals. Students explore international marketing and marketing research, as well as advertising and strategy. Internet marketing is also a key element of the program.

MK 386	Marketing Research
MK 388	International Marketing
MK 390	Advertising
MK 400	Marketing Strategy
MK 401	Marketing and the Internet

Project Management
The Project Management emphasis augments the core curricula with a solid foundation in how to organize, lead, and schedule projects in a variety of disciplines. Our courses are based on the Project Management Institutes' (PMI©) Body of Knowledge (PMBOK®). All of our Project Management courses qualify for PMI's Professional Development educational/training Units (PDU®) which are a crucial qualification part of PMI's coveted Project Management Professional (PMP®) certification.

PM 401	Fundamentals of Project Management
PM 404	Introduction to Project Planning and Control
PM 405	Systems Approach to Projects
PM 407	Introduction to Cost Management in Projects
PM 412	Customer-Driven Project Management

Bachelor of Science in Business Administration *(Continued)*

Europe

Lower-Division Requirements **90 Credits**

General Education 50 Credits

- **ENG 211** Intermediate Composition/Equivalent
- **MTH 155** College Algebra
  (or)
- **MTH 180** Pre-calculus
  (or)
- **MTH 220** Calculus
- **ENG 290** Advanced Writing and Research
- **SSC 220** Principles of Microeconomics
- **SSC 221** Principles of Macroeconomics
- **MTH 110** Introduction to Statistics
- **One SCI Course,** student's choice
- **AC 215** Fundamentals of Accounting
- **CS 201** Information Technologies for Managers
- **MG 201** Introduction to Functions of Management

Electives 40 Credits

Upper-Division Requirements **90 Credits**

Undergraduate Core 20 Credits

- **BC 301** Critical Thinking
- **BC 302** Business Communications
- **BC 303** Statistics
- **BC 306** Ethics and Leadership

Business Core 45 Credits

- **BSC 400** Decision Modeling and Analysis
- **BSC 401** Interpretation of Financial Accounting
- **BSC 402** Financing Organizations
- **BSC 407** The Effective Organization
- **BSM 495** Business Strategy
- **INT 302** International Economics
- **INT 304** International Law
- **IS 330** Information Systems
- **MK 300** Principles of Marketing

Emphasis Area 25 Credits

Total Required Credits **180 Credits**

Emphasis Area

Choose one of the emphasis areas listed below:

General Management

The General Management emphasis is designed for students wishing to pursue a variety of management positions within organizations. This emphasis expands a student's core knowledge of today's business environment to include issues such as operations, the impact of the global business environment, and project planning.

- **BSM 404** International Business
- **BSM 405** Operations Management
- **PM 401** Introduction to Project Management
- **Choice of Approved Elective**
- **Choice of Approved Elective**

Information Systems Management

The Information Systems Management emphasis is designed for those students wishing to pursue information management positions in organizations. This emphasis provides students with the broad technical basis needed to make management decisions related to technology.

- **IS 320** Project/Change Management
- **IS 350** Systems Analysis and Design
- **IS 360** Database Technologies
- **IS 405** Internet Technologies
- **IS 470** IT Service Management

Marketing

The Marketing emphasis provides students with a solid foundation in general business as well as marketing fundamentals. Students explore international marketing and marketing research, as well as advertising and strategy. Internet marketing is also a key element of the program.

- **MK 386** Marketing Research
- **MK 388** International Marketing
- **MK 390** Advertising
- **MK 400** Marketing Strategy
- **MK 401** Marketing and the Internet

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Bachelor of Science in Information Systems

The Bachelor of Science in Information Systems (B.S.I.S) program is designed to help professionals already working in the rapidly changing field of information systems and technology move forward to the next level in their careers. Upon successful completion of the program, you will have gained the skills necessary to successfully manage a team in a software development environment. These skills include critical thinking, problem solving, communication, systems analysis and design, software engineering, and information systems management. Courses are offered online and in-class.

Lower-Division Requirements **90 Credits**

- **General Education** 55 Credits
- **Electives** 30 Credits

Preparatory Course 5 Credits

- **IS 201** Fundamentals of Computing

Upper-Division Requirements **90 Credits**

Undergraduate Core 15 Credits

- **BC 301** Critical Thinking
- **BC 303** Statistics
- **BC 306** Ethics and Leadership

Information Systems/Specialty in Systems Development and Management Core 75 Credits

- **IS 305** Technical Communication
- **IS 320** Project/Change Management
- **IS 330** Information Systems
- **IS 340** Operating Systems
- **IS 345** Security
- **IS 350** Systems Analysis and Design
- **IS 360** Database Technologies
- **IS 405** Internet Technologies
- **IS 410** Programming
- **IS 420** Web Design
- **IS 430** Web Programming
- **IS 440** Quality Assurance
- **IS 450** Software Process Management
- **IS 470** IT Service Management
- **IS 480** Software Development (Capstone)

Total Required Credits **180 Credits**

Bachelor of Science in Marketing

The Bachelor of Science in Marketing (B.S. in Marketing) degree program is designed for anyone wanting entry or advancement in the field of marketing. The program will provide you with a strong, practical foundation in marketing principles. You will learn how to develop comprehensive marketing plans and advertising campaigns, conduct market research, and analyze consumer behavior. Topics you will explore include: advertising; public relations; consumer behavior; research; strategy; global marketing; and e-marketing. The focus on sustainability practices and principles ensures you'll gain the knowledge you need to market products and services responsibly and successfully in the 21st century. Courses are offered online and in-class.

Lower-Division Requirements **90 Credits**

- **General Education** 55 Credits
- **Electives** 35 Credits

Upper-Division Requirements **90 Credits**

Undergraduate Core 10 Credits

- **BC 301** Critical Thinking
- **BC 303** Statistics

Business Core 30 Credits

- **BSC 401** Interpretation of Financial Accounting
- **BSC 403** Legal Issues in the Workplace
- **BSC 407** The Effective Organization
- **BSM 407** Business Economics
- **IS 330** Information Systems
- **PM 401** Fundamentals of Project Management

Major Requirements 50 Credits

- **MK 300** Principles of Marketing
- **MK 386** Marketing Research
- **MK 388** Global Marketing
- **MK 390** Advertising & Sales Promotion
- **MK 401** E-Marketing
- **MK 402** Understanding Consumer Behavior
- **MK 403** Public Relations
- **MK 404** Brand Development & Management
- **MK 405** Integrated Marketing Communications
- **MK 495** Marketing Capstone

Total Required Credits **180 Credits**

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Undergraduate Certificates

For those who do not require a degree in its entirety, City University of Seattle offers several certificate programs at the undergraduate level. Certificate programs require a shorter time commitment than degree programs, but are every bit as rigorous. Courses completed in most certificate programs can be applied toward degree requirements. Although City University of Seattle offers certificate programs in a variety of fields, not every certificate program is available at every instructional site. However, most of the programs are available online. For more information, contact a City University of Seattle advisor.

Academic ESL

The Academic ESL certificate program prepares non-native speakers of English for all undergraduate and language assisted graduate programs. It is designed to give students the linguistic tools needed for success in a degree-bearing program. Academic reading and writing are stressed heavily. Lecture comprehension, critical thinking, and verbal expression of ideas are also a major component. Six levels of ESL are offered. Completion of level six grants the Academic ESL certificate and satisfies the English proficiency requirement for City University of Seattle undergraduate and language assisted MBA (AMBA) programs.

Prerequisite: ESL 050, 051, 052, and 053 or equivalency by TOEFL or approved exam.

Required Courses

ESL 060	Academic Writing Skills VI
ESL 061	Academic Reading Skills VI
ESL 062	Academic Listening and Speaking Skills VI
ESL 063	Advanced English Grammar VI

Total Required Credits **200 Hours**

Accounting

The certificate in accounting provides a concentrated study in the areas of financial accounting, taxation, cost accounting and auditing. Its content includes in-depth coverage of subjects tested on the Uniform Certified Public Accountant (CPA) examination and the Certified Management Accountant (CMA) examination. Please consult the State Board of Accountancy in the state where you plan to take the exam for specific requirements

Prerequisite: AC 215 Fundamentals of Accounting or equivalent coursework.

Required Courses

AC 301	Intermediate Accounting I
AC 302	Intermediate Accounting II
AC 303	Intermediate Accounting III
AC 312	Management Accounting
AC 405	Advanced Accounting
AC 411	Auditing
AC 412	Business Law for Accountants
AC 420	Federal Income Tax Concepts
AC 430	Business Ethics for Accountants

Total Required Credits **45 Credits**

Undergraduate Certificates *(Continued)*

Marketing

The Undergraduate Certificate in Marketing is designed to broaden the student's knowledge in the areas of marketing research, marketing strategy (domestic and global), Internet marketing, and customer relationship management in the B2B and B2C environments.

Required Courses

MK 386	Marketing Research
MK 388	International Marketing
MK 390	Advertising
MK 400	Marketing Strategy
MK 401	Marketing and the Internet

Total Required Credits **25 Credits**

Project Management

The Undergraduate Project Management Certificate is designed for students who do not desire a full degree. This selection provides the student with a solid foundation in how to organize, lead, and schedule projects in a variety of disciplines. Our courses are based on the Project Management Institute's (PMI©) Body of Knowledge (PMBOK®). All of our Project Management courses qualify for PMI's Professional Development educational/training Units (PDU®) which are a crucial qualification part of PMI's coveted Project Management Professional (PMP®) certification.

Required Courses

PM 401	Fundamentals of Project Management
PM 404	Introduction to Project Planning and Control
PM 405	Systems Approach to Projects
PM 407	Introduction to Cost Management in Projects
PM 412	Customer-Driven Project Management

Total Required Credits **25 Credits**

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Master of Arts in Leadership

The Master of Arts in Leadership (M.A.L.) degree program is designed for individuals working in a wide variety of professional sectors including for-profit, non-profit, health care, government, education, or service, who would like to improve their ability to lead—locally and globally. You will learn to solve everyday organizational challenges and achieve your goals by combining motivational and interpersonal skills, coaching skills, ethical decision making, social and environmental responsibility, innovative thinking, technology, diversity, organizational politics, team building, and global insight. Courses are offered online and in-class.

Leading Change through Whole-Systems Thinking and Coaching Core **18 Credits**

- **MAL 505** Exploring Leadership
- **MAL 515** Organizational Systems Coaching
- **MAL 525** Synthesizing Leadership
- **MAL 535** Leading Change in Diverse Organizational Cultures
- **MAL 545** Ethical Leadership
- **MAL 550** Critical Thinking and Innovation

Global Leadership through Technology and Communication Management Core **15 Credits**

- **MAL 560** Global Leadership
- **MAL 570** Leading Teams
- **MAL 580** Strategic Planning
- **MAL 590** Evaluating Employees
- **MAL 600** Social and Environmental Responsibility

Leadership Experience **12 Credits**

- **MAL 650** Capstone and Preparation for Leadership Project, Practicum Experience, or Internship
- **MAL 660** Leadership Project, Practicum Experience, or Internship

Total Required Credits **45 Credits**

Master of Business Administration

The Master of Business Administration (M.B.A.) program is designed specifically for busy, working adults. Throughout this program, you will be able to apply your skills in these areas: development of a business plan; business simulation; e-portfolio; business application project; professional development planning; and programmed skill-building. The focus of the program is to help you become recognized as a leader at every level of an organization. You will develop the orientation, skills, and confidence to think strategically, take the initiative, and achieve desired results by motivating others. Courses are offered online and in-class.

United States

Business Core Required Courses **36 Credits**

- **MBA 500** Essentials of Business Management
- **MBA 505** Business Communications
- **MBA 510** Law and Economics for Global Business
- **MBA 515** Project Management and Prioritization
- **MBA 520** Managing with Technology
- **MBA 525** Applied Marketing
- **MBA 530** Evaluating Financial Information
- **MBA 535** Managerial Accounting
- **MBA 540** Strategic Financial Management
- **MBA 545** People and Systems in Organizations
- **MBA 550** Business Operations
- **MBA 555** Business Strategy

Emphasis Area or Practicum **12 Credits**

Total Required Credits: **48 Credits**

Emphasis Area or Practicum

Choose an emphasis areas or practicum to complete the last 12 credits of the program:

Practicum

The MBA (with practicum) provides you with the opportunity to explore a specialty area with your electives yet still focus on the overall business plan process. You will also gain valuable real world experience working with real businesses, and addressing real issues. You will conclude the program by polishing your presentation skills and presenting your business plan to an outside panel of evaluators.

- **MBA 560** Practical Business Applications I
- **MBA 565** Practical Business Applications II
- **Elective Courses** Choose six credits of graduate level elective coursework.

Change Leadership

Topics you will explore include: methods of creative problem solving; learning how to confront difficult situations; leadership synthesis; leading change in diverse organizational cultures; and ethical leadership.

- **MAL 515** Organizational Systems Coaching
- **MAL 525** Synthesizing Leadership
- **MAL 535** Leading Change in Diverse Organizational Cultures
- **MAL 545** Ethical Leadership

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Finance
This emphasis is specifically designed to help you understand the ins and outs of capital formation and corporate management; how the markets in securities and capital investments work; the role of banking in business development; and the importance of financial management in public and not-for-profit organizations.

FIN 541	Capital Formation and Corporate Management
FIN 542	Banking and the Movement of Capital
FIN 543	Equity Markets and Debt Instrument Management
FIN 544	Financial Management and Not-for-Profit Organizations

Marketing
Topics you will explore include: strategic brand creation and management; consumer behavior; channel management; and public relations and media management.

MK 526	Strategic Brand Creation and Management
MK 527	Consumer Behavior
MK 528	Channel Management
MK 529	Public Relations and Media Management

Project Management
All of the courses in this emphasis qualify for PMI's Professional Development educational/training Units (PDU®) which are a crucial qualification part of PMI's coveted Project Management Professional (PMP®) certification.

PM 504	Project Planning and Control
PM 513	Managing Change
PM 508	Project Risks and Decisions
PM 512	The Customer in the Project Process

Technology Management
This emphasis is specifically designed to teach you how to: manage technology projects; lead, coach and motivate a technology team; analyze a business process and identify opportunities for technology; and develop a business plan that integrates technology into the business enterprise.

ITMGMT 540	Managing the Technology Enterprise
ITMGMT 530	Managing Process Innovation
ITMGMT 565	Leveraging Emerging Technologies
ITMGMT 585	Leading the Business with Technology

The Assisted Master of Business Administration

The M.B.A. is also offered in a language assisted format for those students whose first language is not English. In the Assisted Master of Business Administration program (A.M.B.A.), students are assigned a language specialist for each course. Students meet with their language specialist for two hours after each class. The added benefits of enrolling in the A.M.B.A. program are language assistance with course materials and additional skill-specific English practice. Students finish the program with the confidence needed to do business in any English-speaking environment.

Note: The English proficiency requirement for the A.M.B.A. program is slightly lower than that of the M.B.A. However, if a student cannot meet the English proficiency requirement or would prefer a refresher course, City University of Seattle also offers an academic English as a Second Language (ESL) program. The academic ESL program features six levels of academic instruction. Each level includes 20 hours of instruction per week focusing on grammar, speaking/listening, writing, and reading.

Master of Business Administration

(Continued)

Europe

Business Core Required Courses **30 Credits**

- **MB 545** Marketing Management
- **MC 500** Management Accounting
- **MC 506** Quantitative Methods for Managers
- **MC 509** High Performance Organizations
- **MC 511** Managerial Communication and Research Methods
- **MC 514** Managerial Economics
- **MC 516** Management Information Systems
- **MC 553** Principles of Finance
- **MC 555** Legal Systems in a Global Economy
- **MC 573** International Business

Emphasis Area **12 Credits**

Capstone Course **3 Credits**

- **MC 600** Business Policy

Total Required Credits **45 Credits**

Emphasis Areas

Choose one of the emphasis areas listed below:

Financial Management

The emphasis in Financial Management examines the development of complex information systems and powerful analytical tools applied to financial analysis. The program explores the fundamental principles of finance, the role of money and financial markets, the financial analyses of companies, the function of investment markets, and decision-making techniques necessary for effective management of a company's resources.

- **FP 572** Financial Analysis
- **FP 580** Investment Management
- **MB 529** Money and Financial Markets
- **MC 556** Management of Finance

General Management

The emphasis in General Management focuses on breadth rather than depth, and is designed to prepare an executive capable of understanding and contributing to policy formulation and implementation in each of the major domains of present-day managerial practice.

- **MC 550** Operations Management
- **MC 584** Human Resource Management
- **ML 561** Managerial Leadership in the 21st Century
- **PM 501** Introduction to Project Management

Human Resource Management

The Human Resource Management emphasis provides students with a solid foundation in general business as well as human resource fundamentals. Employment and labor law, staffing, training and development, paid compensation and benefits are a vital part of this program.

HR 508 Employee Staffing, Training, and Development
HR 510 Employment and Labor Law
HR 512 Compensation and Benefits
MC 584 Human Resource Management

Information Systems

The Information Systems emphasis in the MBA is designed so that graduating students will have enough general knowledge and vocabulary about current business technology and capabilities to prepare them to discuss technology issues with colleagues, as both a manager and user of that technology.

CS 523 Data Management for Managers
CS 525 Application System Development Methodology
CS 563 Strategic Planning for non-IT Managers
MC 528 E-Business Applications and Infrastructure

Marketing

Topics covered in the emphasis in Marketing include orchestration of product development, market research, distribution channels, analysis, advertising, and media selection for the successful marketing of products and services. The program unites modern marketing skills with classical management components to develop a mastery of marketing management and an understanding of functions of marketing directors and sales managers.

MK 511 Marketing Research and Consumer Behavior
MK 513 Advertising and Promotional Strategy
MK 515 Global Marketing
MK 516 Advanced Strategic Marketing

Project Management

All of our Project Management (PM) courses qualify for PMI's Professional Development educational/training Units (PDU®) which are a crucial qualification part of PMI's coveted Project Management Professional (PMP®) certification.

PM 501 Introduction to Project Management
PM 504 Project Planning and Control
PM 508 Project Risks and Decisions
PM 512 The Customer in the Project Process

Executive Master of Business Administration in Global Leadership

The Executive M.B.A. in Global Leadership (E.M.B.A) program is designed to provide busy, executive track individuals with a truly globally-focused business education. This accelerated 18-month program offers flexible class schedules—including intensive weekend sessions and online coursework—to prepare graduates for a successful global career. This program incorporates a cohort model of learning, meaning students will start and finish the program together. In addition to the CityU faculty who have decades of real-world, business experience, guest lecturers from leading Seattle-based multinationals help to enhance the program's curriculum by offering practical business leadership perspectives.

Required Courses **48 Credits**

EMBA 500	Essentials of Business Management
EMBA 505	Business Communication
EMBA 510	Law and Economics for Global Business
EMBA 515	Project Management and Prioritization
EMBA 520	Managing with Technology
EMBA 525	Applied Marketing
EMBA 530	Evaluating Financial Information
EMBA 535	Managerial Accounting
EMBA 540	Strategic Financial Management
EMBA 545	People and Systems in Organizations
EMBA 550	Business Operations
EMBA 555	Business Strategy
EMAL 560	Global Leadership
EMAL 575	Cross Cultural Communication
EMAL 585	Global Systems
EMAL 600	Social and Environmental Responsibility

Total Required Credits **48 Credits**

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Master of Science in Project Management

The Master of Science in Project Management (M.S.P.M.) degree program is designed for anyone with an undergraduate degree who is interested in pursuing a career in the field of project management. You will learn to work in a fast-paced, dynamic environment and develop team building strategies while applying proper project management principles. City University of Seattle is a Global Registered Education Provider® by PMI®. All of our Project Management (PM) courses qualify for PMI's Professional Development educational/training Units (PDU®) which are a crucial qualification part of PMI's coveted Project Management Professional (PMP®) certification. Courses are offered online and in-class.

Required Courses **42 Credits**

- **PM 501** Introduction to Project Management
- **PM 502** Leadership Principles for Project Managers
- **PM 503** Project Communications Management
- **PM 504** Project Planning and Control
- **PM 505** Systems Concepts and Thinking in Project Management
- **PM 506** Managing Projects with People and Teams
- **PM 507** Project Financial Management

  (or)
- **MC 500** Management Accounting
- **PM 508** Project Risks and Decisions
- **PM 509** The Legal Environment
- **PM 510** Contract Admin. in Project Management: Procurement
- **PM 511** Project Quality Management
- **PM 512** The Customer in the Project Process
- **PM 513** Managing Change
- **PM 514** Project Management Program Integration

Research Project/Thesis **3 Credits**

- **PM 550** Problem Statement and Proposal Writing
- **PM 601** Project Management Research Paper

Total Required Credits **45 Credits**

Master of Science in Technology Management

The Master of Science in Technology Management (M.S.T.M.) program is designed for technology professionals and current technology managers who wish to advance their careers; senior level technology managers who wish to move into leadership positions; and any professional interested in understanding management in a technology company. Upon successful completion of the program, you will have gained numerous skills that can be immediately applied in today's competitive work environment. You will not only be looking at where technology is at today, but where it is going in the future. Courses are offered online and in-class.

Required Courses **45 Credits**

ITMGMT 500	Managing the Technology Career
ITMGMT 510	Managing the Technology Project
ITMGMT 520	Managing the Technology Team
ITMGMT 530	Managing Process Innovation
ITMGMT 540	Managing the Technology Enterprise
ITMGMT 545	Financial Skills for Technology Managers
ITMGMT 550	The Responsibilities of Global Citizenship
ITMGMT 560	Managing Organizational Learning
ITMGMT 565	Leveraging Emerging Technologies
ITMGMT 570	Maintaining the Technology Infrastructure
ITMGMT 575	Technology Implementation & Change
ITMGMT 580	Performance Analysis
ITMGMT 585	Leading the Business with Technology
ITMGMT 590	The Practicing Technology Manager
ITMGMT 601	Applied Action Learning 1
ITMGMT 602	Applied Action Learning 2
ITMGMT 603	Applied Action Learning 3

Total Required Credits **45 Credits**

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Graduate Certificates

For those who do not require a degree in its entirety, City University of Seattle offers several certificate programs at the graduate level. Certificate programs require a shorter time commitment than degree programs but are every bit as rigorous. Courses completed in most certificate programs can be applied toward degree requirements. Not every certificate program is available at every instructional site. However, most of the programs are available online. For more information, contact a City University of Seattle advisor.

Accounting

The graduate certificate in accounting prepares students for the professional challenges of becoming a Certified Public Accountant (CPA). It consists of four review courses that concentrate on the concepts, theory, and technical materials routinely tested on the CPA exam. These four, three credit courses are recognized by the Washington State Board of Accountancy as accounting credits

**Applicants must hold a bachelor's degree. Students must have completed an accounting major at either the undergraduate level (300-400 courses) or graduate level (500 and above courses). Eligible courses must have "AC" or "ACC" designators and include the following: intermediate accounting series, cost/ managerial accounting, individual and corporate tax, audit, and business law.*

Required Courses

AC 520	CPA Review - Financial Accounting & Reporting (FAR)
AC 521	CPA Review - Regulation (REG)
AC 522	CPA Review - Audit and Attestation (AUD)
AC 523	CPA Review - Business Environment & Concepts

Total Required Credits **12 Credits**

Aviation Management (Europe)

This program covers the essentials of global aviation management for professionals in the airline industry. Students will analyze emerging trends in the competitive and regulatory environments affecting airline economics, strategic planning, safety, and airport management. They will also evaluate current and future commercial and liability issues in the international commercial aviation industry.

Required Courses

AV 501	Strategic Airline Management
AV 502	Airline Economics
AV 503	Airport Management
AV 504	Aviation Safety Management
AV 505	Emergent Trends in International Aviation

Total Required Credits **15 Credits**

Graduate Certificates *(Continued)*

Change Leadership

The Certificate in Change Leadership is specifically designed to help you become an effective change agent. Topics you will explore include: methods of creative problem solving; learning how to confront difficult situations; leadership synthesis; leading change in diverse organizational cultures; and ethical leadership.

Required Courses

MAL 505	Exploring Leadership
MAL 515	Organizational Systems Coaching
MAL 525	Synthesizing Leadership
MAL 535	Leading Change in Diverse Organizational Cultures
MAL 545	Ethical Leadership
MAL 550	Critical Thinking and Innovation

Total Required Credits **18 Credits**

Project Management

The Graduate Certificate in Project Management is designed to give students the advanced knowledge to organize and lead projects in a variety of different settings and disciplines. Activities include a combination of individual and team experiences. Students participate on real and virtual teams throughout the program. Students should be able to apply their newly learned skills immediately within their organizational environment. All Project Management courses are eligible for PMI® PDUs.

Required Courses

PM 501	Introduction to Project Management
PM 504	Project Planning and Control
PM 507	Project Financial Management
(or)	
MC 500	Management Accounting
PM 508	Project Risks and Decisions
PM 512	The Customer in the Project Process

Total Required Credits **15 Credits**

Technology Management

The Certificate in Technology Management provides depth in managing information technology organizations, systems, data, security, and infrastructure. This set of courses provides the skills and knowledge needed to effectively manage an IT function. Students will investigate practical solutions and learn how to implement these solutions in the organizations in which they work. This certificate is designed to help experienced IT professionals take an active leadership role in their organizations.

Required Courses

ITMGMT 500	Managing the Technology Career
ITMGMT 510	Managing the Technology Project
ITMGMT 520	Managing the Technology Team
ITMGMT 530	Managing Process Innovation
ITMGMT 540	Managing the Technology Enterprise

Total Required Credits **15 Credits**

Professional Certification Preparation Courses

PHR/SPHR Certificate Preparation

Northwest Human Resource Management Association (NHRMA), the regional body of the Society for Human Resource Management (SHRM), serves as the leading voice of the human resource profession. SHRM represents the interest of more than 80,000 professional and student members from around the world. SHRM and NHRMA provide members education and informational services, conferences and seminars, government and media representation and publications that equip human resource professionals for their roles as leaders and decision makers within their organizations. In partnership with NHRMA and with support from SHRM, City University of Seattle has become a recognized provider of education and knowledge for human resource professionals. Together we strive for excellence making sure that we exceed the expectations of our students, members and professional colleagues.

Required Courses

HR 401	Professional/Senior Professional Human Resource Management Preparation Course

General Studies Program Information

General Studies students earn degrees by studying a broad, interdisciplinary series of courses rather than a defined departmental curriculum.The design of the general studies degree programs allows students to assemble their own interdisciplinary academic program, which may be narrowly focused or contain a wide spectrum of curricular elements. The curriculum is designed to provide maximum flexibility and meet the particular educational objectives of each student. These degrees give a unique opportunity to develop a multi-disciplinary and carefully focused course of study, which fulfills traditional university requirements while meeting each student's specific goals for a college degree.

Associate of Science in General Studies

The Associate of Science in General Studies is a flexible, two-year program that introduces students to a given field and prepares them for entry-level positions or seamless continuation to a Bachelor's degree program at City University of Seattle. No prior post-secondary study is necessary to enroll in the program, and it is wholly compatible with, and transferable to, further undergraduate study at City University of Seattle and elsewhere. A substantial exposure to general education is required. Students with prior college credits or formal non-collegiate training are provided the opportunity to transfer up to 65 lower-division credits.

Credits needed for the degree	**90***
*25 credits must be taken at City University	
General Education:	30 Credits
College Writing	5
College Mathematics	5
Humanities	5
Social Sciences	5
Natural Sci/Math	5
Electives**	5

***Choose from General Education disciplines listed above.*

Program Courses: 55 Credits

Courses are selected by the student (in consultation with their advisor) or may be transferred into the program.

Capstone Course:	5 Credits
GS 295 Associate Degree Capstone	5

A.S. Gen Studies: Military Only Program

Requirements are the same as the A.S. Gen Studies Degree however of the 90 credits needed for the degree, only 5 credits (GS 295) must be taken at City University of Seattle.

CityU of Seattle accepts credits for military education and training and follows the recommendations of the ACE guide. Check with your advisor for details.

Bachelor of Science in General Studies

The Bachelor of Science in General Studies provides students with the opportunity to organize an individualized program that meets their needs for degree completion or professional preparation. Students should work closely with an advisor to construct an appropriate choice and sequence of courses.

All baccalaureate degree students must satisfy 55 credits of General Education coursework either at City University of Seattle, through transfer credits from other recognized institutions, or through testing programs such as CLEP. Students enrolled in the B.S. in General Studies may transfer a maximum of 135 approved credits from other recognized institutions. Of these credits, 90 may be lower-division and 45 must be approved upper-division credits. The upper-division credits do not have to be direct equivalents of City University of Seattle courses.

Lower-Division Requirements:		**90 Credits**
College Writing		5
College Mathematics		5
Humanities		15
Social Sciences		15
Natural Sci/Math		15
Electives		35

Upper-Division Requirements: **90 Credits**

Eighty-five credits of approved upper-division work, selected from two to four academic disciplines with a minimum of 15 credits per discipline, following completion of lower-division work.

GS 495	General Studies Degree Capstone	5

Total Required Credits **180 Credits**

Bachelor of Science in Communications

The Bachelor of Science in Communications (BSC) prepares graduates for roles in business, non-profit, and educational organizations, where written, oral, quantitative, and media communication skills are highly prized. The program ensures students develop knowledge and skills in interpersonal, organizational, international, and mass communications, and provides opportunities for hands-on learning in real world settings.

Core courses in communication skills, theory, and applied analysis are taken by all students, who may then choose a group of electives to further explore a specific area. Initial areas for electives include international communications and health care communications. With a focus on applied theory, professional relevance, and learning-centered design, the BSC was developed with a set of learning objectives constructed in collaboration with business and industry leaders.

Lower-Division Requirements: **90 Credits**

College Writing	5
College Mathematics	5
Humanities	15
Social Sciences	15
Natural Sci/Math	15
Electives*	30

Prerequisite

COM 201 Introduction to Communications 5

**A minimum of two different academic disciplines is required in Humanities, Social Sciences, Natural Sciences/Math*

Upper-Division Requirements: **90 Credits**

Communications Core 60 Credits**

COM 315 Power of Media
COM 316 Power of Data
COM 317 Power of Writing
COM 318 Power of Speaking & Listening
COM 319 Interpersonal Communication
COM 320 Organizational Communication
COM 321 Mass and Niche Communications
COM 416 Communication & Social Responsibility
COM 417 Media Criticism
COM 418 Public Relations
COM 419 Intercultural Communication
COM 420 Persuasive Communication

Elective Courses: 25 Credits

Choice of five upper-division elective courses offered at City University of Seattle or transferred from an accredited institution with a grade of 2.0 or above.

Capstone Course 5 Credits

COM 497 Practicum***

Total Required Credits **180 Credits**

***No transfer credits accepted in the Communications Core.*
****May be taken anytime after completion of the Core.*

B.S. Communications – Strategic Media Emphasis

Lower-Division Requirements: **90 Credits**

Prerequisite: **5 Credits**

Communications Core 60 Credits**

Strategic Media Emphasis Courses: **25 Credits**

Select 5 out of 7 courses below

COM 352 Editing and Proofreading
COM 361 Consumer Behavior and New Media
COM 370 Political Communication
COM 450 Journalism: Principles and Practices
COM 452 The Craft of the Interview
COM 455 Wonders of the Web: Communicating in the Digital Age
COM 461 Communicating Crisis, Emergency, and Social Change

Capstone Course 5 Credits

Total Required Credits **180 Credits**

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Bachelor of Science in Mass Communication and Journalism (Military Only)

The Bachelor of Science in Mass Communication and Journalism provides students with strong theoretical and practical skill foundations. Students complete a series of courses designed to foster an understanding of the historical and current global political, social, intellectual and economic trends. Building upon this global perspective, students pursue a series of courses designed to prepare them for both the print and broadcast journalism fields. This degree is part of the Navy College Rating Program.

Lower-Division Requirements: **90 Credits**

College Writing	5
College Mathematics	5
Humanities	15
Social Sciences	15
Natural Sci/Math	15
Lower –Division Electives	35

Upper-Division Requirements: **??? Credits???**

Undergraduate Core: 15 Credits

BC 301	Critical Thinking
BC 303	Interpreting Statistics and Data
BC 306	Ethics: Theory and Practice

Program Courses: 45 credits

ENG 301	Advanced Composition
HST 306	Modern World History
MK 390	Advertising
COM 310	Introduction to Mass Media
COM 311	Telling the Story: Writing for Print, Broadcast and Online Media
COM 312	News Reporting and Writing
COM 314	Photojournalism**
COM 402	History of Mass Communication
COM 495	Issues in Mass Communication

Electives: 30 Credits

INT 301	International Relations
INT 404	Sociology of World Affairs
COM 313	Public Relations: Principles and Practices
COM 401	Politics and Mass Media
COM 403	Broadcast and Electronic Script Writing
COM 407	Psychology of Mass Communications
COM 498	Internship

Upper division credits needed to offset waivers:

**A minimum of two different academic disciplines is required in Humanities, Social Sciences, Natural Sciences/Math.*

Bachelor of Arts in Applied Psychology

The BA in Applied Psychology program is designed to provide a thorough grounding in behavioral science at a practical level that will allow students entry into human services professions, and prepare students wishing to advance to graduate work in counseling, education or business. With innovative combinations of theory and practice, the curriculum engages students in creating a foundation for making knowledge work in the "real world." The program provides successful graduates with necessary interpersonal skills, critical thinking abilities, theoretical knowledge, ethical consciousness, cross-cultural competence, and self-awareness to be contributing members of their professional communities.

Lower-Division Requirements: **90 Credits**

College Writing	5
College Mathematics	5
Humanities	15
Social Sciences	15
Natural Sci/Math	15
Lower –Division Electives	25

Preparatory Courses: **10 Credits**

- **PSY 201** Introduction to Psychology
- **PSY 202** Understanding Human Development

Applied Psychology Core: **60 Credits***

- **PSY 311** Writing and Critical Thinking in Social Science
- **PSY 312** Research Methods and Statistics in Social Science
- **PSY 313** Ethics
- **PSY 314** Personality Theory
- **PSY 315** Learning Theory
- **PSY 316** Psychology of Difference
- **PSY 317** Social Psychology
- **PSY 411** Organizational Behavior
- **PSY 412** Sociology of the Family
- **PSY 413** Neuropsychology
- **PSY 414** Abnormal Psychology
- **PSY 498** Senior Seminar and Practicum

Elective Courses: **30 Credits**

Electives

Choice of six upper-division elective courses offered at City University of Seattle or transferred from an accredited institution with a grade of 2.0 or above.

- **PSY 318** Gerontology
- **PSY 319** Criminal Behavior
- **PSY 320** Juvenile Delinquency
- **PSY 321** Race and Ethnic Issues
- **PSY 415** Psychology of Adolescents
- **PSY 416** Psychology of Gender
- **PSY 417** Loss and Grief
- **PSY 418** Psychology of Substance Abuse
- **PSY 419** Ecological Psychology
- **PSY 420** Health Psychology
- **PSY 421** Interviewing and Counseling Skills

**No transfer credits accepted in the Applied Psychology Core.*

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Bachelor of Arts in Applied Psychology Child and Adolescent Services Emphasis

The BAAP with Child and Adolescent Services emphasis prepares students to meet the needs of children and adolescents in a variety of youth and family service settings and family welfare agencies. It provides knowledge, skills, and practical experience in working with children and adolescents.

Lower-Division Requirements: (Same as BAAP) **90 Credits**

Applied Psychology Core: (Same as BAAP) 60 Credits*

Child & Adolescent Services Emphasis Courses 25 Credits

- **PSY 323** Fundamentals of Testing and Assessment
- **PSY 415** Psychology of Adolescents
- **PSY 421** Interviewing and Counseling Skills
- **PSY 422** Child Psychology
- **PSY 497** Special Populations' Practicum**

Elective Course 5 Credits

Any upper-division elective courses offered at City University or transferred from an accredited institution with a grade of 2.0 or above.

Bachelor of Arts in Applied Psychology Criminal Behavior Emphasis

The BAAP with Criminal Behavior Emphasis prepares students to work with people dealing with legal issues or involved in court cases.

Lower-Division Requirements: (Same as BAAP) **90 Credits**

Applied Psychology Core: (Same as BAAP) 60 Credits*

Criminal Behavior Emphasis Courses 30 Credits

- **PSY 319** Criminal Behavior
- **PSY 320** Juvenile Delinquency
- **PSY 322** Forensic Psychology
- **PSY 323** Fundamentals of Testing and Assessment
- **PSY 421** Interviewing and Counseling Skills
- **PSY 497** Special Populations' Practicum**

**No transfer credits accepted in the Applied Psychology Core.*

***PSY 497 may be waived with Program Director permission, if PSY 498 was completed with an appropriate population.*

Bachelor of Arts in Applied Psychology Gerontology Emphasis

City University of Seattle's BAAP with Gerontology Emphasis is designed for anyone interested in the issues of aging. In this program you will gain the skills and knowledge necessary to: understand the biological, social, and psychological issues related to aging; assess the needs of elderly populations; and work individually or collaboratively with other professionals to analyze and improve existing services/programs available to elderly adults.

Lower-Division Requirements: (Same as BAAP) **90 Credits**

Applied Psychology Core: (Same as BAAP) 60 Credits*

Gerontology Behavior Emphasis Courses 25 Credits

- **PSY 318** Gerontology
- **PSY 323** Fundamentals of Testing and Assessment
- **PSY 421** Interviewing and Counseling Skills
- **PSY 423** Health Issues in Aging
- **PSY 497** Special Populations' Practicum**

Elective Course 5 Credits:

Any upper-division elective courses offered at City University or transferred from an accredited institution with a grade of 2.0 or above.

**No transfer credits accepted in the Applied Psychology Core.*

***PSY 497 may be waived with Program Director permission, if PSY 498 was completed with an appropriate population.*

Master of Arts in Counseling Psychology

The Counseling Psychology program has as its core mission the training of ethical, effective, compassionate, and self-aware counselors. The program trains well-rounded clinicians for the realities of daily practice. It emphasizes application of theory to practice and the development of skills in case conceptualization, ethical awareness, appreciation of diversity, and self-awareness. Students are introduced to a broad range of clinical issues through a breadth of course work, delivered by practitioner faculty. Supported internships focus on the delivery of clinical services, and assist students to develop a coherent theoretical and ethical framework for practice.

Total required for the M.A.C.P.: 72 Credits

Core Courses 50 Credits

- **CP 501** Introduction to Counseling Psychology Skills
- **CP 502** Systemic Theory —Diversity and Cultural Psychology
- **CP 503** Psychology of Human Development
- **CP 524** Psychopathology
- **CP 505** Testing and Appraisal
- **CP 526** Individual Counseling Psychology
- **CP 518** Introduction to Career Counseling
- **CP 519** Psychology of Addictions
- **CP 510** Professional Ethics and Law
- **CP 511** Psychology of Loss and Grief
- **CP 512** Family Systems Therapy
- **CP 513** Brief Therapy Models
- **CP 514** Research Methods and Statistics
- **CP 515** Psychopharmacology
- **CP 516** Human Sexuality
- **CP 550** Comprehensive Exam

Advanced Courses 22 Credits

- **CP 600** Systemic Theory – Child and Adolescent Counseling
- **CP 607** Couples Counseling
- **CP 608** Systemic Theory – Psychology of Trauma and Violence
- **CP 603** Research Project/Thesis
- **CP 605** Counseling Older Adults
- **CP 606** Group Counseling Psychology
- **CP 641** Practicum I*
- **CP 642** Practicum II*
- **CP 643** Practicum III*
- **CP 631** Internship**

Elective Courses (choose from approved list below) Min. 2 Credits

- **CP 599** Graduate seminar/Independent study
- **CP 644** Practicum IV*
- **CP 645** Practicum V*

**Practicum courses are not taken concurrently; they may overlap with other advanced and elective courses.*

***Internship may be repeated until internship requirements are completed.*

Master of Arts In Counseling Psychology Couple & Family Therapy Specialization (Washington State)

The Master of Arts in Counseling Psychology with the Couple and Family Therapy (CFT) Specialization prepares graduates to work in the mental health field as Marriage and Family Therapists. This specialization meets the WA state educational requirements for licensure in Marriage and Family Therapy. Graduates also meet the WA state educational requirements for licensure in Mental Health Counseling.

Upon completion of degree requirements for the non-specialization MACP (above), students must complete 8 additional credits (including an additional 250 hours of internship in couple and family counseling) for the CFT specialization.

- **CP 609** Special Issues in Treatment of Sexual Disorders
- **CP 610** The AAMFT Code of Ethics
- **CP 632** Couple Family Therapy Internship
- **CP 646** Practicum IV: Self of Therapist*
- **CP 647** Practicum V: Systemic Interventions*

Total required for the M.A. w/CFT Specialization 80 credits

**Practicum courses are not taken concurrently; they may overlap with other advanced and elective courses.*

Additional 250 hours of internship in couple and family counseling required.

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Couple and Family Therapy Specialization Only (Washington State)

This specialization meets the WA state educational requirements for licensure in Marriage and Family Therapy. The Specialization Only program is available to those who have a Masters in Counseling Psychology from City University of Seattle or an equivalent degree from another institution. These qualifications would be subject to evaluation by the Program Director.

Post-Graduate Professional Credentials - Washington

Since requirements vary and are subject to change, City University of Seattle cannot guarantee eligibility for post-graduate credentials administered by state authorities, including licensure, certification, and registration. Professional credentials have requirements in addition to completing a specific degree or set of courses, and City University of Seattle cannot guarantee the receipt of such credentials even if a graduate meets the educational requirements of a given jurisdiction.

The Master of Arts in Counseling Psychology program complies with current WAC 246.809-810 requirements and prepares students to meet Washington State guidelines for licensure as Mental Health Counselors. If the WAC changes during enrollment in the program, the program requirements may also change so that students will be able to meet certification requirements. Upon graduation from the program, candidates are eligible to complete the remaining post-graduate requirements for Washington State certification (i.e.: supervision, clinical experience, and written examination).

You are advised to keep a copy of the WAC and RCW 18.225.

To request a copy for Marriage and Family or Mental Health Counseling licensure requirements, call 360.236.4916 or write:

Department of Health
Counselor Programs, P.O. Box 1099
Olympia, WA 98504-1099

www.doh.wa.gov

Master of Counselling (Canada – British Columbia)

If you wish to qualify as a counsellor or therapist and seek registration with the B.C.A.C.C. our Master of Counselling program is designed for you. The courses will address: fundamental skills; diversity and cultural psychology; ethics and law; grief and loss; family systems; research; human development; psychopathology and psychopharmacology; testing and assessment; psychotherapy theory; group counselling; psychological trauma; and addictions. Advanced courses apply this knowledge to couples counselling, thesis research, the psychology of aging, working with youth, and practicum experience. Through internships, you will gain practical experience in your area of interest while you network with other professionals in the local mental health and social service systems.

Core Courses 50 Credits

- **CPC 501** Introduction to Counselling Psychology Practice
- **CPC 502** Extended Systems - Diversity and Cultural Psychology
- **CPC 523** Psychology of Sexuality and Human Development
- **CPC 524** Psychopathology and Psychopharmacology
- **CPC 525** Testing and Assessment
- **CPC 526** Counselling Psychology Theory
- **CPC 527** Group Counselling Psychology
- **CPC 529** Psychology of Addictions
- **CPC 510** Professional Ethics and Law
- **CPC 511** Psychology of Loss and Grief
- **CPC 512** Family Systems Therapy
- **CPC 513** Brief Therapy Models
- **CPC 514** Research Methods and Statistics
- **CPC 522** Psychology of Trauma and Interpersonal Violence
- **CPC 550** Comprehensive Exam (British Columbia)

Total Required **45 Credits**

Advanced Courses 22 Credits

- **CPC 600** Child and Adolescent Counselling
- **CPC 606** Couples Counselling
- **CPC 603** Research Project/Thesis
- **CPC 604** Psychology of Aging
- **CPC 610** Clinical Supervision
- **CPC 621** Practicum I*
- **CPC 622** Practicum II*

Elective Courses Optional

- **CPC 599** Graduate seminar/independent study (1-5) (Special topics in counselling psychology will be explored in seminar, workshop or independent study formats.)

Total Required **72 Credits**

**Practicum courses are not taken concurrently; they may overlap with other advanced and elective courses*

Master of Arts Counselling Psychology (Canada – Alberta)

If you wish to qualify as a counsellor or therapist and pursue a career as a Registered Psychologist in Alberta, this program is for you. The program emphasizes application of theory to practice in the development of skills in case conceptualization; ethical awareness; appreciation of diversity; and self-awareness. You will learn about a broad range of clinical issues through a breadth of course work, delivered by practitioner faculty. Supported internships focus on the delivery of clinical services, and assist you to develop a coherent theoretical and ethical framework for practice.

Core Courses 50 Credits

- **CPC 501** Introduction to Counselling Psychology Practice
- **CPC 502** Extended Systems - Diversity and Cultural Psychology
- **CPC 523** Psychology of Sexuality and Human Development
- **CPC 524** Psychopathology and Psychopharmacology
- **CPC 525** Testing and Assessment
- **CPC 526** Counselling Psychology Theory
- **CPC 527** Group Counselling Psychology
- **CPC 529** Psychology of Addictions
- **CPC 510** Professional Ethics and Law
- **CPC 511** Psychology of Loss and Grief
- **CPC 512** Family Systems Therapy
- **CPC 513** Brief Therapy Models
- **CPC 514** Research Methods and Statistics
- **CPC 522** Psychology of Trauma and Interpersonal Violence
- **CPC 551** Comprehensive Exam (Alberta)

Advanced Courses 20 Credits

- **CPC 520** Qualitative Research
- **CPC 521** Psychoeducational Assessment of Children and Adolescents
- **CPC 606** Couples Counselling
- **CPC 630** Practicum I: Case Conceptualization & Counselling Psychology Treatment*
- **CPC 631** Practicum II: Ethical Issues in Counselling Psychology Practice*
- **CPC 640** Advanced Seminar in Research Design**
- **CPC 641** Master's Thesis**

Elective Courses (choose from approved list below) Min. 2 Credits

- **CPC 599** Graduate seminar/independent study (1-5) (Special topics in counselling psychology will be explored in seminar, workshop or independent study formats.)
- **CPC 600** Child and Adolescent Counselling
- **CPC 604** Psychology of Aging
- **CPC 610** Clinical Supervision

Total Required Credits **72 Credits**

**Practicum courses are not taken concurrently; they may overlap with other advanced and elective courses*

***CPC 640 must be successfully completed as a prerequisite for CPC 641*

Curriculum subject to change.
For most current information,
visit us on the web at www.CityU.edu

Fundamentals of Accounting

AC 215 **5 Credits**

AC 215 introduces basic accounting concepts and techniques; fundamentals of the accounting process and preparation of basic financial statements; accounting principles involved in the measurement and reporting of assets and liabilities; elements of consolidated statements and statement of cash flows; and using and interpreting financial statements for decision-making.

Intermediate Accounting I

AC 301 **5 Credits**

AC 301 provides an in-depth examination of the theory and practice of financial accounting, including the accounting environment and underlying conceptual framework. It also includes the detailed study of the four major financial statements, cash, receivables, inventories, and applications of time value of money concepts.

Prerequisite: AC 215 or equivalent course work.

Intermediate Accounting II

AC 302 **5 Credits**

AC 302 continues the in-depth examination of the theory and practice of financial accounting. This course concentrates on the accounting for non-current assets, current and long-term liabilities, contributed capital, retained earnings, temporary and long-term investments, and Earnings Per Share (EPS) calculations. Intermediate Accounting II focuses on the accounting principles and concepts governing the reporting of these items according to Generally AcceptedAccounting Principles (GAAP).

Prerequisite: AC 301.

Intermediate Accounting III

AC 303 **5 Credits**

AC 303 includes the in-depth examination of theory and practice of financial accounting. This course concentrates on the preparation and analysis of the statement of cash flows; financial statement analysis; treatment of accounting changes and error analysis; disclosure requirements; revenue recognition; accounting for income taxes, leases, pensions, and post-requirement benefits. Intermediate Accounting III focuses on the accounting principles and concepts governing the reporting of these items according to Generally Accepted Accounting Principles (GAAP).

Prerequisite: AC 302.

Management Accounting

AC 312 **5 Credits**

Accounting for material and labor, overhead classifications and budgets; analysis and application of overhead rates; process costs, job costs, by-product and joint costs, differential costs, analysis of cost variations; break-even analysis, decision-making, direct costing, and activity-based costing.

Prerequisite: AC 303.

Advanced Accounting

AC 405 **5 Credits**

Advanced accounting concentrates on the following topics: Preparation and analysis of consolidated financial statements using various methods; accounting for minority ownership and equity investments, including the treatment of goodwill; disaggregation of financial reports into operating segment information; restatement of foreign currency transactions and translation of financial statements to reflect international monetary differences; partnership admission, dissolution, and liquidation; accounting for state and local governments, and private not-for-profit organizations.

Prerequisite: AC 303 Intermediate Accounting III, or equivalent coursework.

Auditing

AC 411 **5 Credits**

The course includes methodology for examining public company financial statements in an attest function engagement according to generally accepted auditing standards; audit planning, risk assessment, tests of internal controls, and substantive testing of transactions and account balances; audit opinions and report writing; ethics; and the legal liability of the independent auditor.

Prerequisite: AC 303.

Business Law for Accountants

AC 412 **5 Credits**

This course is a survey of the concepts and principles affecting business organizations and commercial transactions, contracts, and agency and employment relationships. Emphasis is given to the Uniform Commercial Code's provisions regarding sales, commercial paper and transactions involving security interests. The course also covers employment law, personal property, bankruptcy, estates and trusts, and environmental regulation. The course focuses on areas tested on the CPA examination.

Federal Income Tax Concepts

AC 420 **5 Credits**

Federal Income Tax Concepts, provides an overview of federal taxation principles, application, and research. The course focuses on federal tax law, income tax liability calculation, the tax effects of property transactions, income, deductions, and payments. Students will learn to recognize, differentiate, and analyze federal tax issues and to present tax-planning options to decision-makers.

Prerequisite: AC 215, AC 301 or other college course in financial accounting.

Federal Income Tax I

AC 421 **5 Credits**

Federal Income Tax I is an introduction to the Basic Tax Model as it affects individuals and sole proprietors. Students will learn to work with federal tax law, recognize federal tax issues, and to compute the federal tax effects of property transactions, income, deductions, and payments. Students will also learn to present tax planning ideas to individuals or their representatives.

Prerequisite: AC 215, AC 301 or other college course in financial accounting.

Federal Income Tax II

AC 422 **5 Credits**

Federal Income Tax II is an introduction to the federal tax law as it relates to business entities other than sole proprietorships. Students will learn about the differences in application of federal tax law among various reporting entities. Students will also learn how to research and apply federal tax law to the transactions that commonly affect these entities. Students will learn to recognize, differentiate, and analyze federal tax issues and to present tax-planning options to decision-makers.

Prerequisite: AC 421, AC 215, AC 301 or another college course in Financial Planning.

Business Ethics for Accountants

AC 430 **5 Credits**

Business Ethics for Accountants provides the ethical framework for success as an accountant in the increasing complex global business environment where these types of issues have destroyed many executives and companies. Emphasis is placed on ethical tragedies and trends affecting accountants, identifying frameworks for ethical decision making, examining the role and ethical expectations of the accountant, considering major ethical challenges faced by accountants, and analyzing ethical governance and accountability as a means to prevent fraud. Students will learn how ethics have become a critical success factor for business, how ethical behavior and decisions making can be improved, and how special problems facing accountants can be managed.

CPA Review - Financial Accounting and Reporting (FAR)

AC 520 **3 Credits**

This course provides coverage of topics historically addressed in the Financial Accounting & Reporting section of the Uniform Certified Public Accounting (CPA) examination. Knowledge and understanding of Generally Accepted Accounting Principles (GAAP) in relation to business entities, government entities, and not-for-profit organizations is emphasized. Application of knowledge using analytical skills and evaluation techniques will be required. Take this course immediately before sitting for the corresponding section of the CPA exam. This course is offered only in the online Distance Learning (DL) format.

Prerequisite: Completion of an accounting major or concentration from City University of Seattle or another university before taking AC 520.

CPA Review-Regulation (REG)

AC 521 **3 Credits**

This course provides coverage of topics addressed in the Regulation section of the Uniform Certified Public Accounting (CPA) examination. Topics covered include business law, professional ethics, legal responsibilities, and federal taxation. You will be required to analyze information, identify relevant data, and formulate recommendations and conclusions. Take this course immediately before sitting for the corresponding section of the CPA exam. This course is offered only in the online Distance Learning (DL) format.

Prerequisite: Completion of an accounting major or concentration from City University of Seattle or another university before taking AC 521.

CPA Review - Auditing and Attestation (AUD)

AC 522 **3 Credits**

This course covers topics addressed in the Auditing & Attestation section of the Uniform Certified Public Accounting (CPA) examination. Knowledge and understanding of Generally Accepted Auditing Standards (GAAS) in relation to audit and attestation engagements will be emphasized. Take this course immediately before sitting for the corresponding section of the CPA exam. This course is offered only in the online Distance Learning (DL) format.

Prerequisite: Completion of an accounting major or concentration from City University of Seattle or another university before taking AC 522.

CPA Review - Business Environment and Concepts (BEC)

AC 523 **3 Credits**

This course provides coverage of topics addressed in the Business Environment & Concepts section of the Uniform Certified Public Accounting (CPA) examination. This course emphasizes understanding the business environment as a whole in conjunction with analyzing the specific operations of a business. Business structure, economic environment, financial management, information technology, and planning will all be examined when drawing conclusions regarding entity performance. This course should be taken immediately before sitting for the corresponding section of the CPA exam. This course is offered only in the online Distance Learning (DL) format.

Prerequisite: Completion of an accounting major or concentration from City University of Seattle or another university before taking AC 523.

Strategic Airline Management

AV 501 **3 Credits**

This course examines strategic alternatives becoming available to airlines as a result of changes in their external and internal environments; examined also are the ways in which choices amongst these alternatives are realized at the corporate, business, and functional levels.

Airline Economics

AV 502 **3 Credits**

This course examines how changes in the regulatory and competitive airline environment are affecting managerial responses to the industry's underlying economic realities; the supply side-capacity, growth, unit costs; and the demand side-traffic, yield management, & operating performance.

Airport Management

AV 503 **3 Credits**

This course examines the key international airport management issues which have an impact on the ability of airports to develop in a sustainable way, while delivering economic and business growth.

Aviation Safety Management

AV 504 **3 Credits**

In this course the aviation safety process, its place and contribution to an organization, is examined; along with an examination of the elements that make up an aviation safety program and safety management system.

Emergent Trends in International Aviation

AV 505 **3 Credits**

This course examines emergent commercial trends and liability issues in the international commercial aviation industry.

Critical Thinking

BC 301 (HU) **5 Credits**

The critical thinking process is used to analyze today's issues and aid the student in identifying rational solutions. Topics examined include: argument analyzing and building; forms and standards of critical thinking; and evaluating sources of information.

Business Communications

BC 302 (HU) **5 Credits**

This course develops students skills in writing business e-mail, memos, reports, research projects, and other job-related tasks.

This course focuses on the fundamentals of communication in the workplace. Students build professional writing and speaking skills to inform, propose, and persuade. Students will also engage in analyzing a case study, developing PowerPoint slides, making an oral presentation and writing e-mail messages, announcements, memos, letters, and reports. Students will learn how to identify an issue, conduct research, organize research findings, and present an argument. Additional topics include formatting business documents and communicating with different audiences.

Statistics

BC 303 (NS) **5 Credits**

This course focuses on the usefulness and limitations of statistical processes and their present day applications. The techniques addressed are descriptive statistics, probability theory and distributions, sampling, hypothesis testing, regression, and correlation models. Emphasis is placed on problem formulation, technique selection and results interpretation.

Ethics and Leadership

BC 306 (SS) **5 Credits**

An overview of various philosophical approaches to ethical decision making and practical applications involving ethical problems that arise in contemporary society such as crime and punishment, marriage and the family, biotechnology, and business.

Decision Modeling and Analysis

BSC 400 **5 Credits**

This course is an examination of the analytical tools used to make optimal business decisions. Topics covered include: probability, decision analysis, and linear programming.

Strongly recommended: MTH 155 – College Algebra and BC 303 - Interpreting Statistics and Data.

Interpretation of Financial Accounting

BSC 401 **5 Credits**

The emphasis of this course is the analysis of publicly issued financial statements for decision-making, and therefore is taught from a user perspective. This includes application of Generally Accepted Accounting Principles (GAAP) to the reporting of various types of accounting transactions. A basic knowledge of math, algebra, and general business principles is needed to succeed in this class.

Prerequisite: BSC 401

Financing Organizations

BSC 402 **5 Credits**

An examination of the analytical tools used to manage and control finances. Concepts studied include: the acquisition and oversight of working capital; intermediate and long-term financing; and the cost of capital and capital budgeting.

Prerequisites: BSC 401 or Principles of Accounting course, and BC 303 Interpreting Statistics and Data.

Legal Issues in the Workplace

BSC 403 **5 Credits**

Major issues in the workplace are covered, including contracts, torts, business organizations, and the regulatory environment. Employee issues such as labor law, employee relationships, and discrimination are examined.

The Effective Organization

BSC 407 **5 Credits**

This course investigates dilemmas that routinely plague organizations as well as possible solutions to these dilemmas. Topics include diversity within the organization; conflict and negotiation; perception, motivation and reinforcement; leadership roles throughout the organization; human resource management and team building; organizational cultures; design and information technology; and organizational change and development.

Effective Organizational Communication

BSM 304 **5 Credits**

A study of effective communication in the contemporary, evolving organization. Decreased numbers of supervisory personnel in the workplace make effective interpersonal communication on the peer level far more important. Other topics include the prevention of communication breakdowns; the effective use of communications technology; small group dynamics; and interviewing and listening skills.

International Business

BSM 404 **5 Credits**

The course examines forces encouraging businesses to globalize their operations and the rules which govern such activities. Topics include: the legal, business and cultural environments of Asia and Eastern and Western Europe; international business contracts; the resolution of trade and contract disputes; import and export regulations; and international forces affecting the uses of labor, competition and the environment.

Operations Management

BSM 405 **5 Credits**

This course explores production management in manufacturing and service environments. Planning and controlling systems as well as continuous improvement of existing systems will be examined. Special emphasis will be given to the use of cost accounting information to improve efficiency and product quality. Specific topics covered include: total quality management, activity-based management, materials resource planning, and cost-volume profit. Operations Management (OM) is a unique course that will blend modern operations management practices with activity-based accounting (ABA). OM will provide the theory and technique needed to operate productions in both manufacturing and service environments. Together they will provide you with a holistic and integrated view of the operations management function and its dependency on quality information.

Prerequisite: BSC 402.

Business Economics

BSM 407 (SS) **5 Credits**

This course applies economic theory to the real world. Topics include: supply and demand; market structure; policy issues such as income distribution, government regulation, and the environment; business cycles; money and monetary policy; and the international economy.

Introduction to Geopolitics

BSM 411 **5 Credits**

The course uses a multidisciplinary approach, incorporating geopolitical, cultural and economic perspectives to give students a more thorough understanding of international events. It is a survey course of how politics and geography interrelate region by region. This approach gives students the background to understand national and regional issues and the context in which international business is conducted.

International Financial Management

BSM 412 **5 Credits**

In this course, students will learn how to manage the finances of companies that operate internationally. Looking at particular geopolitical regions of the world, they will investigate how financial managers of firms, subsidiaries, or operations across national borders need special knowledge and techniques to cope with a variety of economic and political risks, regulations, and business practices. The course will also cover currency exchange rates and their associated risks, financing alternatives for different types of cross-border entities, and how distinct methods for capital budgeting and the valuation and management of assets may be required for international operations.

International Trade and Logistics

BSM 413 **5 Credits**

Students will learn the buying and selling process between parties in two or more countries. Students will learn practical applications and uses of contracts, dispute resolution, pricing terms, negotiation terms and communications, transportation, documentation, insurance, information resources, government regulations and international trade organizations. Students will explore logistics, including transportation, inventory management, purchasing, warehousing and customer service and the complexities of these functions in an international marketplace.

International Management

BSM 414 **5 Credits**

Students will study the internal business environment and its complexity in the international setting. Cross-cultural human resource management, organizational management and leadership are explored.

Business Strategy

BSM 495 **5 Credits**

This is a capstone course that provides the student an opportunity to integrate discrete skills gained from prior coursework in general business, accounting, marketing, management, business law, communications, operations, human relations, and information systems. Students address business finance, growth and management issues, and problems, viewing them from multiple perspectives.

Prerequisite: Prior to enrolling in BSM495, students must be in their last quarter of study, or have completed the Undergraduate Core and Business Core degree courses for their degree program as specified in the current City University of Seattle Catalog, except for BSM 495. Any exceptions must have special permission from the BSBA Program Director.

Senior Seminar A

BSM 497 **10 Credits**

This is a 10 credit seminar that may be substituted for two lower-division electives in the BSBA Europe program only.

Senior Seminar B

BSM 498 **5 Credits**

This is a seminar class that may be substituted for two lower-division electives in the BSBA Europe program only.

Business Major Independent Study

BSM 499 **1-5 Credits**

Independent learning only. Requires department approval. Variable credit course.

Written Communication for Managers

CO 205 (HU) **5 Credits**

An introductory course that approaches written communication from a business and management perspective; introduces students to basic strategies and techniques for effective business writing, including planning and writing effective letters, memos and short reports. This course can be applied toward the general education requirement in Humanities.

Oral Communication for Managers

CO 210 (HU) **5 Credits**

This course addresses formal and informal communications as they are applied to managerial responsibilities. It includes development of oral skills in organization leadership, techniques of briefing, and one-to-one communication skills.

Introduction to Communications

COM 201 (HU) **5 Credits**

This course introduces students to basic concepts and theories in the field of communication. It provides a conceptual foundation for discussion communication and its effects. Students will study the variety of kinds of communication and apply that information through assignments that can increase their own communication and critical thinking skills.

Introduction to Mass Media

COM 310 (HU) **5 Credits**

This course provides an overview of the mass media: what they are, how they operate, what they communicate, and how they influence our lives and society. The operation of each major form of media will be examined, along with current media controversies. Students will also become informed consumers of media by considering their own exposure to and perception of mass messages.

Telling the Story: Writing for Print, Broadcast and Online Media

COM 311 (HU) **5 Credits**

Balancing theory and practice, this course introduces key writing concepts and examples from real-world journalists. Students will be introduced to established journalistic values and principles. They will learn storytelling and practice news gathering. These specific techniques will be covered: writing news for print; the use of technology in journalism; writing news for broadcast and online; and public relations writing.

News Reporting and Writing

COM 312 (HU) **5 Credits**

Concentrating on the role of the news reporter, this course emphasizes accurate reporting, and precise, vigorous writing. Topics of study include: a review of story components, reporting principles, coverage of specific beats, features, laws, taste, and ethics.

Public Relations: Principles /Practice

COM 313 **5 Credits**

Introduces the fundamental theories and practical applications of public relations, its functions in organizations, and its role in society. The course emphasizes three critical aspects of public relations work: communication, writing, and problem solving. Students will trace the historical development of public relations and explore concepts and theories related to public relations management in the future.

Photojournalism

COM 314 (HU) **5 Credits**

This course provides a study of the basic elements of photojournalism through still photography and words. Students are presented with equipment fundamentals, composition, and lighting, along with producing pictures using both darkroom and digital techniques.

Power of Media

COM 315 (HU) **5 Credits**

Media is a source of information, entertainment, and persuasion. Being able to analyze, interpret, and understand the messages, tools, and impacts of the mass media is essential for both producers and consumers of media. This course helps students develop a critical understanding of media messages and forms of media that create and disseminate those messages. The emphasis will be on the impact of media on ourselves and society, and exercises will focus on the student's own experiences and media exposure. This course will help the student answer the following questions: How does media represent reality? How can individuals or groups be empowered or disempowered by media exposure and/or agendas? How can I be aware of how media affects me and how I can use the media?

Power of Data

COM 316 (HU) **5 Credits**

Measuring the impact of media and its messages is important when creating and consuming media. This course helps students develop an understanding of research methodologies, as well as learning how to interpret the data and statistics used in communications research and how research affects media outcomes. The emphasis will be on research in media and communications, but students will also be introduced to how these methodologies are used in all social sciences.

Power of Writing

COM 317 (HU) **5 Credits**

Clear, concise writing is of tremendous value in all communications careers. This course will help prepare students for writing for a wide range of publications and audiences. Students will learn the basics of writing for diverse media, including print, public relations, broadcast, the Internet, and advertising. They also will learn revision and editing strategies, get practical experience in information-gathering and interviewing, and learn to adapt information to specific audiences.

Power of Speaking and Listening

COM 318 (HU) 5 Credits

Public speaking is both an art form and specific skill. Inherent in public speaking is the power to foster and promote ideas through the formation and delivery of content-specific messages. Understanding cultural and gender-specific contexts is also key to effective public speaking. This course assists students in developing a critical understanding and awareness of message construction, listening, and delivery, with emphasis on situational, gender, and cultural implications and consequences. Students will learn public speaking skills and strategies in order to effectively articulate both verbal and non-verbal messages to a particular audience for a particular purpose.

Interpersonal Communication

COM 319 (HU) 5 Credits

This is a core course that deals with interpersonal skills, emotional intelligence, negotiation, mediation, conflict resolution, and verbal and nonverbal communication.

Organizational Communication

COM 320 (HU) 5 Credits

Organizational communication is the sum of many unique contributions, all influenced by a group dynamic. Understanding the successes and challenges of organizational communication begins with a closer look at how we all communicate as individuals, moving on to a broader awareness of effective communications systems. This course helps students develop a heightened awareness of how individual behaviors impact organizational outcomes and how organizational structures impact group members. Elements covered in the course include: human relations; conflict management; emotion in the workplace; change and leadership processes; decision making; and organizational diversity. Students will learn skills and strategies to effectively communicate with groups and individuals across varying organizational cultures, adapt to system change, function effectively on teams, and build strong relationships within organizations.

Mass and Niche Communications

COM 321 (HU) 5 Credits

Advertising conveys compelling messages in order to sell goods and services. Due to its effectiveness as a means of influencing opinion and behavior, the methods and strategies of advertising have come to be deployed in other forms of mass communication. During this course students will closely observe, analyze, and interpret advertising to discover how persuasive messages are constructed and operate. Students will explore the methods and the practices of advertising, marketing and propaganda as persuasive messaging. This approach will give students an understanding of advertising and persuasion in mass communications.

Politics and Mass Media

COM 401 5 Credits

An analysis of the political contents of mass media and the consequences they have for American democracy. Students will study the ideological range of media content, the detectable political meaning in media messages, public cynicism about government and politics, governmental leaders' disapproval of media portrayals of their institutions, and the tools people in public life use to influence media content.

History of Mass Communications

COM 402 (HU) 5 Credits

This course introduces students to an expansive study of the relationship between human history and communication history. Contemporary media and communication technologies are studied as extensions of basic, innate human communication capacities. Readings will come from classic and contemporary sources that cover communication in societies from early civilization to the Internet era. Study will also examine how media have been influential both in maintaining social order and functioning as powerful agents of change.

Broadcast-Electronic Script Writing

COM 403 5 Credits

This course presents the techniques of script writing for radio, television, and Internet purposes. Students write a variety of scripts according to appropriate formats, emphasizing production language, writing styles, audiovisual elements, target audiences, thematic conceptualization, storyboards, and research.

Psychology of Mass Communication

COM 407 5 Credits

Media consumption and its effects are very much cognitive phenomena. This course surveys current discussions and evidence about the psychological significance of media. The emphasis will be on content genres, e.g., entertainment and advertising, in particular. Controversial issues covered include media portrayals of groups, advertising techniques, and sexual and violent content. Due to the large amount of media time devoted to watching television in the U.S. and the relatively greater amount of research on this medium, TV is the major, although not exclusive, focus in this course.

Communication and Social Responsibility

COM 416 (HU) 5 Credits

This course introduces students to contemporary legal and ethical issues in mass media. The nature and implications of media law and ethics as they affect mass media and society, as well as communications practitioners, will be examined through readings, discussions, quizzes and case studies that explore such issues as privacy, plagiarism, conflicts of interest, and reporting and advertising practices.

Media Criticism

COM 417 (HU) 5 Credits

This course takes a critical look at the roles, practices and production of mass media in society. Students will examine the social, political, cultural, economic and educational impacts of mass media on modern life. Media criticism involves learning to use tools to make your own analysis of the media, including the production and distribution of media, the contexts of production and the stylistic elements of media texts. These tools, often called perspectives, include semiotic theory, ideological theory, psychoanalytic theory and sociological theory, Other perspectives that can be helpful in interpreting media are ethics theory, feminist theory, aesthetic theory and literacy theory.

Public Relations

COM 418 (HU) 5 Credits

This course investigates the development of ethical public relations practices in an increasingly information-overloaded environment. Students will research a "client" organization's mission and goals, and the diverse cultures of its internal and external publics. From this analysis, they will produce fundamental public relations products, such as strategic and crisis management plans, as well as materials for promotional, informational, and fundraising purposes. Mass media will be explored as both venues and publics. Students will be prompted to use critical thinking analysis, personal and organizational ethics, and flexibility to extrapolate processes and products that can be generalized to other organizations.

Intercultural Communication

COM 419 (HU) 5 Credits

Culture occurs through communication. Communication is cultural. "Intercultural Communication" focuses on how culture shapes communication behavior and expectations, as well as how communication is the way in which we understand our world and express ourselves culturally. Globalization, diversity, and multicultural initiatives are central to our work, our lives, and our communities today. This course aims to increase our knowledge and sensitivities to various cultures, their beliefs, and their ways of life, as well as to be aware of how our own cultural upbringings and experiences contributes to how we communication across culture.

Persuasive Communication

COM 420 (HU) 5 Credits

The need to persuade drives the first attempts to communicate - soon after babies can focus they vigorously try to get their needs met and, as humans grow, they continue to use persuasion to fulfill their needs and desires. This class will focus on the myriad ways of human persuasion. Persuasion is a technique used in interpersonal communication, written and verbal communication, nonverbal communication, political communication and all forms of media. This class will focus on analyzing, creating and discussing the process and use of persuasion in all its forms.

Journalism: Principles and Practices

COM 450 (HU) 5 Credits

Journalism is an exciting, demanding career. This course will examine journalism as an art, a craft and an occupation by looking at the evolution of American journalism, as well as the state of contemporary practices in print, broadcast and online. A more specialized and advanced course than COM 317, COM 450 will afford students the opportunity to practice journalistic reporting and writing, will give them the chance to consider journalism ethics and history, and also will provide practical writing experience. This course will help prepare students for writing for a wide range of publications and audiences. Students will learn intermediate and advanced techniques of media writing, especially for print. They will continue to hone editing and revision skills learned in COM317 and other courses.

Issues in Mass Communications

COM 495 5 Credits

COM 495 is the final course in the Mass Communications and Journalism program. It offers students the opportunity to synthesize the concepts presented in previous coursework and to envision a different media future. Through critical analysis of current arguments in communications and through individual projects, students will demonstrate the knowledge and skills they have acquired.

Required: Completion of all other courses in the program.

Practicum

COM 497 5 Credits

The student will propose and complete a culminating communications project in the student's chosen specialty. The student will construct a proposal that meets the following criteria: the project can be completed in one quarter; a supervisor at the communication project's site is willing to provide guidance and evaluation; and the project enables the student to incorporate knowledge gained in studies in real-world experience. The student will conduct the project, compile a portfolio that can be used for future employment opportunities, and prepare a reflection paper that will synthesize the academic experience with the practical work experience and evaluate the challenges, ethical issues, learning process, and achievement of objectives associated with the project. This course is graded Pass/No Pass.

Mass Communication/Journalism

COM 498 5 Credits

A Mass Communication/Journalism internship within the School of Arts and Sciences is a planned new learning activity with the goal of providing hands-on experience in professional practices. COM 498 is designed to enhance the student's understanding of real-world mass communication and media practices. It requires that students design, participate in, and reflect upon their internship experience.

Independent Study

COM 499 1-5 Credits

Guided investigation of theoretical or applied topics selected individually and approved as complementary to an emphasis or field of study. Students create an "Independent Learning Contract" (I.L.C.).

Prerequisite: Permission of Senior Faculty for Undergraduate Programs in Communications.

Introduction to Counseling Psychology Skills

CP 501 5 Credits

Using both lecture and practice triads, students will be introduced to the fundamental skills needed to facilitate therapeutic change. Special emphases will be placed on transference and counter-transference, multiculturalism, and ethics.

Systemic Theory: Diversity and Cultural Psychology

CP 502 3 Credits

This course examines the effects of age, gender, ethnicity, socioeconomic status, sexual orientation, power, and oppression on individuals, families, and the counseling relationship. Feminist and multicultural perspectives will be explored. Students begin this examination by focusing on their own cultural backgrounds.

Psychology of Human Development

CP 503 3 Credits

This course is an in-depth study of human growth and development. The major theories in the field are covered. Students explore paradigms of development that cover the stages of life in the context of Mental Health Counseling. Stages of life covered in this course range from conception, birth, infancy, childhood and adolescence, through young, middle, and late adulthood, to the experience of death and dying.

Testing and Appraisal

CP 505 3 Credits

This course presents a survey of assessment techniques and instruments for personality, intelligence, achievement, interest and aptitude. Students learn to incorporate test results into written reports, conduct mental status examinations, and write detailed case conceptualization reports.

Professional Ethics and Law

CP 510 3 Credits

This course provides a comprehensive investigation of professional ethical and legal codes as they relate to the development of a professional identity. Areas of focus include responsibilities and liabilities, confidentiality, dual relationships, independent practice, managed care referrals, and inter-professional communication.

Psychology of Grief and Loss

CP 511 **3 Credits**

Psychological processes involved in bereavement are explored from a developmental perspective. Students will learn the techniques of effective loss and grief therapy, which remediates pathological grieving processes and facilitates healthy grieving processes, promoting new relationships and progress towards life goals.

Family Systems Therapy

CP 512 **5 Credits**

This course introduces systemic thinking and a variety of family therapy theories and interventions. Students explore stages in the family life cycle, learn to utilize the genogram as a therapeutic tool, and examine their own families of origin in order to deepen understanding of course material.

Brief Therapy Models

CP 513 **3 Credits**

This course provides an overview of the common factors inherent in all effective psychotherapy, and provides skill development in how to plan treatment that is time-sensitive, pragmatic, and outcome-focused.

Research Methods and Statistics

CP 514 **3 Credits**

This course, covering research in the social sciences, provides the context for the development of the ability to critically review as an informed counseling practitioner, scientific research in the mental health fields. This course also serves as a foundation for CP 603, Research Project/Thesis. The process of developing a thesis, dissertation, grant or project proposal will begin in this course and will be further developed prior to entry in CP 603.

Psychopharmacology

CP 515 **3 Credits**

This course explores current psychopharmacology as an integrated treatment modality for psychological problems. Topics include neurotransmission and psychopharmacology, clinical intervention strategies, and the referral process for psychopharmacological evaluation and treatment.

Human Sexuality

CP 516 **2 Credits**

An exploration of research, theory and personal awareness of human sexuality and intimacy is provided in this course. Topics include parameters of sexual behavior, sexual physiology, and an overview of theories and techniques of sex therapy.

Introduction to Career Counseling

CP 518 **1 Credit**

This course provides an introduction to career counseling concepts, theories and techniques. The focus of the course is career assessment techniques and interpretation and use of career resources. Other topics include working with client populations with psychiatric disorders and/or physical disabilities.

Psychology of Addictions

CP 519 **3 Credits**

This course explores current theories of etiology, assessment, and treatment of addictions and substance abuse. Topics include neurochemistry, dual diagnosis, clinical interventions, community resources for chemical dependency treatment, and information on drugs of choice.

Psychopathology

CP 524 **5 Credits**

This course is an investigation of psychopathology from a therapeutic perspective based upon observable patterns of behavior. Students develop skills in diagnostic assessment and case conceptualization. Emphasis will be on diagnosis of syndromes, with introductions to etiology, treatment, and prognosis.

Individual Counseling

CP 526 **5 Credits**

This course provides a comprehensive didactic and experiential exploration of various counseling theories and their relationship to practice.

Comprehensive Examination

CP 550 **0 Credit**

Graduate Seminar-Independent Study

CP 599 **1-5 Credits**

This is a variable credit course, credits vary from 1 to 5, depending on coursework. Offered as an Individual Learning Contract.

Systemic Theory: Child and Adolescent Counseling

CP 600 **3 Credits**

An intense exploration of approaches to working with children and adolescents in therapy, this course emphasizes methods of integrating and applying systemic, developmental, and individual theories. Topics include: behavior problems, violence, drug and alcohol problems, school problems, suicide assessment, and family issues.

Research Project-Thesis

CP 603 **3 Credits**

This course is the culmination of your learning in the Counseling Psychology Program. Students complete a major scholarly investigation of an approved theme or an applied project relevant to a current topic in the counseling field.

Prerequisites: Completion of core MACP courses and comprehensive examination, or permission of the Program Director.

Counseling Older Adults

CP 605 **2 Credits**

This course presents critical information for clinicians working with older adults. Current issues and pragmatic considerations, and their implications for treatment will be explored. Students will engage in study and discussions of social, generational, cultural, financial, medical, and ethical concerns specific to the older adult population.

Group Counseling Psychology

CP 606 **3 Credits**

This course provides both information regarding the group counseling process and experiential opportunity for students to learn group process theory and skills by participating as both members and as leaders. Students will explore the application of various group approaches to specific client populations and clinical settings.

Couples Counseling

CP 607 **3 Credits**

This course exposes students to relationship issues and therapeutic techniques grounded in empirically-based clinical findings. Current models of couples therapy will be explored. Students will learn to teach couples skills to strengthen and support their relationships.

Systemic Theory: Psychology of Trauma & Violence

CP 608 **2 Credits**

This course offers an overview of abuse, violence, and coercion in relationships, including child abuse and domestic violence. Special topics include a conceptual history of trauma and abuse; signs and symptoms of the abused individual; immediate emotional and long term mental health consequences of abuse; and social, ethical, and legal issues involved in victim and perpetrator counseling. Also discussed will be the anatomy and physiology of the human stress response, and an overview of various trauma treatment techniques will be presented.

Special Issues in Treatment of Sexual Disorders

CP 609 **1 Credits**
This course involves the study of current sexual behaviors and disorders addressed in clinical practice. Topics include sex addiction, addiction to internet pornography, and cybersex. The impact of these behaviors and disorders on intimate relationships, and models of clinical interventions will be examined.

The AAMFT Code of Ethics

CP 610 **1 Credits**
This course introduces students of couple and family therapy to the American Association of Marriage and Family Therapy Code of Ethics. Areas of focus include responsibilities and liabilities, confidentiality, informed consent, and dual relationships.

Internship

CP 631 **0 Credit**
Students arrange clinical internships at local agencies or other approved settings, and deliver counseling services under the supervision of the internship site and the Practicum instructor. CP 631 serves as a vehicle for transcription of internship hours, and can be repeated until all 250 required client contact hours and 50 site supervision hours are completed. Successful completion of CP 550, Comprehensive Exam, submission of complete Internship paperwork (see Internship Manual), and Internship Coordinator approval are required for students to register for CP 631 the first time.

Internship

CP 632 **0 Credit**
CP 632 is utilized to track both client hours and supervision hours for the student's internship work towards their CFT specialization. In addition, both student and supervisory evaluations will be submitted. The MACP internship log and the evaluations are to be given to the Internship Coordinator at the end of each quarter the student is in their internship.

Practicum I

CP 641 **2 Credits**
Students entering this course are expected to have qualified for specialization course work in Counseling Psychology. Students will also have successfully completed the Counseling Psychology common core courses, passed the Comprehensive Examination, and achieved Masters Candidacy.

Practicum II

CP 642 **2 Credits**
Students entering this course are expected to have qualified for specialization course work in Counseling Psychology. Students will also have successfully completed the Counseling Psychology common core courses, passed the Comprehensive Examination, and achieved Masters Candidacy.

Practicum III

CP 643 **2 Credits**
Students entering practicum courses are expected to have qualified for specialization course work in Counseling Psychology. Students will also have successfully completed the Counseling Psychology common core courses, passed the Comprehensive Examination, and achieved Masters Candidacy.

Practicum IV

CP 644 **3 Credits**
Students entering practicum courses are expected to have qualified for specialization course work in Counseling Psychology .

Practicum V

CP 645 **3 Credits**
Students entering practicum courses are expected to have qualified for specialization course work in Counseling Psychology.

Practicum IV: Self of Therapist

CP 646 **3 Credits**
This Practicum course is for MACP Couple and Family Therapy Specialization students enrolled in clinical internship. The course provides clinical experience and professional supervision beyond the classroom setting. It offers students the opportunity to participate in clinical case presentations, group supervision, and discussion of internship issues. In addition, each student will examine his/her self, namely, one's own strengths, challenges, beliefs and family of origin experiences that impact him/her in the role of counselor.

Practicum V: Systemic Intervention

CP 647 **3 Credits**
This Practicum course is for MACP Couple and Family Therapy Specialization students enrolled in clinical internship. The course provides clinical experience and professional supervision beyond the classroom setting. It offers students the opportunity to participate in clinical case presentations, group supervision, and discussion of internship issues. In addition, each student will focus on the application of systemic theory in case conceptualization and treatment.

Introduction To Counselling Psychology Practice

CPC 501 **5 Credits**
Using practice triads, written progress notes and videotape sessions, students will be introduced to the fundamental skills needed to facilitate therapeutic change. Special emphases are placed on transference and countertransference, multiculturalism and ethics.

Extended Systems: Diversity and Cultural Psychology

CPC 502 **3 Credits**
This course is an introduction to the theory, ethics and practice of diversity counselling. Students will examine the sociopolitical nature of counselling, the impact of counsellor and systemic bias, the multiple dimensions of identity, and the goals of diversity counselling competence. The course develops competencies through the students personal and professional exploration of value and belief systems, factors of power and oppression, racial/cultural/gender/sexual orientation identity formation, and ethical practice.

Professional Ethics and Law

CPC 510 **3 Credits**
The professional practice of psychology and counselling centres on thinking, questioning, and decision-making. This course provides a comprehensive investigation of ethical, practice and legal codes and issues as they relate to the development of a professional identity. Areas of focus include multicultural issues, responsibilities and liabilities, confidentiality and its limits, duty to warn, and dual relationships. A differentiation will be made between the regulatory process that protects the public interest and the collegial association process that promotes self-interest and the profession.

Psychology of Grief and Loss

CPC 511 **3 Credits**
Psychological processes involved in bereavement are explored from a developmental perspective. Students will learn the techniques of effective loss and grief therapy which remediate pathological grieving processes and facilitates healthy grieving processes, promoting new relationships and progress toward life goals.

Family Systems Therapy

CPC 512 **5 Credits**
This course introduces systemic thinking and a variety of Family Therapy theories and interventions. Students explore the history of Family Therapy, the Feminist Critique, Post-Modern Theories, Neurobiological Research, and the new evidence based models of Family Therapy.

Brief Therapy Models

CPC 513 **3 Credits**

This course provides an overview of the common factors inherent in all effective psychotherapy, and provides skill development in how to plan treatment that is time-sensitive, pragmatic, and outcome-focused.

Research and Statistics

CPC 514 **3 Credits**

This course, covering research in the social sciences, provides the context for the development of the ability to critically review, as an informed counselling practitioner, scientific research in the mental health fields. This course also serves as a foundation for CP 603, Research Project/Thesis. The process of developing a thesis, dissertation, grant or project proposal will begin in this course and will be further developed prior to entry in CP 603.

Qualitative Research

CPC 520 **3 Credits**

Designed to provide an experiential learning environment for developing specific qualitative research skills, this course will offer students familiarity with theories, issues, and problems in qualitative research. The course examines and critiques the relationships between the theories and purposes of qualitative and quantitative paradigms of inquiry. Qualitative research focuses on understanding rather than predicting or controlling phenomena. Students will explore and practice the philosophical orientation and techniques of a variety of qualitative research methods, including grounded theory, phenomenology, and ethnography.

Psychoeducational Assessment of Children and Adolescents

CPC 521 **5 Credits**

This course focuses on the skills and knowledge necessary to complete psycho-educational assessment of school age children. Students will be trained in the administration, scoring, and interpretation of the WISC-IV, WIAT-II and BASC-II. Students will be expected to complete three assessments with children and provide appropriate written reports.

Psychology of Trauma

CPC 522 **3 Credits**

Students will analyze social and psychological dimensions of power in interpersonal relationships. From this theoretical base, students will develop therapeutic competency to engage with victims and perpetrators of violence in a process of change. Theoretical understanding and clinical competencies will include attention to social context, ethics, and legal implications.

Psychology of Sexuality and Human Development

CPC 523 **3 Credits**

"Developmental psychology, more than any other kind of psychology, has a powerful impact on our everyday lives and ways of thinking about ourselves. It's effects are so great that they are often imperceptible, taken-for-granted features about our expectations of ourselves, others, parents, children and families" (Burman, 1994, p.2). This course reviews the dominant theories that have structured the psychology of human development. It enlarges the focus of inquiry to include class, culture, gender, age and sexuality. Students will explore post-modern perspectives in the context of clinical practice.

Psychopathology and Psychopharmacology

CPC 524 **5 Credits**

This course is an investigation of psychopathology from a therapeutic perspective based upon observable patterns of behavior. Students develop skills in diagnostic assessment and case conceptualization. Emphasis will be on diagnosis of syndromes, with introductions to etiology, treatment, and prognosis.

Testing and Assessment

CPC 525 **3 Credits**

This course presents a survey of assessment techniques and instruments for personality, intelligence, achievement, interest, and aptitude. Students learn to incorporate test results into written reports, conduct mental status examinations, and write detailed case conceptualization reports.

Counselling Psychology Theory

CPC 526 **5 Credits**

This course provides an orientation on how to approach and use theory in the practice of counselling psychology, reviews a number of current issues in counselling and psychotherapy, and introduces students to both classical and contemporary models of counselling and psychotherapy. Once students acquire these competencies, they will be able to form an initial, critically informed personal theory of counselling. Course delivery will be via lecture, demonstration (live and videotape), in-class skill practice, and feedback.

Group Counselling Psychology

CPC 527 **3 Credits**

This course provides an experiential group counselling laboratory in which students learn group process theory and skills by participating as both members and as leaders. Students will explore the application of various group approaches to specific client populations and clinical settings.

Psychology of Addictions

CPC 529 **3 Credits**

Using multiple perspectives, the phenomenon of addiction is examined in this course. Current theories and therapeutic practices are explored. This course covers three main areas. First, students will develop an understanding of the multiple theories, models, perspectives, and metaphors pertinent to an understanding of substance use, misuse, and abuse. Second, students will become aware of how to effectively integrate theory and practice to produce clinically and socially relevant assessments, with particular attention to identifying the intensity and severity of substance misuse practices. Third, students will develop a repertoire of clinical skills particularly focused on ways to collaborate with clients in the co-creation of efficient and effective treatments.

Practicum I: Case Conceptualization & Counselling Psychology Treatment

CPC 630 **3 Credits**

This course provides students the opportunity to apply principles of treatment planning and selection, intervention design, in conjunction with their internships.

Practicum II: Ethical Issues in Counselling Psychology Practice

CPC 631 **3 Credits**

This course provides an opportunity for students to apply ethical principles in the practice of applied psychology and counselling, in conjunction with their internship placements.

Advanced Seminar in Research Design

CPC 640 **3 Credits**

This course guides students through the process of laying the groundwork for conducting their Masters thesis research. Completion of this course signifies readiness to implement the research project. Prerequisites: Students are required to have completed CPC 510, CPC 514, and CPC 520, or their equivalents.

Master's Thesis

CPC 641 **0 Credit**

Students complete a piece of original scholarly work resulting in the production of a Master's Thesis.

Comprehensive Exam (British Columbia)

CPC 550 **0 Credit**

Comprehensive Exam (Alberta)

CPC 551 **0 Credit**

Graduate Seminar-Independent Study

CPC 599 **1-5 Credits**

Child and Adolescent Counselling

CPC 600 **3 Credits**

An intense exploration of approaches to working with children and adolescents in therapy, this course emphasizes methods of integrating and applying systemic, developmental, and individual theories. Topics include: behavior problems, violence, drug and alcohol problems, school problems, suicide assessment, and family issues.

Research Project/Thesis

CPC 603 **4 Credits**

This course is the culmination of your learning in the Counselling Psychology Program. You will complete a major scholarly investigation of an approved theme, research funding, or research topic OR an applied project relevant to a current topic in the counselling field.

Psychology of Aging

CPC 604 **3 Credits**

In a time of changing demographics and longer lifespan, the skills and knowledge required for responding to elders is crucial to well-rounded clinical practice. This course looks at trends and demographics, covers development late in the lifespan in detail, examines the mental health issues associated with aging, provides guidelines and critique in the ethics of elder care, as well as emphasizing the unique set of clinical skills needed for service to the elderly.

Couple's Counselling

CPC 606 **3 Credits**

This course exposes students to the dynamics of couple relationships, potential issues, treatment approaches, and counselling techniques.

Introduction to Clinical Supervision

CPC 610 **3 Credits**

This course is a foundational introduction to the theory and practice of clinical supervision. Focus will be given to cultivating a working knowledge of a diversity of supervisory theories, their pragmatic clinical applications and skilled service delivery, understanding and analysis of the ethical and legal dimensions of supervisory practice, and supervisory professional and personal dynamics. The format of the course will include in-class discussions, readings, group work and role play, self-reflective practice, written assignments, and a class presentation.

Practicum I

CPC 621 **3 Credits**

This Practicum course provide clinical experience and professional supervision beyond the classroom setting within two contexts: an Internship in which students receive professional supervision for direct client contact; and an on-campus Practicum course in which students participate in group supervision and discuss internship issues.

Practicum I: Case Conceptualization

CPC 630 **3 Credits**

This course provides students the opportunity to apply principles of treatment planning and selection, intervention design, in conjunction with their internships.

Practicum II: Applied Ethics in Clinical Practice

CPC 631 **3 Credits**

This course provides an opportunity for students to apply ethical principles in the practice of applied psychology and counselling, in conjunction with their internship placements.

Advanced Seminar in Research Design

CPC 640 **3 Credits**

This course guides students through the process of laying the groundwork for conducting their Master's thesis research. Completion of this course signifies readiness to implement the research project.

Prerequisites: Students are required to have completed CPC 510, CPC 514, and CPC 520, or their equivalents.

Master's Thesis

CPC 641 **0 Credit**

Students complete a piece of original scholarly work resulting in the production of a Master's Thesis.

Information Technology for Managers

CS 201 **5 Credits**

This course provides an introduction to the world of information technology, including the Internet, software and hardware, telecommunications, databases, and e-commerce. It examines the opportunities, challenges, and ethical questions brought by the digital age. As a preparatory course for the bachelor's degree programs in management, it develops students' skills in commonly used applications.

Introduction to Programming

CS 220 **5 Credits**

This course provides an introduction to Visual Basic .NET. Through this course students learn basic object-oriented programming concepts. Students will apply these concepts using the Visual Studio .NET integrated development environment (IDE) tools and controls. This course also provides an overview of conditional logic, object creation methods, structured exception handling, arrays manipulation, and data access using Windows forms and Web forms.

Principles of Information Processing

CS 241 **5 Credits**

This course provides an introduction to the world of information processing. It includes programming logic, data types, structured programming, flow charting, system development life cycle, structured testing, user interface, algorithms, problem statements, ethics, and the professional role of the software developer. This is a foundation course for all computer systems courses.

Basic Telecommunications

CS 300 **5 Credits**

An examination of the hardware, software and network components of voice, data and video telecommunication systems. Major emphasis will be placed on fully integrated systems providing for voice, data and video compression in a common network. Included are sections on regulation, system design and management.

Prerequisite: CS 304 and CS 390.

Data Communications

CS 304 **5 Credits**

This course features an examination of the basic hardware and software components of data communications systems, including the transmission media, encoding schemes, data link and physical link protocols, and interfaces. Included are sections on network security and design methodologies used to build data communications systems.

Intermediate Visual Basic

CS 322 **5 Credits**

The course incorporates the basic concepts of programming and problem solving with the Visual Basic.NET programming language using a multi-tier development environment. This course covers database handling of Windows Forms and Web Forms, writing and using Web services, retrieving and manipulating database objects, creating HTML help files, and creating user controls.

Prerequisite: CS 220.

Information Technology Security Basics

CS 324 **5 Credits**

This course introduces you to the basic principles of computer security. The material covered provides you with a survey of computer security concepts. Topics covered include: threats, vulnerabilities, and controls; encryption; designing secured systems (applications, operating systems, database management systems, and networks); policy issues; and the law, ethics, and privacy.

Introduction to the Internet and Web Publishing

CS 340 **5 Credits**

This course is composed of two sections: Internet Fundamentals and Web Page Authoring Fundamentals. Internet Fundamentals is designed to guide students through the Internet and its wide array of useful resources. Students learn how to use key Internet technologies. Web-based search engines, basics of electronic commerce and security issues will be covered. Web Page Authoring Fundamentals is designed to teach students Web page creation and other aspects of Web authoring. This course focuses on learning and implementing the fundamentals of HTML coding and Web page design. The focus will be basic HTML structures and formatting tables, frames, and forms. Topics also include HTML 4 Building Blocks, XHTML, page layout techniques. Some other client -side web programming scripts will be introduced. Hands-on practice will be emphasized. HTML for the World Wide Web provides additional information on topics discussed including Cascading Stylesheets, Javascript and Multimedia. This course and CS390 should help the students to prepare for CIW Foundations 1D0-410.

Web Site Design

CS 350 **5 Credits**

This course contains two major parts: JavaScript language and Web site design concepts. JavaScript language teaches developers how to use the features of the JavaScript language to design client-side, platform-independent solutions. Students learn how to write basic JavaScript programs. Fundamentals of JavaScript will be taught in this course. Students will also learn to use the most popular applications of JavaScript. Web site design concepts covers human-factor principles in designing, implementing, and maintaining hypertext based Web sites using authoring and scripting languages, content creation and management tools, and digital media tools. This course will help the students to prepare for CIW Site Designer 1D0-420 and JavaScript Exam 1D0-435.

Prerequisite: CS 340 and CS416.

Object-Oriented Programming Using C++

CS 364 **5 Credits**

This course examines Object-Oriented concepts including abstract data types, object identity, and inheritance. The course will also cover fundamental concepts of Visual C++, comprehensive class libraries, security, MIS management, user interface, input validation, functions, integrated graphics tools, and Microsoft Visual Studio. Emphasis is placed upon proper coding style and efficient debugging. This is the second course in the programming specialty block of the Bachelor of Science in Computer Systems (BS/CS) program. It provides a strong background in C++ programming and Object-Oriented programming.

Local Area Networks

CS 390 **5 Credits**

This course provides an overview of the hardware and software components of Local Area Networks (LAN) systems, including media, topologies, access methods, LAN architectures, and their implementations. Foundation issues for LAN management and administration are also explored. The class includes examination of LAN-WAN (Wide Area Network) interaction using bridges, routers and gateways.

Prerequisite: CS 304.

Systems Development Methodologies

CS 392 **5 Credits**

This course builds upon the concepts introduced in CS 300 and includes a review of LANs and WANs, including protocols, topology, media, and hardware. An analysis of the technical, regulatory, and business aspects of network systems and internetworking is explored. The use of common network design concepts and network signaling for the development of the foundations for service integration is covered. The relationship between the convergence of technology and network interconnection is explored.

Prerequisite: CS 300.

Database Management

CS 416 **5 Credits**

Course focuses on effective, efficient use of data resources. Topics include configuration/change control, security, input validation, searching and sorting, database design, administration and management, data integrity and redundancy, data dictionary, the relational model, distributed processing, distributed data, disaster recovery planning, back-up and recovery, client/server systems, legal requirements, and ethics. Database technologies will include Access and SQL.

Introduction to Enterprise Relational Databases and Structured Query Languages

CS 418 **5 Credits**

The course provides an extensive introduction to relational database concepts and data server technology with emphasis on Oracle's 9i Enterprise Server. The. course will teach you the SQL and PL/SQL programming languages. You will learn to create and maintain database objects, and to store, query and manipulate data. The course will also teach you to build PL/SQL blocks of application code that can be used by multiple forms, reports, and different applications.

Prerequisite: CS 416.

System Development Methodologies

CS 420 **5 Credits**

An analytical view of prevalent methods for developing software systems is presented. Topics include CASE tools, structured programming, Object-Oriented Design, and the systems development life cycle. A comparison of these methodologies in terms of development time, system maintenance, and life cycle costs is an integral part of this course. Recommended: CS 322 or knowledge of a programming language.

Java I

CS 440 **5 Credits**

The effective and efficient use of the Java programming language in real projects is emphasized. Concepts being covered include fundamental Java concepts, Java programming syntax, object-oriented programming, Java applets, basic graphical user interface, array data structure, exception handling, stream input and output, and object serialization. The application of basic Java programs is emphasized to build a sound foundation for advanced study. It provides a strong foundation for advanced topics in real world Java programming.

Prerequisite: CS 350.

Web Languages

CS 441 **5 Credits**

This course covers the evolution of Web application development, the architecture of Web applications, and the mechanics of developing Web applications with existing popular technologies and tools in CGI and ASP with server-side scripting language in Perl, VBScript, and PHP. The course will also introduce students to the next generation Web technologies such as XML, DTD, XSD, XSLT, SOAP, WSDL, UDDI, MS .NET, and Web Services. Students will learn how to use the most popular tools and scripting languages (Perl, VBScript, PHP) and tools (CGI, ASP, and PHP Processor) to develop complete and sophisticated Web applications, including the design, implementation, testing and debugging, and maintenance of user interface, business logics, and database connectivity and data manipulation. In addition, this course will help students prepare for CIW PERL Exam 1D0-430.

Prerequisite: CS 440.

Java II

CS 442 **5 Credits**

In this course you will learn effective and efficient use of Javas advanced features in real world programming projects. Advanced features studied include string manipulation, data output formatting, data structure, collections, polymorphism, multithreaded programming, network programming, database programming with JDBC, Servlets, and JavaServer Pages. A large scale project will be built throughout the entire quarter.

Prerequisite: CS 440 or proficiency in Java fundamentals. This is the second Java course in the Web programming track of study. This course provides a strong foundation for advanced topics in Java programming.

Practical Web Programming

CS 444 **5 Credits**

This course explores the development of Web applications for the real world that requires more than knowledge of ASP, PHP, Perl, SQl, and XML. It requires an appreciation of how to apply these development techniques to create robust, secure, and scalable applications that meet clients' needs. This is the final course in the Web Languages track of the BS Computer Science. It extends the concepts, skills and techniques learned in the earlier courses by applying them to a series of individual and group projects. The course also explores some of the real-life factors that affect the development of applications for the Web such as application security, encryption, session management, text processing using regular expressions, XML and Web services, and the basics of copyright/patent/trademark law and software licenses.

Prerequisites: CS 350, CS 440 and CS 441.

Systems Analysis and Object Oriented Design

CS 450 **5 Credits**

This class deals with system analysis and design in an object-oriented environment. Topics include teamwork, security, problem solving, MIS management, project management, feasibility studies, financial management of MIS resources, object identity, object-oriented design, the system development life cycle, user involvement, software documentation, work metrics, work procedures and manuals, work flow analysis, and Computer Aided Software Engineering (CASE).

Prerequisite: CS 420.

Practical Web Design

CS 452 **5 Credits**

Creating websites and web applications that meet client needs requires more than knowledge of HTML, graphics and multimedia development tools, JavaScript, server-side languages and XML. It requires the web designer to understand how the site/application is to be used and the business context in which it is to be deployed. This is the final course in the Web Design track of the Bachelor degree program. It builds on earlier courses in the track by applying the student's knowledge of HTML, multimedia design techniques, client-side and server-side languages, and databases and XML to a series of group and individual projects. The course also explores some of the real-life factors that impact website and application design including security and user/ session management, accessibility and usability, copyright/patent/ trademark law, website promotion and Internet marketing, and the use of the Internet for education.

Prerequisite: CS 350 and CS 453.

Introduction to Server-Side Languages

CS 453 **5 Credits**

This course will introduce the most popular server-side web program languages Perl/CGI, VBScript/ASP, and PHP to students. Web application development will be evaluated with hands-on practices. Students will learn and understand popular technologies and tools in those web languages. The mechanics of developing Web applications will be carried out thought hands-on practices and projects. The essence of the front-end scripts HTML/XHTML, CSS, JavaScript will be reinforced with the web development with in the course. XML will be introduced. Database connectivity and data manipulation will be covered in this course.

Prerequisite: CS 350

Multi-Media Web Publishing

CS 455 **5 Credits**

In this course, students will learn the concepts of multimedia, the most commonly-used graphic design software, Adobe PhotoShop, and the popular web design suite, Macromedia Studio. The technical principles behind graphic elements and web design are covered in detail. Multimedia software applications as Adobe ImageReady, Flash, Shockwave, and Apple QuickTime will be discussed. The evaluation of text, sound, video, and web animation technology will be included. Student will get hands-on practice and learn how to incorporate multimedia into a Web site.

Prerequisite: CS 340.

Web Graphic Design

CS 458 **5 Credits**

This course is the continuation of CS 455. The artistic design for Web graphic will be emphasized. Traditional graphic design principles including type, color, presentation, and audience theory will be studied and utilized throughout the course. Current web graphic and animation tools as Adobe PhotoShop, Imageready and Macromedia Flash will be taught in-depth with hands-on practice. Tips and techniques for real-world commercial projects will be taught and implemented through assignments and a final project.

Prerequisite: CS 455.

Intermediate C++

CS 465 **5 Credits**

The course will review the fundamental concepts of Visual C++, specifically variables, flow control, functions, arrays, and classes. This portion of the class is intended to be a very high intensity review of these critical elements of programming in C++.

Prerequisite: CS 364

Data Structure Using C++

CS 466 **5 Credits**

This course covers algorithm development and data structure implementation. Topics include the specification and implementation of containers as abstract data types (ADTs); the structures covered include strings, vectors, stacks, queues, sequential lists, and binary trees. Furthermore, the course covers the development of doubly linked lists, sets, maps, hashes, red-black trees, searching and sorting algorithms, heaps, bit vectors, compression algorithms, backtracking algorithms, and dynamic programming. Other topics include running time analysis, recursion, generic programming, and dynamic memory management. This is the fourth course in the programming specialty block of the Bachelor of Science in Computer Systems (BSCS) program. It provides a detailed understanding of complex programming concepts.

Prerequisite: CS 465.

Windows Application Programming in C++

CS 468 **5 Credits**

This is the final course in the C++ programming emphasis of the Bachelor of Science in Computer Systems (BSCS) program. It extends the basic knowledge in C++ for Object-Oriented Programming, as learned in the courses, CS 465 and CS 466, to program for Windows operating system environment with graphical user interface, using the Microsoft Foundation Classes. It further introduces Microsoft's Component Object Model (COM) and multitasking with Windows threading, now common in modern application program development.

Prerequisite: CS 466.

Operating Systems

CS 470 **5 Credits**

Analytical view of the evolution, functions, features, uses, advantages and disadvantages, management and networking of modern operating systems. Students will focus on MS–DOS, Windows, Macintosh, UNIX, and OS/2, and evaluate operating systems in terms of security, MIS Management, feasibility studies, user interface, system architecture, and memory allocation. CS 470 Operating Systems is intended to give students a framework for evaluating operating systems for suitability for particular applications. The operating system must be selected on the basis of needs just as hardware and other software are selected. CS 470 explores common features of modern operating systems while examining the implementation of those features in a number of specific operating systems. This course is part of the major core of the Bachelor of Science in Computer Systems (BS/CS) program. It provides a strong background in computer operating systems with exposure to a variety of popular operating systems.

Database Management Systems - Architecture and Administration

CS 471 **5 Credits**

The course provides detailed instruction to basic database administration for the Oracle 9i database. You will learn skills and techniques essential for creating the initial database and configuring the storage space, tables, users, and security for a database. The concepts and exercises introduced in this course are presented in business scenarios. Several exercises and hands-on activity are included to illustrate real-life use for the concepts presented.

Database Management Systems - Backup and Recovery

CS 472 **5 Credits**

The class covers the concepts of backing up and recovering an Oracle 9i database and how to enable connectivity over a network. Students will learn to create and maintain backup copies of database files through both the operating system and the Recovery Manager utility. Demonstrations are provided of both complete and incomplete recoveries. Client and server configuration is discussed to enable database access via a local area network. In addition configuration of the shared server environment is presented to provide Database Administrators (DBA) with scalability options.

Prerequisite: CS418 & CS471 or equivalent DBA and programming experience in PL/SQL.

Database Management Systems - Performance Tuning and Optimization

CS 473 **5 Credits**

The course covers the concepts of tuning an Oracle9i database for optimal performance. Students are taught how to optimize a database using Oracle performance tools.

Data Warehouse Administration

CS 474 **5 Credits**

This course will define the components of a data warehouse and explain the interaction between its usage and its role in strategic decision making. The course will use the enterprise Data Warehouse tools in building the data warehouse.

Prerequisite: CS 473 Database Management Systems Performance Tuning and Optimization.

Programming in C#

CS 478 **5 Credits**

The course will introduce the C# language and the .NET platform. The basic constructs of the language will be covered, such as types, control flow, and arrays, as well as inheritance, exception handling, and event handling. This is the first course in the programming specialty block of the Bachelor of Science in Computer Systems (BSCS) program. It provides a strong background in C++ and C# programming as well as Object-Oriented Programming.

Prerequisite: CS 322 or intermediate programming in an Object-Oriented Language.

Software Project Management

CS 480 **5 Credits**

This course is the capstone course for the major core of the Bachelor of Science in Computer Systems (BSCS) program. It is intended to capture key elements of the computer systems curriculum and to give students an opportunity to apply the knowledge they have gained from their previous courses in the BSCS track they have chosen. In addition, this course covers how to apply project management to software development, covering topics such as the software development life cycle, planning and estimating software development, staffing and controlling projects, feasibility studies, cost/benefit analysis, requirements gathering, architecture, design, software quality assurance, configuration management, testing, software documentation, software implementation and maintenance, and IT strategic planning. It is strongly recommended that students complete all other courses in the BSCS program before enrolling in CS 480.

Prerequisites: CS 304, CS 322, CS 340, CS 390, CS 416, CS 420, CS 450, CS 470. Any exceptions much have special permission from the CS Program Director.

ISDN, ATM and Broadband Technology

CS 491 **5 Credits**

A comprehensive view of broadband communications with emphasis on multimedia applications and the integration of voice, video, and data communications. The standards, technology, services, architecture and protocols of end-to-end broadband communications are emphasized. Emphasis on specific broadband technology including Fiber Distributed Data Interface (FDDI), frame relay, Advanced Frame Relay and Switching Multimegabit Data Services (SMDS), Asynchronous Transfer Mode (ATM), Broadband ISDN (BISDN), and Synchronous Optical Network/Synchronous Digital Hierarchy (SONET/SDH).

Prerequisite: CS 392.

Enterprise Networking

CS 494 **5 Credits**

Develop the capability to utilize current technology to architect a fully integrated Enterprise Network that is a corporate asset, meeting the business needs of the organization and providing a competitive edge. Strategic implementation of integrated network hardware, software, network management systems, security systems and applications to provide intra- and inter-network capabilities to enhance all functions of the organization will be discussed.

Prerequisite: CS 491.

Network Design and Acquisition

CS 496 **5 Credits**

An examination of the broad scope of data and computer communications standards, architectures, hardware, software, protocols, technologies and services as they relate to designing data networks. Emphasis is placed on those technologies playing a dominant role in the 1990's, including X.25 packet switching, frame relay, SMDS, ARM, and SONET. Design methodologies will also include planning business cases, capacity planning, vendor selection and compiling requirements.

Prerequisite: CS 494.

Computer Systems Undergraduate Internship

CS 498 **1-5 Credits**

As part of the City University of Seattle program, there is the option of using a professional internship to enhance the undergraduate school experience. Within this option, activities include designing, participating in, and reflecting upon the internship experience.

Independent Study - Computer Science

CS 499 **1-5 Credits**

Database Organization

CS 522 **3 Credits**

This course is an extensive and intensive emphasis on data administration and systems development in a database environment; including factors in the identification of data administration issues and their resolution; Database Management Systems (DBMS) hardware and software requirements; considerations in the selection, acquisition, installation and operation of commercial DBMS's.

Strongly recommended: CS 542.

Data Management for Managers

CS 523 **3 Credits**

This course seeks to enable future managers to understand the importance of database technology as used in business but avoiding the detail aspect database organization. It prepares professionals to realize the use of and how to improve their databases to carry out their specific business needs. The course will include topics on relational databases, data modeling, OLTP, OLAP, and data warehousing. The discussions on these topics will not be primarily about how to build the data management system of the company but rather, how to use these technologies to achieve the business goal. The course will try to discuss the capabilities of Database Management Systems (DBMS) without building one. It will not train the students how to formulate Structure Query Language (SQL) statements, but rather appreciate the capacity and the potential of the language. It will teach students to read and analyze data models and functional specification documents. The students may not be able to build an actual application system, but they will be able to compare and evaluate. The course equips the graduate with the ability to speak the language when they converse with a technical person.

Web Development Languages (Server-Side)

CS 524 **3 Credits**

This course examines the main server-side programming languages used today for development of web sites and applications. It discusses in detail two common scripting languages Classic ASP using VBScript, and PHP. The course shows how these languages can be used to create dynamic web sites and applications by interacting with HTML forms, server-side databases, and client-side cookies. The course also surveys other languages (including Perl/CGI, ASP.NET, JSP and ColdFusion) that may be encountered when developing new websites and applications or maintaining older sites.

Prerequisite: CS 538 and CS 544.

Application System Development Methodology

CS 525 **3 Credits**

This course introduces the Systems Development Life Cycle and the development phases within it. Each phase is explored as to the basic functions performed, alternative methodologies employed, and tools used to assist in its execution. Administrative aspects of systems development are also explored, in particular, the involvement of stakeholders in the process.

Java Programming Language

CS 526 **3 Credits**

The effective and efficient use of the Java programming language in real projects is emphasized in this class. Concepts covered include fundamental Java concepts, Java programming syntax, object-oriented programming including polymorphism implementation, Java applets, basic graphic programming, graphical user interfaces, exception handling, stream input and output, and object serialization. The application of basic Java programs is emphasized to build a sound foundation for advanced study. The course provides a strong foundation for advanced topics in real world Java programming. In addition to the basic programming concepts, a deeper research in one or more topics of interest is required.

Prerequisite: CS 522 and CS 538.

Web Programming Languages

CS 527 **3 Credits**

This course examines the main programming languages used today for development of web sites and applications. It covers in detail two of the most common server-side scripting languages, ASP.net using VBScript and PHP, as well as client-side JavaScript. It examines how these languages can be used to create dynamic Web sites and applications by interacting with HTML forms, server-side databases and client side cookies. The course also surveys other languages that may be encountered when developing Web sites and applications including Perl/CGI, JSP, and ColdFusion.

Prerequisite: CS 538 and CS 526.

Practical Java Programming

CS 528 **3 Credits**

This course focuses on effective and efficient use of Java's advanced features in real world programming projects. Advanced Java features studied include multithreading programming in Java, advanced data structures implemented with Collections, Java networking programming, database programming with JDBC, distributed object programming, Java security, JavaBeans, Java Servlets, and Java Server Page. A large scale Project will be built throughout the entire quarter. This is the second Java course in the Web programming track of study. It provides a strong foundation for advanced topics in real Java programming in the fast growing Internet world.

Prerequisite: CS 526.

Applied Topics in Web Programming

CS 529 **3 Credits**

This course examines a number of technical and business issues that impact the development and deployment of web applications and web sites. Topics include web application security, user session management, copyright/ patent/trademark law and software licenses, and XML and web services. The course is structured around a series of assignments that investigate the core topics and, in parallel, group development projects designed to apply these concepts to real world examples.

Prerequisite: CS527

Operating Systems in a Distributed Environment

CS 530 **3 Credits**

This course includes an examination of basic operating system concepts. These concepts include the historical perspective of Operating System (OS) development, system design and logic structures. Special emphasis is placed on Windows NT and Unix/Linux. These systems relative strengths and weaknesses will be examined. Security, memory management and multiprocessing of the operating systems will also be evaluated. This class is a core course in the Master of Science in Computer Systems (MSCS) program. It provides a foundation for reviewing and selecting an Operating System based on a given situations needs.

Prerequisite: CS 537 Data Communications and Networks.

Data Communications and Networks

CS 537 **3 Credits**

This course examines basic concepts, equipment, and terminology involved in networks. Students will also learn to evaluate telecommunication options involving transmission alternatives, protocols, architectures, and Wide Area Network (WAN) design. The basic principles of distributed information computing are also introduced. This class is a core course in the Master of Science in Computer Systems (MSCS) program. It provides a foundation for networking knowledge.

Web Design and Implementation

CS 538 **3 Credits**

This course focuses on the basic design, publishing and implementation of Web pages and how they can be utilized for business through effective and efficient means. Fundamentals of HTML 4.0 are the major learning objectives. Topics also include the Internet and its history, effective and efficient Web design, the use of search engines, and characteristics of current Web browsers. In addition, students will be introduced to the concept of Web publishing. HTML hand-coding is emphasized in this class. This is the first course in the Web Development Emphasis of the Master of Science in Computer Systems and the first course in the Graduate Certificate in Web Development. It provides fundamental knowledge of HTML 4.0 and as well as Web development design and strategy.

Multimedia

CS 541 **3 Credits**

The multimedia industry continues to grow rapidly. Multimedia includes digital creations of a mix of audio, video, text, graphics, and animation. This course offers an intensive, hands on introduction to the most popular tools used for Web multimedia. Adobe PhotoShop CS and Macromedia Flash MX will be the main focus in this course. There will be discussions on the varieties of methods used to manipulate static and dynamic imagery, digital sound, digital video, and authoring. Multimedia needs from a managerial perspective will also be assessed.

Prerequisite: CS 538 Web Design and Implementation

Systems Analysis and Design

CS 542 **3 Credits**

This course includes an examination of the place and role of systems analysis and design within the systems development life cycle. Special emphasis is placed on particularizing system specifications and on implementation planning. Administrative aspects of systems design are also explored. This class is a core course in the Master of Science in Computer Systems (MSCS) program.

Web Design Language

CS 544 3 Credits

This course is the continuation of CS 538. It is focused on Web development and Web programming. Advanced Web programming technology and marketing strategies are discussed. The latest Web programming technologies are emphasized with hands-on practice. Students will gain both technology and management skills by building a dynamic Web site. This course will cover advanced HTML and provide an overall understanding of the functionality of Cascading Style Sheets (CSS). It also will provide a framework for better understanding of JavaScript and prepares students for more advanced concepts and techniques used in advanced Web Publishing courses.

Prerequisite: CS 538.
Strongly recommended: CS 541, CS 560 and CS 562.

Applied Topics in Web Design

CS 546 3 Credits

This course extends the skills and concepts learned during the earlier courses in the Web Design track by examining a number of technical and business issues that impact the development and deployment of web applications and web sites. Topics include design principles for Web site accessibility, usability and security, using the web for education, intellectual property law, and Web site promotion strategies. The course is structured around a series of assignments that investigate these topics and, in parallel, group and individual development projects designed to apply these concepts to real world examples. The projects include the use of client-side languages (JavaScript), server-side languages (ASP, PHP and/or Perl+CGI), databases and XML together with HTML and multimedia elements.

Prerequisites: CS 524 and CS 544.

Data Warehousing

CS 550 3 Credits

Extensive and intensive emphasis on data administration and systems development in a data warehouse environment; factors in the identification of data administration issues and their resolution; DBMS hardware and software requirements; considerations in the selection, acquisition, installation and operation of a commercial data warehouse.

Strongly recommended: CS 522.

Beginning C++

CS 555 3 Credits

The course contents include ANSI/ISO standard C++, control structures, functions, arrays, pointers, strings, class/data abstraction, operator overloading, inheritance, overriding, virtual functions, polymorphism, stream I/O, template, and exception handling. This is the second course in the C++ Programming emphasis of the Master of Science in Computer Systems (MSCS) program. It provides a basic background in both C++ programming and in Object- Oriented programming concepts.

Intermediate C++

CS 556 3 Credits

The course contents include ANSI/ISO standard C++ and further extends the subject on classes, data abstraction, polymorphism, templates including standard template libraries with container classes, file processing, string classes and stream processing, linear and recursive data structures, and exception handling. This is the third course in the C++ Programming emphasis of the Master of Science in Computer Systems (MSCS) program. It extends the basic background in C++ for Object-Oriented programming as learned in CS 555 Beginning C++ and further elaborates its use with Data Structures.

Prerequisite: CS 555 Beginning C++.

Introduction to MFC and COM Development

CS 558 3 Credits

This course further extends the subject of Object-Oriented programming and classes to learn to program for Windows using the Microsoft Foundation Classes(MFC). It also introduces the component object model as envisioned by Microsoft in modern application program development. This is the fourth course in the C++ programming emphasis of the Master of Science in Computer Systems (MS/CS) program. It extends the basic background in C++ for object-oriented programming as learned in CS555 Beginning C++ and CS556 Intermediate C++.

Prerequisite: CS 556 Intermediate C++.

C# Programming

CS 559 3 Credits

The course contents include classes, data abstraction, polymorphism, templates including standard template libraries with container classes, file processing, string classes and stream processing, linear and recursive data structures, and exception handling. This is the first course in the programming specialty book of the Master of Science in Computer Systems (MSCS) program. It provides a strong background in C# programming as well as Object-Oriented programming.

Software Development

CS 560 3 Credits

This course provides an overview of software development. It examines the production of software applications from a systems approach. The roles, processes, and methodologies of software development are explored; agile methods are also covered. This course examines how software is developed, tested, and deployed throughout organizations, industries, or society.

Prerequisites: MC 511, CS 522, CS 540, and CS 542.

Strategic Planning for MIS

CS 562 3 Credits

An analysis of trends in information technology and the impact on strategic planning. Emphasis in gaining and maintaining competitive advantage by effectively integrating new technology. Also presents a framework for evaluating the effect of future technological developments on strategic planning.

Strategic Planning for Non-IT Managers

CS 563 3 Credits

This course provides the basic foundation and discussion of the key processes for developing a strategic plan for Information Technology (IT). The course emphasizes on gaining and maintaining competitive advantage by effectively utilizing IT. Also presents a framework for evaluating the effect of future technological developments on strategic planning.

Computer Systems Graduate Internship

CS 598 1-3 Credits

As part of the City University of Seattle program, there is the option of using a professional internship to enhance the undergraduate school experience. Within this option, activities include designing, participating in, and reflecting upon the internship experience.

Independent Study-Computer Science

CS 599 1-6 Credits

Capstone Project Applied Research

CS 600 **3 Credits**

This course serves as the capstone integration course for the MSCS degree. Students should be able to plan and manage the strategic use of technology in a contemporary business context and be able to effectively implement information technology in pursuit of business objectives. Students will utilize prior learning to create a business plan that reflects their competencies in understanding and applying knowledge and skills reflective of program outcomes. Students will consider strategic and operational situations and factors and will demonstrate proficiency in specific arenas such as C++ programming skills, Web development, networking architectures, database management, etc.

Prerequisites: Students must take CS 600 in their last quarter of study. Any exceptions much have special permission from the CS Program Director

Fundamentals of E-Commerce

EC 400 **5 Credits**

This course provides an overview of Electronic Commerce (E-Commerce) from a managerial perspective. Areas covered include: Business-to- Consumer, Business-to-Business, Business-to- Employee, and the E-Environment.
The course also includes topics such as: E-Commerce intermediaries and business models, technologies that enable E-Commerce; consumer behavior, site design, site promotion, business challenges, and strategies. It will provide students with knowledge of web site use, challenges and strategies for reaching customers, and how E-Commerce works in the business environment today.

Cyber Law

EC 410 **5 Credits**

The nature of the Internet has created new legal challenges in many areas of business, requiring the application of established legal principles to new situations and the development of new legal principles unique to the Internet. The course explores legal issues in the context of the Internet in areas such as jurisdiction, intellectual property, contracts, taxation, securities, and tort and criminal law.

Preparation for Professional Growth

ECC 503 **3 Credits**

As the foundation course of the portfolio driven Integrated Core, students complete a self-assessment of their current knowledge and skills related to classroom practice. Using the self-assessment, students create a Professional Growth Plan that will direct much of their work in the rest of the M.Ed. Integrated Core. Students begin the process of collecting classroom based artifacts for the final portfolio. Tools for professional improvement are introduced including the skills of conducting action research, reflecting on one's teaching practice, and using empirical, social, philosophical, and historical knowledge to inform daily praxis.

Teaching Tools

ECC 504 **2 Credits**

Presents students with research skills and technology tools that will aid them in their master's work and in the classroom. Research skills taught and reviewed include retrieving information from numerous sources, using APA style, developing and analyzing a research topic, and evaluating a variety of information resources. Technology tools taught and refined include word-processing, on-line resources, slide shows, and email.

Reflective Practitioner I

ECC 505 **2 Credits**

Students study a variety of research methodologies including formal research, action research, data driven instruction, and assessment. All of these forms of research are tools of the reflective practitioner. Students apply the research knowledge and skills to their professional growth plans, developed in ECC 503, Preparation for Professional Growth.

Reflective Practitioner II

ECC 506 **3 Credits**

Students continue to deepen their understanding of the research process through daily reflection on practice and application of information from formal published research. Upon completion, students will have the skills to evaluate research and conduct a formal Review of the Literature on a selected research topic. Students apply the research knowledge and skills to their professional growth plans, developed in ECC 503, Preparation for Professional Growth.

Educational Perspectives I

ECC 507 **3 Credits**

Students continue to deepen their understanding of the research process through daily reflection on practice and application of information from formal published research. Upon completion, students will have the skills to evaluate research and conduct a formal Review of the Literature on a selected research topic. Students apply the research knowledge and skills to their professional growth plans, developed in ECC 503, Preparation for Professional Growth.

Educational Perspectives II

ECC 508 **3 Credits**

Students continue to investigate their educational practice. Perspectives addressed in this course include current research and movements in education including brain processes, arts education and its connection to integrated curriculum and critical and creative thinking, and collaborative learning. Each student investigates aspects of some of these perspectives and relates them to his/her Professional Growth Plan developed in ECC 503, Preparation for Professional Growth. In this final course of the M.Ed. Integrated Core program, students present their professional portfolio and reflect on how they have progressed towards achieving their Professional Growth Plan.

Prep for Professional Growth

ECC 509 **3 Credits**

This course builds on the self-assessment carried out at the beginning of the program. Students conduct a second self-assessment of their knowledge and skills during this mid-point in the program course to create a Professional Growth Plan that will act as a guide throughout the second year on the program. Tools for professional improvement are introduced, including the skills of conducting successful research and internship experiences, reflecting on one's professional practice, and using empirical, social, philosophical, and historical knowledge to inform daily praxis.

Tech Tools and Info Literacy

ECC 510 **2 Credits**

This course introduces information literacy and the processes basic to educational research. Students will utilize accesses to scholarly journals and research, develop a problem statement, critique journal articles, and prepare an annotated bibliography to explore best practices in professional practice.

Research Methods in Ed

ECC 511 **3 Credits**

In this course candidates will study a variety of research methodologies including formal research, action research, data driven instruction, and assessment. All of these forms of research are tools of the reflective practitioner. Find, evaluate, and use relevant research materials to develop skills in critiquing published research and reviewing literature and methodologies to develop a research plan.

Leadership in Schools: Ethics, Accountability and Law

ECC 513 **3 Credits**

(Course under development at time of printing.)

Intro School Based Counselling

ECC 514 **3 Credits**

This course gives the future school counsellor and educational leader an overview of how a well-organized counselling program contributes to children's growth and a positive school climate. It provides a foundational view of the roles and responsibilities of a school counsellor in a multicultural context.

Leadership-Counseling Diverse Cultures

ECC 515 **3 Credits**

The course will consider examples which increase the student's understanding of the implications of cultural and diversity issues in the school environment. Candidates will learn to understand new cultures as they are encountered. Candidates will also develop strategies that can be used in the school to promote the emotional and physical well-being of all students and the climate of the school as a place for learning.

Family Systems and Conflict Management

ECC 516 **3 Credits**

(Course under development at time of printing.)

Counselling Field Experience

ECC 601 **1 Credits**

The field experience is a mentored, integrated, sequential experience planned by the student, the university field supervisor, and a mentoring school counsellor with training in observation and counselling skills. Candidates observe on-site counsellors at elementary and secondary levels to become familiar with the counsellor role and the emphases at different levels. As part of their observation work, candidates will conduct a case study on an individual child or adolescent within a school setting. Typical experiences with staff, students, and others will be observed and assessed. Audio or videotaping of laboratory practice is required.

Counseling Practicum

ECC 602 **2 Credits**

This is the second of two field experience courses prior to the internship. Candidates are supervised by their school-based mentor and university faculty in this pre-internship clinical experience. The focus is on the development of basic individual, age appropriate counselling skills and integration of professional knowledge. Candidates observe, gain understanding for, and practice listening skills, interviewing, conflict resolution, and de-escalation techniques in preparation for leadership and counselling roles and their internships. Audio or videotaping of laboratory practice is required.

Independent Study - Curriculum and Instruction

ECI 599 **1-3 Credits**

Guided investigation of theoretical or applied topics selected individually and approved as complementary to an emphasis or field of study. Students create an "Independent Learning Contract" (I.L.C.).

Prerequisite: Permission of Senior Faculty in Curriculum and Instruction.

Master's Degree Project and Presentation Curriculum and Instruction

ECI 600 **3-9 Credits**

Graduate students study a problem in educational learning impacting a major stakeholder group within their professional sphere of influence using Sagor's (1992) Action Research Model. The study begins with a formal proposal describing the intended research. It culminates in a final report at the completion of the research implementation. For the "Project" option, the implementation is based on the creation of a product, applying the understandings gained in the Integrated Core and the methods learned in the Emphasis course work, and intended to improve specific learning for the stakeholders. Completion of the Integrated Core and the Emphasis and/or permission of Senior faculty is required.

Professional Growth Preparation

ECU 505 **3 Credits**

As the foundation course of the Integrated Core, students complete a self-assessment of their current knowledge and skills related to educational practice in a school setting. Beginning with a self-assessment and an analysis of their instructional context, students create a Professional Growth Plan to support areas of need and leadership. This Professional Growth Plan will direct much of their work in the M.Ed. program. Participation in the online environment and cohort activities will set the graduate level academic standards and build the academic discourse and collegial support essential for success in the M.Ed. program.

Reflective Practice I: Tools for Academic Inquiry

ECU 510 **2 Credits**

As the companion course to Planning for Professional Growth (ECU 505), this course supports students with the language, expectations, and tools for academic discourse, research, and reflective practice. Students will become acquainted with the resources available through the City University of Seattle Library, the portal, and the on-line learning environment within Blackboard. We will begin the action research inquiry with creation of a problem statement, a synthesis of an issue of concern in the students professional practice, the Professional Growth Plan, and the Assessment of the Instructional Context.

Tools for Academic Inquiry

ECU 511 **3 Credits**

This course introduces candidates to the language, expectations, and tools for academic discourse, research and reflective professional educator practice. Candidates will critically evaluate research findings as they begin the academic inquiry process.

Teaching and Learning

ECU 515 **3 Credits**

As the companion course to Reflective Practice II, Quantitative and Qualitative Research, this course applies the practice of academic inquiry and discourse to classroom teaching and learning. Students will examine current best practices in instruction and emerging discoveries in neuro-science for applicability to their professional environment and to their action research.

Best Practices for Personalized Learning

ECU 516 **4 Credits**

(Course under development at time of printing.)

Reflective Practice II: Quantitative, Qualitative, and Action Research

ECU 520 **2 Credits**

In this course you will continue to deepen your understanding of the research process through reflection, practice, and critical analysis of information from formal published research. You will have the skills to evaluate research and conduct a formal review of the literature on a selected research topic. You will develop and apply research knowledge and skills to your Professional Growth Plan and the design of instructional materials.

Academic Inquiry in the Classroom

ECU 521 **3 Credits**

(Course under development at time of printing.)

Foundations of Education: Perspectives In Education

ECU 525 **3 Credits**

In this course, students will examine the philosophical, historical, political, and sociological foundations of education and the impact these interrelated dynamics on current instructional decisions. We will analyze educational practice from many perspectives and consider how to communicate essential elements to diverse audiences. Students will investigate some aspect of each of these foundations and relate it to professional practice in their learning community.

Current Issues in Education

ECU 526 **3 Credits**

This course examines current issues in education that have and continue to emerge within the context of the philosophical, historical and recent legislation impacting the standards for student learning and assessment, and teacher and professional certification. Candidates will analyze educational practice from multiple perspectives and consider how to communicate essential elements to diverse audiences. Issues of Child Abuse, anti-bullying legislation, and requirements for maintaining certification and highly qualified status will be integrated into opportunities for academic discourse.

Reflective Practice III: Continuous Improvement

ECU 530 **3 Credits**

To stay in a cycle of continuous improvement, students will expand upon skills in academic discourse, critical feedback, and conflict resolution to develop an awareness of the influences of culture on all aspects of communication in our learning communities. In this final course of the M. Ed. Integrated Core program, students will revisit their Professional Growth Plan and the Description and Analysis of their Instructional Context to plan for leadership specific to their professional goals.

Professional Learning Communities

ECU 531 **4 Credits**

(Course under development at time of printing.)

Multicultural Perspectives: Increasing Family/Community Engagement and Student Achievement

ECU 535 **3 Credits**

This course provides candidates with the skills, perspectives and strategies to engage family and community members for the purpose of increasing K-12 student academic achievement. Candidates will collaborate with a variety of individuals and organizations to deepen understanding of access and barriers for parents and their children. Through the development of a proposed Family/ Community Engagement Plan, candidates will apply skills and strategies that are consistent with cultural competence, academic inquiry and K-12 school improvement goals within the context of the candidate's Professional Growth Plan (for Teacher Professional Certificate if applicable).

Course Entry Requirements: This course is open to graduate-level candidates in education programs.

Special Ed and Special Programs

EDE 307 **3 Credits**

This course provides general education teachers with the knowledge and skills to address the needs of students with disabilities in their classrooms. The course also surveys other special programs including ESL/Bilingual, gifted education, and federal, state, and local compensatory programs and services. The course offers a holistic perspective of the range of human experience of special needs students, attitudes of individuals and society toward these individuals, and strategies for building a sense of classroom community to engage all students in meeting academic and interpersonal goals. In addition, this course provides opportunities for learning about collaborative models for involving families as well as other professionals in planning for students with special needs. Participants use role playing, observation, interviewing, and group investigations to learn about interventions and accommodations appropriate for K-8 students with special needs.

Creative Arts: Concepts & Methods

EDE 330 **4 Credits**

(Course under development at time of printing.)

Math Content: Meaning Math Tch 3

EDE 400 **3 Credits**

The purpose of this course is to give future teachers the mathematical background necessary to choose and design mathematics lessons. There is a growing body of research indicating that elementary teachers do not need more mathematical knowledge to teach well; they need a specialized mathematical knowledge. This course is aimed at that specialized knowledge for teaching, with a focus on whole and rational numbers and linear relationships. Candidates will focus on how students learn mathematics.

Social Studies Methods

EDE 401 **5 Credits**

This course is a foundation instructional methods course designed to prepare prospective elementary school teachers to teach social studies. The course surveys concepts included in the Washington State Essential Academic Learning Requirements (history, geography, civics, and economics) and introduces and models various strategies appropriate for planning and teaching multicultural K-8 social studies. Participants develop lessons and units emphasizing collaboration, cooperation, and connection to the community beyond the school. The course is designed to provide prospective teachers with inquiry-oriented, reflective learning experiences that have direct classroom applications. This course is in compliance with Washington State Administrative Code provisions.

Children's Literature

EDE 402 **3 Credits**

This course is a survey of childrens literature including stories, legends, poems, and novels. Students examine various forms of literature written for children. Among these are fairy tales, legends, fables, historical fiction, nonsense, adventure, domestic realism, fantasy, science fiction, poetry, and others. Attention is given to the background and development of genres, as well as to methods of literary analysis. Participants are encouraged to read and write with critical insight and to use their developing knowledge in lessons appropriate for the elementary and middle school. Participants also learn effective methods for teaching childrens literature and for using literature as an integral component of content area lessons. This course is in compliance with Washington State Administrative Code provisions.

Health and Fitness Methods

EDE 403 **2 Credits**

This course is designed to provide students with an overview of the knowledge, skills and values included in teaching elementary school children health and physical education. The course emphasizes foundations of good health and physical education in the curriculum and the role of the teacher in fostering health-related attitudes and lifestyles for elementary age children. Participant are alerted to major health issues concerning children, the social forces that affect them, and the need to impart information on these issues sensitively. In addition, participants learn best practices for encouraging physical fitness and activity in the K-8 school setting. The course also expands the participant's knowledge of brain-based learning and multiple intelligences.

Creative Arts Concepts and Methods

EDE 404 4 Credits

This course focuses on the integration of the creative arts (music, visual arts, drama, creative movement/dance) into planning academic, technological, and multicultural curricula for K-8 classrooms. Participants are introduced to the basic elements, principles, related concepts, and vocabulary of the creative arts. They learn to apply the district and state guidelines for the creative arts curriculum and to design lessons that integrate creative arts concepts with other curricula. The course expands the participants appreciation of creative arts methods that may be applied to specific classroom instruction. Visual arts receive a particular emphasis. This course is in compliance with Washington State Administrative Code provisions.

Health and Fitness Methods

EDE 405 3 Credits

This course is designed to provide students with an overview of the knowledge, skills, and values included in teaching elementary school children health and physical education. The course emphasizes foundations of good health and physical education in the curriculum and the role of the teacher in fostering health-related attitudes and lifestyles for elementary age children. Participants are alerted to major health issues concerning children, the social forces that affect them, and the need to impart information on these issues sensitively. In addition, participants learn best practices for encouraging physical fitness and activity in the K-8 school setting. The course also expands the participants knowledge of brain-based learning and multiple intelligences. This course is in compliance with Washington State Administrative Code provisions..

Mathematics Concepts and Methods

EDE 406 5 Credits

The purpose of this course is to explore the teaching and learning of mathematics in grades K-8. The course focuses on concepts, methods and materials that are essential and effective in teaching mathematics to elementary school students. A theme central to the course is that each individual actively constructs his or her own understanding of mathematics. This view of learning is also applicable in learning methods of teaching mathematics. Each person comes to the classroom with prior knowledge and experiences; thus, each individual must be cognizant and critical of that knowledge as he or she constructs personal understanding of how to teach mathematics. In this course, participants actively do mathematics, consider their own and childrens thinking, evaluate curriculum, learn and practice instructional strategies, and design lessons for mathematics. National and state standards for mathematics that focus attention on mathematics content and pedagogy will be studied. Course content and activities connect work that pre service teachers completed in their required math for elementary teachers course's (MAT 250 and MAT 251 or their equivalents) with best practices for mathematics education. Activities in the university classroom are also connected to a field experience in elementary school mathematics classrooms. This course is in compliance with Washington State Administrative Code provisions.

Science Concepts and Methods

EDE 407 5 Credits

The purpose of this course is to explore the teaching and learning of science in grades K-8. The course focuses on meaningful learning of essential science knowledge that has its foundation in the National Science Standards and the Washington State Essential Academic Learning Requirements (EARLs). Participants learn concepts, methods and materials that are essential and effective in teaching science to elementary school students as they examine the nature of science, history and goals of science education, research on science learning, and constructivist frameworks for curriculum and instruction. Participants apply, evaluate, and reflect upon elementary science teaching methods and the content of science instruction through class activities, related field experience assignments, and individual and group projects. This course is in compliance with Washington State Administrative Code provisions.

Assessment

EDE 408 3 Credits

This course is designed to provide pre-service teachers with the opportunity to understand, create, explain, and appropriately use assessment tools that measure student learning. While this course is a comprehensive introduction to current assessment theories and practices within the field of education, the major focus of the course is on building quality performance assessment that informs, guides and improves student learning. Participants develop their own performance assessments using sound design principles. This course is in compliance with Washington State Administrative Code provisions.t

Classroom Management

EDE 409 5 Credits

This course is an introduction to the theories and practice of classroom management for pre-service teachers in elementary education. The ideas presented, discussed, and practiced in this course are expressed within the philosophical notion of classrooms as communities largely constructed upon the values, actions, and beliefs of the classroom teacher. This philosophy requires a teacher to consider classroom management as a component that influences all aspects of interaction within the classroom and school experience. This course is in compliance with Washington State Administrative Code provisions.

Elementary (K-8) Internship IV

EDE 450 1 Credit

This course, the fourth of five supervised field experiences for prospective elementary school teachers, is a 40 - 60 hour experience designed as an orientation to teaching and life in the American public school system. The course has two main components: A seminar and a field experience in a local K-8 classroom setting. This course is in compliance with Washington State Administrative Code provisions.

Elementary (K-8) Internship V

EDE 451 1 Credit

These courses, the fourth and fifth supervised field experiences for prospective elementary school teachers, are each a 40 - 60 hour experience designed as an orientation to teaching and life in the American public school system. Each course has two main components: a seminar and a volunteer service experience in a local K-8 classroom setting. The field experience links theory with practice in a real-life setting. At the school site, interns are involved in a variety of classroom experiences related to their university classroom work and the school setting, mentored by a classroom teacher, and supervised by a university faculty member. This course is in compliance with Washington State Administrative Code provisions.

Student Teaching in Elementary School

EDE 452 **12 Credits**

This course is the clinical capstone practicum combining theory and practice as the teacher candidate accepts major responsibility for the planning and organization of the teaching and delivery of instruction for a full academic quarter. Classroom experiences include teaching all the subjects offered in the curriculum for elementary and middle schools in Washington State. This course is in compliance with Washington State Administrative Code provisions.

Student Teaching I

EDE 456 **6 Credits**

(Course under development at time of printing.)

Student Teaching II

EDE 457 **6 Credits**

(Course under development at time of printing.)

Internship

EDE 463 **2-12 Credits**

This course is a practicum to provide an opportunity for candidates to apply what they have learned in K-12 classroom settings to complete their middle level endorsement. The variable credit is to accommodate each candidate's unique needs based on his or her professional growth plan. This course has two parts: required observations of middle school teachers teaching in the content areas of the endorsement being sought, and a minimum of two teaching experiences in each content area for the endorsement being sought. Candidates are observed by a field supervisor using the Performance-Based Pedagogy Assessment. Candidates are required to work in middle school math, science, language arts, and social studies classrooms depending upon which endorsement is being sought. Additional work may be required in a specialized program. This course is in compliance with Washington State Administrative Code provisions.

Instructional Strategies

EDE/ESL 301A **3 Credits**

This performance-based course is for candidates seeking residency certification in elementary education with an ESL endorsement. Participants are introduced to reflective planning, teaching, and evaluation as applied to K-12 instructional design, curriculum development and differentiation strategies for all students. The course includes an introduction to the Washington State learning goals and Essential Academic Learning Requirements and focuses on best practices for effective teaching and learning. Participants create instructional plans, develop an instructional unit plan, and practice micro-teaching in the university and in employment as paraprofessionals.

Performance: Instructional Strategies K-12

EDE/ESL 301B **2 Credits**

This is the second of two courses on instructional strategies as part of the alternative route to K-8 certification with an ESL endorsement. In the first course, 301A, candidates observe, assess, and develop their skills in identifying and designing effective instruction. In this second year of program, candidates apply their learning from this and other overview courses to the creation of an integrated instructional unit for use in their student teaching or desired teaching position. Guidelines for the unit structure are in this syllabus. Additional components are identified in other performance "B" syllabi. See the Classified to Certificated Program Handbook for the combined descriptors for this performance task.

Special Ed and Special Programs

EDE/ESL 307A **1 Credit**

This course provides candidates seeking an alternative route to certification with a dual endorsement in Elementary Education and English as Second Language with an overview of special education, ESL/Bilingual, gifted education, and federal, state, and local compensatory programs and services. In addition, this course provides opportunities for learning about collaborative models for involving families as well as other professionals in planning for students with special needs.

Performance: Special Ed and Special Programs

EDE/ESL 307B **2 Credits**

This course provides candidates seeking an alternative route to certification with a dual endorsement in Elementary Education and English as Second Language with an overview of special education, ESL/Bilingual, gifted education, and federal, state, and local compensatory programs and services. In addition, this course provides opportunities for learning about collaborative models for involving families as well as other professionals in planning for students with special needs.

This is the second of two courses addressing Special Education and Special Programs. In the first course, EDE/EDL 307A candidates learn about Special Education and special Programs and how they impact the regular classroom.

Educational Technology

EDE/ESL 312A **2 Credits**

This performance-based course is for students seeking residency certification in elementary education with an English as a Second Language endorsement. Candidates self-assess competency in applications of educational technology then plan for continued skill building and application aligned with their professional development plan. Candidates explore strategies and resources to differentiate instructional materials, delivery, and management of instruction. Course projects are flexible and provide a mechanism for candidates to demonstrate and/or improve their instructional technology skills.

Performance: Educational Technology

EDE/ESL 312B **2 Credits**

This performance-based course is for candidates seeking an alternative route to certification and endorsements in elementary education and English as a Second Language. Candidates self-assess competency in applications of educational technology and plan for demonstration of competencies not yet met and align this plan with their professional development plan. Participants explore strategies and resources to differentiate instructional materials, delivery, and management of instruction. Course projects are flexible and provide a mechanism for students to demonstrate and/or improve their instructional technology skills.

This is the second of two courses on educational technology. In the first course, 312A, participants develop their technology skills.

Professional Development Seminar I

EDE/ESL 350 **1 Credit**

This course is the Professional Seminar accompanying the first quarter of practicum for the Alternative Routes to Certification in Elementary Education (K-8) and English as a Second Language. Candidates reflect upon the culture of schools and develop a professional development plan based on feedback from professionals in support of their work in the classroom.

Professional Development Seminar II

EDE/ESL 351 **1 Credit**

This course is the Professional Seminar accompanying the second quarter of practicum for the Alternative Routes to Certification in Elementary Education (K-8) and English as a Second Language. Candidates reflect upon the culture of schools and develop a professional development plan based on feedback from professionals in support of their work in the classroom.

Social Studies Concepts-Methods

EDE/ESL 401A 3 Credits

This course is a foundation instructional methods course designed to prepare alternative routes candidates for elementary education certification with ESL endorsement to teach social studies. The course is designed to provide prospective teachers with inquiry-oriented, reflective learning experiences that have direct classroom applications. Participants develop and modify lessons and units emphasizing collaboration, cooperation, and connection to the community beyond the school.

Performance: Social Studies Concepts-Methods

EDE/ESL 401B 2 Credits

This course is a foundation instructional methods course designed to prepare alternative routes candidates for elementary education certification with ESL endorsement to teach social studies. The course is designed to provide prospective teachers with inquiry-oriented, reflective learning experiences that have direct classroom applications. Participants develop and modify lessons and units emphasizing collaboration, cooperation, and connection to the community beyond the school. In this companion course to EDE/ESL 401A, participants develop an integrated unit of study emphasizing collaboration, cooperation, and connection to the community beyond the school.

Creative Arts Concepts-Methods

EDE/ESL 404A 1 Credit

This course is for candidates seeking an alternative route to certification with dual endorsements in Elementary Education and English as a Second Language. The focus is on the integration of the creative arts (music, visual arts, drama, creative movement, and dance) into the K-8 classroom. Candidates are introduced to the basic elements, principles, related concepts, and vocabulary of the creative arts. They learn to apply the district and state guidelines for the creative arts curriculum and to design lessons that integrate creative arts concepts with other curricula. The course expands the participant's appreciation of creative arts methods that may be applied to specific classroom instruction. Visual arts receive a particular emphasis.

Performance: Creative Arts Concepts-Methods

EDE/ESL 404B 3 Credits

This is the performance-based companion course to EDE/ESL 404A for candidates seeking an alternative route dual endorsement with certification in Elementary Education and English as a Second Language endorsement. The focus is on the integration of the creative arts into the K-8 classroom. Candidates apply elements, principles, related concepts, and vocabulary of the creative arts, as well as district and state guidelines for the creative arts, to an integrated unit plan they intend to teach.

Performance: Children's Literature

EDE/ESL 405B 2 Credits

This course defines the self-directed performance task demonstrating competency in integrating children's literature in both literacy and content-area instruction. It is one task in the literacy series for candidates seeking dual endorsements in K-8 Elementary Education and K-12 English as a Second Language.

Language Acquisition and Literacy Development

EDE/ESL 406A 3 Credits

This course provides candidates seeking an alternative route to certification with a dual endorsement in Elementary Education and English as a Second Language (ESL) with an exploration of the skills involved in literacy development. Reading and writing skills will be discussed in relationship to language development, the social and cultural contexts of literacy, construction of meaning, and the six strands (readying, writing, speaking, listening, viewing, and representing visually) of literacy. Philosophies of literacy development will be examined in relationship to best practices in teaching, ESL instruction, and learning. Candidates will examine knowledge, skills, and attitudes present in proficient readers and writers. Included in this course is a study of the conditions of learning that foster language acquisition.

Performance: Language Acquisition and Literacy Development

EDE/ESL 406B 2 Credits

This is the performance-based companion course to EDE/ESL 406A for candidates seeking an alternative route dual endorsement with certification in Elementary Education and English as a Second Language. Candidates apply knowledge and skills involved in literacy development. Candidates apply knowledge of language development, the social and cultural contexts of literacy, construction of meaning, skills and attitudes of proficient readers, and the six strands (reading, writing, speaking, listening, viewing, and representing visually) of literacy in the classroom.

Literacy Instruction and Assessment

EDE/ESL 407A 3 Credits

This course provides candidates seeking an alternative route to certification with a dual endorsement in Elementary Education and English as a Second Language (ESL) experiences in instructional strategies for teaching literacy skills. Candidates become familiar with the six interrelated processes or strands (reading, writing, listening, speaking, viewing, and representing visually) of literacy.

Candidates learn models for doing guided reading and independent reading; strategies to develop an effective learning environment; and methods to teach the strategies a good reader uses to maintain comprehension. The role of continuous assessments before, during, and after reading is introduced.

Performance: Literacy Instruction and Assessment

EDE/ESL 407B 2 Credits

This is the performance-based companion course to EDE/ESL 407A for candidates seeking an alternative route dual endorsement with certification in Elementary Education and English as a Second Language (ESL). Candidates apply knowledge and skills involved in the six interrelated processes or strands (reading, writing, listening, speaking, viewing, and representing visually) of literacy. Candidates apply guided reading and independent reading; apply strategies to develop an effective learning environment; and apply the strategies a good reader uses to maintain comprehension. Candidates apply continuous assessments before, during, and after reading to inform instructional practices.

Cross-Cultural Methods to Teach Diverse Learners

EDE/ESL 408A **3 Credits**

This course provides candidates with specific strategies for instructing and assisting special needs students as they acquire literacy skills. Discussions also focus on the impact of cultural differences and diversity in the classroom. Candidates learn how to use assessments before, during, and after teaching to guide instruction for diverse learners. Technology is explored to foster flexible learning opportunities and the reinforcement of skills. Moral and cultural values reflected in children's literature are discussed. A literacy unit plan which incorporates the six strands of literacy with a diverse population of learners is developed.

Performance: Cross-Cultural Methods to Teach Diverse Learners

EDE/ESL 408B **3 Credits**

This is the performance-based companion course to EDE/ESL 408A for candidates seeking an alternative route dual endorsement with certification in Elementary Education and English as a Second Language. Candidates apply specific strategies for instructing and assisting special needs students as they acquire literacy skills. Candidates apply using assessments before, during, and after teaching to guide instruction for diverse learners.

American School Law

EDE/ESL 412A **2 Credits**

This course is for students seeking alternative route dual endorsement in elementary and ELL education and examines law in the context of the American public school. Emphasis is on the rights and obligations of students, teachers, and administrators. Participants examine critical situations and issues in an inquiry, research-based format. The course provides participants information on the legal aspects of the school environment including how state and federal laws direct and affect them as teachers.

Performance: American School Law

EDE/ESL 412B **1 Credit**

This course, the second in a pair of courses, is for students seeking alternative route dual endorsement in elementary education and ELL and examines law in the context of the American public school. Emphasis is on the rights and obligations of students, teachers, and administrators. Participants examine critical situations and issues in an inquiry, research-based format. The course provides participants information on the legal aspects of the school environment including how state and federal laws direct and affect them as teachers.

This performance-based course is for students seeking dual endorsement in elementary education and ELL. Candidates apply their learning from EDEESL 412A to the classroom setting.

Health and Fitness Concepts and Methods

EDE/ESL 413A **1 Credit**

This course is for candidates seeking an alternative route to certification with dual endorsements in elementary education and ESL. The course emphasizes foundations of health, prevention, and physical education in the curriculum and the role of the teacher in fostering health-related attitudes and lifestyles for elementary age children. Participants are alerted to major health issues concerning children, the social forces that affect them, and the need to impart information on these issues sensitively. In addition, participants learn best practices for encouraging physical fitness and activity in the school setting.

Performance: Health and Fitness Concepts and Methods

EDE/ESL 413B **1 Credit**

This is the performance task in health and fitness for candidates seeking an alternative route to certification with dual endorsements in elementary education and ELL. Candidates demonstrate competency to provide engaging and meaningful activities for students in health, prevention, and physical education.

Mathematics Concepts and Methods

EDE/ESL 414A **3 Credits**

The purpose of this course is to explore the teaching and learning of mathematics in diverse and inclusive K-8 classrooms for candidates seeking an alternative route to certification. The course focuses on concepts, methods and materials that are essential and effective in teaching mathematics to elementary school, middle school, and K-12 ELL students. Activities in the university classroom are also connected to a field experience in elementary school, middle school, and special education mathematics classrooms.

Performance: Mathematics Concepts and Methods

EDE/ESL 414B **3 Credits**

The purpose of this course is to guide candidates seeking an alternative route to certification with Elementary Education and ELL endorsements to demonstrate competency in the teaching and learning of mathematics in diverse and inclusive K-8 classrooms.

Science Concepts and Methods

EDE/ESL 415A **3 Credits**

This the first of two companion courses for candidates seeking residency certificate with dual endorsements in elementary education and ESL. The purpose of this course is to explore the teaching and learning of science in grades K-8, focused on meaningful learning of essential science knowledge as defined by National Science Standards and the Washington State Essential Academic Learning Requirements (EALRs). Participants learn concepts, methods and materials effective in teaching science as they examine the nature of science, history and goals of science education, research on science learning, and constructivist frameworks for curriculum and instruction. Participants apply, evaluate, and reflect upon the content of science instruction through class activities, related field experience assignments, and individual and group projects.

Performance: Science Concepts and Methods

EDE/ESL 415B **3 Credits**

This the second of two companion courses for candidates seeking residency certificate with dual endorsements in elementary education and ESL. The purpose of this course is to demonstrate competency in the teaching of science in grades K-8, focused on meaningful learning of essential science knowledge as defined by National Science Standards and the Washington State Essential Academic Learning Requirements (EALRs).

Assessment

EDE/ESL 416A **2 Credits**

This course is designed for candidates seeking an alternative route to certification with dual endorsements in K-8 Elementary and English as a Second Language. It is meant to provide pre-service teachers with the opportunity to understand, create, explain, and appropriately use assessment tools that measure student learning. While this course is a comprehensive introduction to current assessment theories and practices within the field of education, the major focus of the course is on building quality classroom assessment that informs, guides and improves student learning. Participants develop their own classroom assessments using sound design principles.

Performance: Assessment

EDE/ESL 416B **2 Credits**

This course, the second of two assessment classes, is designed for candidates seeking an alternative route to certification with dual endorsements in K-8 Elementary and English as a Second Language. Candidates demonstrate their understanding of effective classroom assessments through performance tasks in their focused internship.

Performance: ESL Methodology: Reading

EDE/ESL 435B **4 Credits**

This is the performance-based reading instruction course for candidates seeking an alternative route dual endorsement with certification in Elementary Education and English As a Second Language. Candidates apply specific strategies for teaching literacy skills, vocabulary, and reading comprehension to English language learners. Reading assessment principles and methods appropriate for ESL students are applied. Candidates create, teach and reflect on reading lessons for ESL students.

Performance: ESL Methodology: Writing

EDE/ESL 436B **3 Credits**

This is the performance-based writing instruction course for candidates seeking an alternative route dual endorsement with certification in Elementary Education and English As a Second Language. Candidates apply ESL writing instruction strategies, respond appropriately to student writing, and apply writing assessment methods.

Classroom Management

EDE/ESL 439A **3 Credits**

This course is an introduction to the theories and practice of classroom management for pre-service teachers in the alternative routes dual endorsement in elementary and ELL (English Language Learners) education. The ideas presented, discussed, and practiced in this course are expressed within the philosophical notion of classrooms as communities largely constructed upon the values, actions, and beliefs of the classroom teacher. This philosophy requires a teacher to consider classroom management as a component that influences all aspects of interaction within the classroom and school experience.

Performance: Classroom Management

EDE/ESL 439B **2 Credits**

This course is the second part of an introduction to the theories and practice of classroom management for pre-service teachers in the alternative routes to dual endorsement in Elementary and English as a Second Language. The ideas applied and practiced in this course are expressed within the philosophical notion of classrooms as communities largely constructed upon the values, actions, and beliefs of the classroom teacher. This philosophy requires a teacher to consider classroom management as a component that influences all aspects of interaction within the classroom and school experience.

Apprenticeship I

EDE/ESL 450 **4 Credits**

This course is the Apprenticeship Seminar accompanying the first quarter of the year-long mentored internship for Alternative Routes to Residency Certificate in K-8 Elementary and K-12 ESL. Candidates work with their mentor teacher, cooperating teacher, and field supervisor to establish roles and an effective team for the candidate's gradual increase of responsibilities. Candidates plan for and manage their demonstration of competencies through performance tasks and the collection of evidence in their mentored internship.

Apprenticeship II-Student Teaching

EDE/ESL 451 **4 Credits**

This course is the Apprenticeship Seminar accompanying the second quarter of the year-long mentored internship for Alternative Routes to Residency Certification in Elementary Education (K-8) with an English as a Second Language (K-12) endorsement. Candidates increase responsibilities as a classroom teacher and demonstrate competencies in their endorsement areas. Candidates completing two student teaching experiences or those eligible for early exit under Alternative Routes to Certification provisions may student teach this quarter.

Apprenticeship III with Student Teaching

EDE/ESL 452 **4 Credits**

(Course under development at time of printing.)

Professional Development Seminar III

EDE/ESL 460 **1 Credit**

This course is the Professional Seminar accompanying the third quarter of practicum for the Alternative Routes to Certification in Elementary Education (K-8) and English as a Second Language. Candidates reflect upon the culture of schools and develop a professional development plan based on feedback from professionals in support of their work in the classroom.

Instructional Strategies K -12

EDE/SPED 300 **3 Credits**

(Course under development at time of printing.)

Instructional Strategies K-12

EDE/SPED 301 **5 Credits**

This course is an introduction to reflective planning, teaching, and evaluation for prospective elementary and special education teachers. Participants learn basic principles of instructional design, curriculum development, and assessment strategies related to the K-12 curriculum and appropriate for all students, including special needs students. The course includes a thorough introduction to the Washington State Learning Goals and Essential Academic Learning Requirements and focuses on best practices for effective teaching and learning. This course is in compliance with the Washington State Administrative Code provisions.

Special Education and Special Programs

EDE/SPED 307A **2 Credits**

This course provides candidates seeking an alternative route to certification with elementary K-8 and Special Education (K-12) endorsements an overview of special programs, with emphasis on the inclusion of students with learning differences in the general education classroom. Candidates examine environments, accommodations, and strategies for differentiation of instruction for ELL students, students with disabilities, and a variety of other learning differences. This course includes an overview of ESL/Bilingual, gifted education, and federal, state, and local compensatory programs and services in addition to providing opportunities for learning about collaborative models for positively involving all students and families in the learning community.

Theory & Practice

EDE/SPED 311 **3 Credits**

(Course under development at time of printing.)

Educational Implications of Current Research on Human Development and the Brain

EDE/SPED 349 **2 Credits**

(Course under development at time of printing.)

Internship Seminar I

EDE/SPED 350 **2 Credits**

This course, the first of six supervised field experiences for prospective dual endorsed candidates, is a 40- to-60 hour experience orientation to teaching and the culture of public schools. The course has two main components, a seminar and a field experience in a local elementary or special education classroom setting. The field experience links theory with practice in a school setting. At the school site, interns are involved in a variety of introductory experiences related to their university classroom work and the school setting, mentored by a classroom teacher, and supervised by a university faculty member. In seminar, students will discuss the culture of schools, build awareness of the complexity of relationships, and practice skills to feel effective in the variety of challenging conversations involved in the teaching and learning.

Internship II

EDE/SPED 351 **1 Credit**

This course, the second of six supervised field experiences for prospective dual endorsed candidates, is a 40-to-60 hour orientation to teaching and the culture of public schools.

Internship III

EDE/SPED 352 **1 Credit**

This course, the third of six supervised field experiences for prospective dual endorsed candidates, is a 40-to-60 hour orientation to teaching and the culture of public schools. .

Internship I

EDE/SPED 360 **2 Credits**

This course, the first of five supervised field experiences for prospective dual endorsement school teachers, has two main components, a twenty hour seminar and a forty to sixty hour field experience in a local elementary classroom setting. Designed as an orientation to teaching and life in the American public school system, the course and field experience link theory with practice in a school setting. At the school site, candidates are involved in a variety of introductory experiences related to their university classroom work and the school setting, mentored by a classroom teacher, and supervised by a university faculty member. During seminar, candidates have an opportunity to develop a learning community and problem solve issues specific to each internship.

Professional Development Seminar I

EDE/SPED 370 **1 Credit**

This course is the Professional Seminar accompanying the first quarter of practicum for the Alternative Routes to Certification in Elementary Education (K-8) and Special Education (K-12). Candidates reflect upon the culture of schools and develop a professional development plan based on feedback from professionals in support of their work in the classroom.

Professional Development Seminar II

EDE/SPED 371 **1 Credit**

This course is the Professional Seminar accompanying the second quarter of practicum for the Alternative Routes to Certification with an Elementary Education (K-8) endorsement and Special Education (K-12) endorsement. Candidates reflect upon the culture of schools and develop a professional development plan based on feedback from professionals in support of their work in the classroom.

Professional Development Seminar III

EDE/SPED 372 **1 Credit**

This course is the Professional Seminar accompanying the third quarter of practicum for the Alternative Routes to Certification with an Elementary Education(K-8) endorsement and Special Education (K-12) endorsement. Candidates reflect upon the culture of schools and develop a professional development plan based on feedback from professionals in support of their work in the classroom.

Mathematics Literacy

EDE/SPED 400 **2 Credits**

(Course under development at time of printing.)

Exceptionality in Special Education

EDE/SPED 401A **3 Credits**

This course is an elaboration of the philosophical model of exceptionality for Special Education based on both inclusion and specialist paradigms including: definitions, medical descriptions of different disabilities, terminology, and acronyms for Special Education. In addition, students will investigate different areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, speech and language disorders, hearing impaired, visually impaired, physically disabled, health impaired, and gifted and talented. This course explores developmental needs of exceptional individuals as they progress through life.

Exceptionality in Special Education Performance Task

EDE/SPED 401B **2 Credits**

This performance-based course is for students seeking dual endorsement in elementary and special education. Students apply their learning from EDE/SPED 401A to the identification and service to students with exceptionalities. WAC components to be covered in this course include: exceptionality, alternative delivery systems, strategies for Special Education, student assessment and evaluation, instructional methods in Special Education, and procedural and substantive legal issues in Special Education as they relate to the philosophical premise for Special Education services [WAC 180-82-360].

Curriculum Modifications and Adaptations

EDE/SPED 402A 2 Credits

This course is for students seeking dual endorsement in elementary and special education and provides educators with the necessary foundations, strategies, and understanding to successfully modify and provide curriculum adaptations within the learning environment for the special needs of exceptional students. Course work and class activities will include topics on classroom arrangements, adaptive equipment, grouping, scheduling, homework materials selection, classroom management accommodations, effective delivery, and adaptation of subject content, as well as ways to direct students to areas of social competence and self-determination. In addition, students will investigate various instructional methods and strategies considered effective with different areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, physically disabled, health impaired, and gifted and talented.

Curriculum Modifications and Adaptations

EDE/SPED 402B 3 Credits

This course is a foundation course for the Bachelor of Arts in Education Alternative Routes Dual Endorsement (Special Education and Elementary Education) program. The focus of this course is to provide an understanding of curriculum modifications and adaptations for special needs students. EDE/SPED 402B is the second of two courses on modifications and adaptations. This course focuses on a performance task that allows the candidate to demonstrate competency in a professional setting.

Teaming, Collaboration and Transitions

EDE/SPED 403A 1 Credit

This course, the first of two courses examining teaming and collaboration examines methods candidates use in creating collaborative relationships with other educators in the public school setting, developing family members as part of the team, and working with schools/agencies for successful transitions. Candidates examine techniques for supervising para-professionals to create positive team relationships. The course examines strategies for successful transitions between school settings, skills for secondary students including school-to-work, transition planning, and meeting the diverse needs of all students.

Performance: Teaming, Collaboration and Transitions

EDE/SPED 403B 2 Credits

This course describes the performance tasks to demonstrate competency in designing and managing collaborative relationships with educators in the public school setting and working with schools/agencies for successful transitions. Candidates demonstrate their ability to supervise para-professionals and communicate strategies for successful transitions between school settings. It is the companion course to EDE/SPED 403A, a required course in the alternative route to certification with endorsements in K-8 elementary and K-12 special education.

Language Acquisition and Literacy Development

EDE/SPED 406A 4 Credits

In this course, candidates will explore the skills involved in literacy development. Reading and writing skills will be discussed in relationship to language development, the social and cultural contexts of literacy, construction of meaning, and the six strands (reading, writing, speaking, listening, viewing, and representing visually) of literacy. Philosophies of literacy development will be examined in relationship to best practices in teaching and learning. Candidates will examine knowledge, skills, and attitudes present in proficient readers and writers. Included in this course is a study of the conditions of learning that foster first and second language acquisition.

Literacy Instruction and Assessment

EDE/SPED 407A 3 Credits

This course provides candidates seeking an alternative route to certification with a dual endorsement in Elementary Education and Special Education experiences in instructional strategies for teaching literacy skills. This course introduces students to strategies in teaching the literacy skills composed of six interrelated processes or strands (reading, writing, listening, speaking, viewing, and representing visually). Students learn models for doing guided reading and independent reading; strategies to develop an effective learning environment; and methods to teach the strategies a good reader uses to maintain comprehension. The roles of continuous assessments before, during, and after reading is introduced.

Performance: Literacy Instruction and Assessment

EDE/SPED 407B 2 Credits

This is the performance-based companion course to EDE/SPED 407A for candidates seeking an alternative route dual endorsement with certification in Elementary Education and Special Education. Candidates apply knowledge and skills involved in the six interrelated processes or strands (reading, writing, listening, speaking, viewing, and representing visually) of literacy. Candidates apply guided reading and independent reading; apply strategies to develop an effective learning environment; and apply the strategies a good reader uses to maintain comprehension. Candidates apply continuous assessments before, during, and after reading to inform instructional practices.

Reading and Literacy for Diverse Learners

EDE/SPED 408A 3 Credits

This course provides candidates seeking an alternative route to certification with a dual endorsement in Elementary Education and Special Education endorsement. This course provides candidates with specific strategies for instructing and assisting special needs students as they acquire literacy skills. Discussions also focus on the impact of cultural differences and diversity in the classroom. Candidates learn to use assessments before, during, and after teaching to guide instruction for diverse learners. Technology is explored to foster flexible learning opportunities and the reinforcement of skills. Moral and cultural values reflected in children's literature are explored.

Creative Arts Concepts and Method

EDE/SPED 411A 2 Credits

This course is for candidates seeking an alternative route to certification with dual endorsements in elementary education and special education. The focus is on the integration of the creative arts (music, visual arts, drama, creative movement, and dance) into the K-8 classrooms. Candidates are introduced to the basic elements, principles, related concepts, and vocabulary of the creative arts. They learn to apply the district and state guidelines for the creative arts curriculum and to design lessons that integrate creative arts concepts with other curricula. The course expands the participant's appreciation of creative arts methods that may be applied to specific classroom instruction. Visual arts received a particular emphasis.

Performance:
Creative Art Concept-Method

EDE/SPED 411B 2 Credits
This is the performance-based companion course to EDE/SPED 411A for candidates seeking an alternative route to certification with dual endorsements in elementary education and special education. The focus is on the integration of the creative arts into the K-8 and special education classroom. Candidates apply elements, principles, related concepts, and vocabulary of the creative arts, as well as district and state guidelines for the creative arts, to an integrated unit plan they intend to teach.

American School
Law and Special Ed Issue

EDE/SPED 412A 3 Credits
This course is for students seeking dual endorsement in elementary and special education and examines law in the context of the American public school. Emphasis is on the rights and obligations of students, teachers, and administrators. Participants examine critical situations and issues in an inquiry, research-based format. The course provides participants information on the legal aspects of the school environment including how state and federal laws direct and affect them as teachers.

Performance:
American School Law-Special Ed

EDE/SPED 412B 2 Credits
This course is for students seeking dual endorsement in elementary and special education and examines law in the context of the American public school. Emphasis is on the rights and obligations of students, teachers, and administrators. Participants examine critical situations and issues in an inquiry, research-based format. The course provides participants information on the legal aspects of the school environment including how state and federal laws direct and affect them as teachers. This performance-based course is for students seeking dual endorsement in elementary and special education. Students apply their learning from EDESPED 412A to the classroom setting.

Mathematics Concepts and Methods

EDE/SPED 414A 4 Credits
This course explores the teaching and learning of mathematics in diverse and inclusive classrooms for candidates seeking an alternative route to certification. The course focuses on concepts, methods and materials that are essential and effective in teaching mathematics to elementary school, middle school, and K-12 special education students. Candidates study national and state standards for mathematics that focus attention on mathematics content and pedagogy. Activities in the university classroom are also connected to a field experience in elementary school, middle school, and special education mathematics classrooms.

Performance:
Mathematics Concepts and Methods

EDE/SPED 414B 1 Credit
The purpose of this course, the companion performance course to EDESPED 414A is to apply the teaching and learning of mathematics in diverse and inclusive K-8 classrooms for candidates seeking an alternative route to certification. 414A focuses on concepts, methods and materials that are essential and effective in teaching mathematics to elementary school, middle school, and special education students while this companion focuses on applying learnings from the earlier course. In this course, participants actively do mathematics, consider their own and student's thinking, evaluate curriculum, learn and practice instructional strategies, and design lessons for mathematics. National and state standards for mathematics that focus attention on mathematics content and pedagogy are studied. Course content and activities connect work that candidates completed in their required pre-requisite math courses with best practices for mathematics education. Activities in the university classroom are also connected to a field experience in elementary school, middle school, or special education mathematics classrooms.

Science Concepts and Methods

EDE/SPED 415A 3 Credits
This the first of two companion courses for candidates seeking residency certificate with dual endorsements in elementary education and K-12 special education. The purpose of this course is to explore the teaching and learning of science in grades K-8, focused on meaningful learning of essential science knowledge as defined by National Science Standards and the Washington State Essential Academic Learning Requirements (EALRS). Participants learn concepts, methods and materials effective in teaching science as they examine the nature of science, history and goals of science education, research on science learning, and constructivist frameworks for curriculum and instruction. Participants apply, evaluate, and reflect upon the content of science instruction through class activities, related field experience assignments, and individual and group projects.

Performance:
Science Concepts and Methods

EDE/SPED 415B 2 Credits
This the second of two companion courses for candidates seeking residency certificate with dual endorsements in elementary education and K-12 special education. The purpose of this course is to demonstrate competency in the teaching of science in grades K-8, focused on meaningful learning of essential science knowledge as defined by National Science Standards and the Washington State Essential Academic Learning Requirements (EALRs).

Behavior Analysis and Management

EDE/SPED 417A 2 Credits
This course examines and applies models for analyzing and managing student behavior, including basic types of student behavior, student motivation, prevention strategies, intervention strategies, and behavior change plans of action. In addition, candidates investigate behavior management strategies considered effective with different areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impairment, visual impairment, physical disability, health impaired, and gifted and talented. All components of the WAC's are supported in this course, including the areas of alternative delivery systems and strategies for special education, exceptionality, and student assessment and evaluation requirements.

Curriculum subject to change.
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Performance:
Behavior Analysis and Management

EDE/SPED 417B **1 Credit**
This course applies models for analyzing and managing student behavior, including basic types of student behavior, student motivation, prevention strategies, intervention strategies, and behavior change plans of action. Candidates investigate behavior management strategies considered effective with different areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impairment, visual impairment, physical disability, health impaired, and gifted and talented. All components of the WAC's are supported in this course, including the areas of alternative delivery systems and strategies for special education, exceptionality, and student assessment and evaluation requirements. This is the second of two courses on behavior analysis. In the first course, EDE/SPED 417A, students develop an understanding of functional behavior assessment and management. EDE/SPED 417B is a performance based class allowing students to apply their learning from EDE/SPED 417A.

Student Assessment and Evaluation

EDE/SPED 418 **5 Credits**
This course provides candidates working on a dual endorsement in elementary education K-8 and special education K-12 with an overview of formative and summative classroom assessment and the necessary foundations, strategies, and understandings to successfully perform assessments and evaluations of student learning abilities. Candidates learn the skills necessary to make data-driven decisions on appropriate curriculum, services, and student placement, and to effectively communicate assessment information to students, parents, and colleagues.

Student Assessment and Evaluation

EDE/SPED 426A **3 Credits**
This course provides alternative routes candidates seeking dual endorsement in elementary K-8 and special education K-12 an overview of formative and summative classroom assessment and the necessary foundations, strategies, and understandings to successfully perform assessments and evaluations of student learning abilities. Candidates learn necessary skills to make data-driven decisions on appropriate curriculum, services, and placement decisions and effectively communicate assessment information with students, parents, and colleagues.

Performance:
Student Assessment and Evaluation

EDE/SPED 426B **2 Credits**
This course is the performance-based companion to EDE/SPED 426 A for alternative routes candidates with dual endorsement in elementary education K-8 and special education K-12. Candidates apply knowledge and skills in formative and summative assessment in a school-based setting.

Fundamentals of the IEP Process

EDE/SPED 429A **2 Credits**
This course provides teacher and endorsement candidates with the necessary foundations, strategies, and understanding to successfully organize, provide adaptations, and manage the learning environment for the special needs of exceptional students as necessary for writing and implementing a quality Individual Education Plan (IEP). Course work and class activities include: topics on creating collaborative relationships with parents, students, and other educators within school environments; successful transitions to inclusive settings; and working successfully with parents and members of education teams. WAC 392-172 components, current Public Law 94-142, new IDEA Improvement Act of 2004 and other current public laws and WACs as applicable covered in this course include student assessment and evaluation, areas of alternative delivery systems and strategies for special education, exceptionality, instructional methods in special education, and procedural and substantive legal issues in special education as related to the IEP process.

Fundamentals of the IEP Process

EDE/SPED 429B **1 Credit**
This performance-based course is for students seeking dual endorsement in elementary and special education. Students apply their learning from their classroom learning in EDE/SPED 409A and their internship experiences to the writing of IEPs, including all required elements of WAC 392-172, current Public Law 94-142, IDEA Improvement Act of 2004, instructional methods in special education, and procedural and substantive legal issues in special education as related to the IEP process.

Classroom Management and Alternative Delivery Systems

EDE/SPED 440A **3 Credits**
(Course under development at time of printing.)

Internship IV

EDE/SPED 450 **1 Credit**
This course, the fourth of six supervised field experiences for prospective dual endorsed candidates, is a 40- to-60 hour orientation to teaching and the culture of public schools.

Student Teaching I

EDE 458 **2 Credits**
(Course under development at time of printing.)

Student Teaching

EDE 459 **10 Credits**
(Course under development at time of printing.)

Apprenticeship I

EDE/SPED 470 **4 Credits**
This course is the Apprenticeship Seminar accompanying the first quarter of the year-long mentored internship for Alternative Routes to Certification with an Elementary Education (K-8) endorsement and Special Education (K-12) endorsement. Candidates work with their mentor teacher, cooperating teacher, and field supervisor to establish roles and an effective team for the candidate's gradual increase of responsibilities.

Apprenticeship II

EDE/SPED 471 **4 Credits**
This course is the Apprenticeship Seminar accompanying the second quarter of the year-long mentored internship for Alternative Routes to Certification with an Elementary Education (K-8) endorsement and Special Education (K-12) endorsement. Candidates increase responsibilities as a classroom teacher and demonstrate competencies in their endorsement areas. Additionally, candidates learn of the reporting responsibilities for suspected issues of abuse and/or neglect.

Apprenticeship III- Student Teaching

EDE/SPED 472 **4 Credits**
This course is the Apprenticeship Seminar accompanying the third quarter of the year-long mentored internship for Alternative Routes to Certification with an Elementary Education (K-8) endorsement and Special Education (K-12) endorsement. Candidates increase responsibilities as a classroom teacher and demonstrate competencies in their endorsement areas.

Executive Academy for Visionary Leadership and Educational Reform

EDLD 650 **6 Credits**

A dynamic vision for school district leadership has emerged in the 21st Century. The Executive Academy will engage participants in examining the work of the Superintendent and the school district's leadership team as they focus on creating and sustaining a high-performance school system. In the Academy, candidates will learn powerful processes for creating and implementing shared visions and strategic planning efforts. They will apply research-based strategic planning processes that fully address student performance needs while motivating and guiding professional learning communities through the deployment of Educational Reform Initiatives. They will use the School System Improvement Resource Guide (SSIRG) to involve key stakeholders and facilitate processes that focus reform around the Nine Characteristics of High Performing Schools.

Advance Seminar in Supervision and Instructional Leadership

EDLD 652 **3 Credits**

This course is designed to prepare the Executive Leadership Program candidate with the tools and strategies to develop a process and support for a school system as they reaffirm or redesign system structures to ensure that all children establish academic standards. The content of the course focuses on researching best practice to suggest ways in which school systems and schools can simultaneously plan and implement initiatives to increase student achievement. Candidates will investigate and debate such questions as: How does a district develop and share its focus on improving student learning? How is political will and moral responsibility created to take the action necessary to provide equity and excellence in learning for all students? What processes are used in the school system for accountability and monitoring reform? How does the school system balance system authority and school autonomy? How does the system provide opportunities for peer support and collaboration and develop professional learning communities? Is the school system Improvement Plan a high priority for budget considerations? Effective executive leaders in successful school systems set expectations and seek solutions to increase student achievement. During this course candidates will utilize specific strategies to balance school system authority and school autonomy.

Organizational Leadership and Resource Management

EDLD 654 **3 Credits**

This course is designed to prepare Executive Leadership Program: Superintendent Certification candidates with an understanding of the administrative and management skills, knowledge, and dispositions essential to effective school district leadership. In this course, candidates engage in learning to solve problems that engage them in grappling with complex organizational and resource management issues. They investigate and debate soft and hard issues that are at the heart of every successful leadership and management. They study how too provide opportunities for team support, collaboration and the development of diverse professional learning communities. The curriculum is designed to meet state (WAC 181-78A-325) and national (ISLLC) standards. Organizational leadership involves decisions about what should be done to ensure that all children receive high quality organizational, financial, facilities, technological, and human resources. Organizational leaders focus first on knowing one's skills and styles and deploying them effectively in their work with human resource management, educational facilities and technology design, construction, and management; and financial resource management.

Legal and Ethical Studies in Policy and Governance

EDLD 656 **3 Credits**

This course is intended to prepare Executive Leadership Program Superintendent Certification candidates with the knowledge, skills, and experiences essential to effective district leadership with an emphasis on policy, governance, ethics, family, and community mobilization. Candidates will work on case studies, read and discuss widely, write succinct reflection papers and engage in heated discussion about issues that are germane to the expected course outcomes. A major underlying premise of this course is the need to develop informed decision making regarding issues for which there may be multiple ¿expert opinion.¿ Leadership in regard to policy formation is often contentious. Therefore, the reality of administrative-school board-community dynamics will be explored. The course is designed to meet state (WAC 181-78A-325) and state and national standards. Organization participants want to know that the leader is competent and can be expected to articulate a compelling vision and reality for the organization. This course will emphasize the acquisition of knowledge and the use and articulation of that knowledge as it relates to the relevant core standards of the Executive Leadership Program Matrix.

Executive Academy in Transformational Leadership

EDLD 658 **6 Credits**

The Summer Academy in Transformational Leadership focuses on the role of the superintendent and school district leadership in providing systemic school change in the 21st Century. Instructors and expert presenters will show how school system leaders can promote extraordinary reforms, be accountable, and achieve significant improvements in teaching and learning. Candidates will learn how to create transformational change goals, strategies and action plans. They will have "hands on" experience with valuable assessment tools, resources, and processes that will help develop modern, creative, team-centered school systems. They will examine the work of the superintendents and school district's leadership teams as they study long-lasting change in a high-performance school systems. In this Academy, candidates will synthesize and share powerful processes for creating and implementing shared visions and strategic planning efforts that they learned during the past four quarters as participants in the internships and coursework of the Executive Leadership Program. They will share how they have applied research-based strategic planning processes that fully address student performance needs while motivating and guiding professional learning communities through the deployment of Educational Reform Initiatives. They will demonstrate how they have worked with the School System Improvement Resource Guide (SSIRG) to involve key stakeholders and facilitate processes that focus reform around the State of Washington's Nine Characteristics of High Performing Schools. They will demonstrate and explain how they have developed their own capacity for greater transformational leadership opportunities. They will dialogue with several new and experienced superintendents how they can be successful during their first year as school system administrators and superintendents.

Pre-Internship Assessment and Assessment Seminar

EDLD 680 2 Credits

The Pre-Internship Assessment and Assessment Seminar begins the aspiring school superintendent certification program. Upon completion of the seminar, candidates will have completed a developmental assessment and professional growth plan in preparation for Internship I. During the seminar, each candidate will complete a 360 leadership assessment of his/her experiences, knowledge, skills, performances, and dispositions. Trained and experienced school superintendents will lead assessment seminar activities. The assessment is correlated to Washington State's Standard's for the Certification of School Superintendents and the Standards for School Leaders of the Interstate School Leaders Licensure Consortium (ISLLC). A certification portfolio will be developed using assessment data and evidence. Interns, mentors, and internship coaches will engage in collaborative activities as they work together to evaluate the Assessment Report and develop goals and action plans for Internship I, II and III.

Internship I and Reflective Seminar

EDLD 681 3 Credits

Internships I, II, and III and Reflective Seminar engage the candidate in learning and mastering the entry-level knowledge, skills, and dispositions roles and responsibilities of a school system administrator. The learning includes field-based mentored, coached, and supervised internships and seminars that include reflective and challenging dialogue, simulations, and instruction in school law, finance, and conflict management and negotiations. The three-quarters of internships follow the fall, winter, and spring quarters of the school system's academic year. The internship consists of a minimum of 720 mentored hours mentored by a school system executive. The internship includes assigned roles, problem-solving projects, decision-making, and leadership responsibilities. During the internship and seminar, candidates will maintain and reflect on developmental assessments and professional growth plans. Experienced school district administrators, attorneys, superintendents, will join with the course instructors in conducting Reflective Seminar instruction. During the internship, growth plans and assessments are correlated to Washington State's Standard's for the Certification of School Superintendents and the Standards for School Leaders of the Interstate School Leaders Licensure Consortium (ISLLC). A certification portfolio will be developed using standards-based assessment data and evidence. In seminars and internship conferences interns, mentors, and coaches will collaborate to evaluate the intern's experiences and work in order to set new internship goals and action plans during Internships I, II and III.

Internship II and Reflective Seminar

EDLD 682 3 Credits

Internships I, II, and III and Reflective Seminar engage the candidate in learning and mastering the entry-level knowledge, skills, and dispositions roles and responsibilities of a school system administrator. The learning includes field-based mentored, coached, and supervised internships and seminars that include reflective and challenging dialogue, simulations, and instruction in school law, finance, and conflict management and negotiations. The three-quarters of internships follow the fall, winter, and spring quarters of the school system's academic year. The internship consists of a minimum of 720 mentored hours mentored by a school system executive. The internship includes assigned roles, problem-solving projects, decision-making, and leadership responsibilities. During the internship and seminar, candidates will maintain and reflect on developmental assessments and professional growth plans. Experienced school district administrators, attorneys, superintendents, will join with the course instructors in conducting Reflective Seminar instruction. During the internship, growth plans and assessments are correlated to Washington State's Standard's for the Certification of School Superintendents and the Standards for School Leaders of the Interstate School Leaders Licensure Consortium (ISLLC). A certification portfolio will be developed using standards-based assessment data and evidence. In seminars and internship conferences interns, mentors, and coaches will collaborate to evaluate the intern's experiences and work in order to set new internship goals and action plans during Internships I, II and III.

Internship III and Reflective Seminar

EDLD 683 3 Credits

Internships I, II, and III and Reflective Seminar engage the candidate in learning and mastering the entry-level knowledge, skills, and dispositions roles and responsibilities of a school system administrator. The learning includes field-based mentored, coached, and supervised internships and seminars that include reflective and challenging dialogue, simulations, and instruction in school law, finance, and conflict management and negotiations. The three-quarters of internships follow the fall, winter, and spring quarters of the school system's academic year. The internship consists of a minimum of 720 mentored hours mentored by a school system executive. The internship includes assigned roles, problem-solving projects, decision-making, and leadership responsibilities. During the internship and seminar, candidates will maintain and reflect on developmental assessments and professional growth plans. Experienced school district administrators, attorneys, superintendents, will join with the course instructors in conducting Reflective Seminar instruction. During the internship, growth plans and assessments are correlated to Washington State's Standard's for the Certification of School Superintendents and the Standards for School Leaders of the Interstate School Leaders Licensure Consortium (ISLLC). A certification portfolio will be developed using standards-based assessment data and evidence. In seminars and internship conferences interns, mentors, and coaches will collaborate to evaluate the intern's experiences and work in order to set new internship goals and action plans during Internships I, II and III.

Culminating Seminar and Certification Portfolio Presentation

EDLD 684 **1 Credit**

The Culminating Seminar features the superintendent certification candidate's presentation of the portfolio completed during Internship III. During this seminar the candidates will also engage in collaborative activities as they work to evaluate a final report and the results of the POLE 360¿ assessment to develop future professional goals. Candidates will create a multi-media presentation supporting their candidacy for certification. While presenting their e-portfolios, the candidates will describe how they have developed the knowledge, skills, and background for performing the leadership roles and responsibilities within public or private K-12 school systems. They will demonstrate and explain how they have developed a capacity for greater leadership opportunities. They will describe their experiences with intellectual research, new ideas and innovation. They will show how they planned and met professional growth plan goals while practicing the art of self-evaluation and reflection. The assessments for this course will integrate the candidate's experiences, knowledge, skills, performances, and dispositions. Both of these assessments are correlated to Washington State's Standards for the Certification of School Superintendents. A panel of experienced school district executives, administrators, and superintendents will evaluate the final presentation.

Child Growth and Development

EDU 200 **3 Credits**

This course will explore the major theories of human growth and development and their application to the classroom. It will also examine the effects of various cultural, socioeconomic, and age considerations on development. In addition, students will learn to recognize the physical, linguistic, cognitive, social, and emotional development of normal and exceptional children. They will also explore and compare theories of learning, including maturational, psychoanalytical, cognitive developmental, and the systems approach. This course is in compliance with Washington State Administrative Code provisions, including the Core Competencies for Elementary Educators.

Curriculum and Instruction

EDU 301 **5 Credits**

This course is an introduction to reflective planning, teaching, and evaluation for the elementary and middle school. Participants learn basic principles of instructional design, curriculum development, and instructional strategies related to the K-8 curriculum and appropriate for elementary and middle school students. The course includes a thorough introduction to the Washington State learning goals and Essential Academic Learning Requirements (EALR) and focuses on best practices for effective teaching and learning. Participants create lesson plans, develop an instructional unit, and practice micro-teaching in the university classroom and in their internship placements. This course is in compliance with Washington State Administrative Code provisions.

Introduction to ESL

EDU 305 **2 Credits**

This course is an introduction to techniques for teaching English-as-a-Second-Language (ESL) learners in the regular school classroom. Participants learn specific strategies useful for communicating with and instructing all students as they acquire literacy skills while focusing on the impact of cultural differences and diversity in the classroom. Sheltered English techniques are given special emphasis. The use of technology as an ESL teaching tool is also explored. Participants create and adapt lesson plans for English language learners and practice micro-teaching.. In addition, participants make individual choices to complete an ESL Observation assignment, an on-line resources assignment, or an opportunity for service learning as a literacy tutor. This course is in compliance with Washington State Administrative Code provisions.

American School Law

EDU 306 **3 Credits**

This course examines law in the context of the American public school. Emphasis is on the rights and obligations of students, teachers, and administrators. Participants examine critical situations and issues in an inquiry, research based format. The course provides participants information on the legal aspects of the school environment including how state and federal laws direct and affect them as teachers. Candidates participate in in-class discussions and complete textbook assignments, a reflective essay, an inquiry research project and complete examinations about what they have learned. This course is in compliance with Washington State Administrative Code provisions.

Special Education and Special Programs

EDU 307 **3 Credits**

This course provides general education teachers with the knowledge and skills to address the needs of students with disabilities in their classrooms. The course also surveys other special programs including ESL and Bilingual, gifted education, and federal, state, and local compensatory programs and services. The course offers a holistic perspective of the range of human experience of special needs students, attitudes of individuals and society toward these individuals, and strategies for building a sense of classroom community to engage all students in meeting academic and interpersonal goals. In addition, this course provides opportunities for learning about collaborative models for involving families and other professionals in planning for students with special needs. Participants use role playing, observation, interviewing, and group investigations to learn about interventions and accommodations appropriate for K-8 students with special needs. This course is in compliance with Washington State Administrative Code provisions.

Multicultural Education

EDU 313 **2 Credits**

This course is an introduction to the diversity of the American school population and the concepts, theories, and strategies that constitute multicultural education. Participants explore how children from diverse backgrounds construct knowledge within the contexts of their own sociocultural backgrounds and how such diversity affects how the students are perceived in the classroom. Issues such as equity, race, ethnicity, gender, socioeconomic status, language, disability, and other special circumstances are explored within this constructivist framework. Based on course content and new knowledge, course participants develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society. The learning from this course is re-enforced and expanded in all courses in the BA in Education program.

Instructional Strategies K-12

EDU 320 **5 Credits**

This course is an introduction to reflective planning, teaching, and evaluation for prospective elementary and special education teachers. Participants learn basic principles of instructional design, curriculum development, and instructional strategies related to the K-12 curriculum and appropriate for all students, including special needs students. The course includes a thorough introduction to the Washington state learning goals and Essential Academic Learning Requirements and focuses on research based best practices for effective teaching and learning. Participants create instructional plans, develop an instructional unit plan, and practice micro-teaching in the university classroom.

In addition, participants are introduced to various instructional methods and strategies considered effective with different areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, physically disabled, health impaired, and gifted and talented.

Seminar I

EDU 354 **2 Credits**

(Course under development at time of printing.)

Seminar II

EDU 355 **2 Credits**

(Course under development at time of printing.)

Seminar III

EDU 356 **2 Credits**

(Course under development at time of printing.)

Assessment & Evaluation

EDU 382 **3 Credits**

(Course under development at time of printing.)

Classroom Management

EDU 383 **3 Credits**

(Course under development at time of printing.)

Seminar IV

EDU 454 **1 Credit**

(Course under development at time of printing.)

Seminar V

EDU 455 **1 Credit**

(Course under development at time of printing.)

Assessment & Evaluation

EDU 482 **3 Credit**

(Course under development at time of printing.)

Classroom Management

EDU 483 **3 Credit**

(Course under development at time of printing.)

Performance Portfolio I

EDU 490 **0 Credit**

(Course under development at time of printing.)

Performance Portfolio II

EDU 491 **0 Credit**

(Course under development at time of printing.)

Performance Portfolio III

EDU 492 **0 Credit**

(Course under development at time of printing.)

Academic Inquiry and Action Research

EEA 512 **3 Credits**

(Course under development at time of printing.)

Current and Historical Educational Perspectives

EEA 514 **3 Credits**

(Course under development at time of printing.)

Professional Growth, Assessment and Practicum

EEA 516 **3 Credits**

(Course under development at time of printing.)

Technology for School Leaders

EEA 520 **3 Credits**

(Course under development at time of printing.)

Educational Leadership and the Principalship

EEA 521 **3 Credits**

This foundational course in the principal certification program develops enduring insights into leadership. It provides a theoretical and practical understanding of the principal as leader. Issues addressed include the following: moral leadership; transformational leadership; power and influence; diversity and multiculturalism; bullying and harassment; shared decision-making; the leader as a healer and unifier; mentorship; and the relationship of public policy to education in a democratic society. The mission of the Educational Leadership Program is to prepare visionary, competent, and ethical leaders for service in public and private schools. This course focuses on all six School Leadership Standards (ISLLC) developed by Interstate School Leaders Licensure Consortium and adopted by the State of Washington WAC 180-78-257. Enduring understandings include the following: How can I assist with and support the implementation of a schools vision and school improvement plans? What are the policies, politics, and people that influence and shape the role of the principal? What does an effective school leader do to improve student achievement and success? How do effective principals and program administrators engage in reflective practice in order to improve their performance and decision-making? What issues, ethics and values are worth fighting for as a school leader?

Teaching, Learning, and Assessment

EEA 523 **3 Credits**

This course is a study of the role of the principal and program administrator in helping new and experienced teachers learn, understand, and perform effective teaching behaviors and strategies. Students learn how to apply Understanding by Design principles to improve lesson design, enhance student learning, and assessment practices. Students will learn how to apply national and state standards, in alignment with evidence-based applied learning. This course addresses the following Performance Standards for Principals as mandated by WAC 280-78-257. These standards 2 are the Interstate School Leaders Licensure Consortium: Standards for School Leaders (ISLLC Standards). ISLLC Standards is a major focus in this course. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The course includes instructional assignments that address all six (6) ISLLC standards.

School Law

EEA 524 **3 Credits**

The School Law course provides the knowledge and skills in United States and Washington State school law necessary for effective leadership in the role of school principal as a representative of the state. Subjects to be covered include the rights of students, parents, and personnel; responsibilities of the schools in regard to child abuse and drug abuse; liabilities, negligence, and torts; laws governing handicapped and special needs students and personnel; equity and nondiscrimination; public disclosure; certification and contracts; and collective bargaining and program management. This course is designed to prepare the candidate to meet Washington State Certification standards and the interstate administrator certification standards and proficiencies adopted by the Washington State Board of Education (September 1, 2004). These state standards are based on the school leadership standards developed by the Council of Chief State School Officers (CCSSO), the Interstate School Leaders Licensure Consortium (ISLLC), and the National Associations of Elementary and Secondary School Principals in 1996.

School Finance and Operations

EEA 525 **3 Credits**

This course is designed to prepare the candidate for the budgeting process and the school financial management responsibilities of the school principal. The candidate will receive training in the formulation of the budget, the development of budget priorities, the administration of budget expenditures, and effective and efficient administration of the schools facilities and financial resources. School leaders must have a basic understanding of how schools are financed along with knowledge of best practices in the acquisition of resources, budgeting, accounting, and the fiscal stewardship of the schools human and financial resources. This course is designed to prepare the candidate to meet Washington State Certification standards and the interstate administrator certification standards and proficiencies adopted by the Washington State Board of Education (September 1, 2004). These state standards are based on the school leadership standards developed by the Council of Chief State School Officers (CCSSO), the Interstate School Leaders Licensure Consortium (ISLLC), and the National Associations of Elementary and Secondary School Principals in 1996.

Principalship and Change Management

EEA 526 **3 Credits**

This course is designed to prepare the Educational Leadership Program student to become a facilitator of continuous school improvement. The content of the course focuses on real schools where teachers and principals are actively collaborating to improve student achievement. Course assignments and projects help students think through the issues surrounding the creation and use of databases established to improve student learning and achievement. In this course, students will study and experience practical strategies for assessing and analyzing student achievement data, creating collaborative school cultures, and designing change initiative action plans. Students will also build a School Leaders Toolbox that will be equipped with research-based strategies referenced to the State of Washington's Nine Characteristics of High Performing Schools. This course addresses the following Performance Standards for principals as mandated by WAC 180-78-257. This course addresses the six School Leadership Standards for the certification of Principals and Program Administrators adopted by the Washington State Board of Education, effective September 1, 2004.

Human Resource Management In Education

EEA 527 **3 Credits**

This course is designed to provide graduate students enrolled in the Educational Leadership and Principal Certification Program with the knowledge and skills to plan, administer, and evaluate a human resources management system effectively within the school setting. Human resources and personnel management will include instruction in employee recruitment, performance appraisal, staff and program assessment, and the supervision and development of certificated and classified employees. The course addresses the following program approval requirements and certification standards for candidates seeking certification as principals in Washington State: WAC 180-78-257-2 and the Interstate School Leaders Licensure Consortium (ISLLC).

Supervision of Instruction

EEA 533 **3 Credits**

Supervision of Instruction is a study of effective school improvement planning and instructional supervision processes. It is designed to provide a sound research-based knowledge that describes a framework for schools of exceptional quality. It is designed around the state and interstate administrator certification standards and proficiencies adopted by the Washington State Board of Education (August 2002 for implementation on September 1, 2004); developed by the Council of Chief State School Officers (CCSSO), the Interstate School Leaders Licensure Consortium (ISLLC), and the National Associations of Elementary and Secondary School Principals (NAESP and NASSP). The central theme of this course is the unwavering commitment to high standards for all, the creation of a culture of high expectations, and the belief that all students can learn. Each student will complete a pre-internship Educational Leadership self-assessment that is based upon the Performance Standards for principals as mandated in WAC 180-78-257-2 and developed by the Interstate School Leaders Licensure Consortium (ISLLC).

We believe that effective school leaders make a difference between student failure and success, between isolation and collaboration; and between limited innovation and wide-scale school improvement. In this course, you will examine what exemplary school leaders do to create (1) a vision for success; (2) a focus on teaching and learning; (3) a continuous shared decision making process that involves all stakeholders; and (4) a code of ethics that develops and sustains a climate of trust and the protection of the rights of all students, families, and staff.

At the core of every school leaders role is the focus on improving classroom instruction to ensure student learning and teacher effectiveness. At the completion of this course, you will have become familiar with research-based strategies for increasing student achievement, data-driven backward curriculum design processes, shared site-based decision-making, and pathways for promoting the achievement of all members of the learning community.

(Continued on next page)

EEA 533 *(Continued)*

Course assignments are designed to facilitate the application of the most up-to-date instructional supervision methods. In this course you will observe, coach, and evaluate teacher responsibilities using tailored observation systems. Your systems will be designed to collect specific types of data, such as equitable distribution of response opportunities, probing and delving for correct student responses, and providing positive and specific feedback. Your observation and coaching skills will be developed around the adult learning and cognitive learning theories and coaching and clinical supervision processes outlined in Costas and Garmstons Cognitive Coaching text. Ongoing self-reflection and application of learning theories will reference the leadership self-assessment and organizational development strategies presented in Glickmans Supervision of Instruction. You will create your own matrix and plan as a result of your work with the Nine Characteristics of High Performing Schools in Washington States School Improvement Planning Process Guide and the comprehensive curriculum auditing and standards-driven instructional models and rubrics developed by Wiggins and McTighe in Understanding by Design.

Supervision of Instruction includes learning how to coordinate the curriculum, conduct staff development, and align instructional materials and strategies with the Washington State Essential Academic Learning Requirements. Students will prepare to provide leadership in local and statewide education reform efforts (Revised Code of Washington (RCW) 28A.630.950). The Washington State student learning improvement laws addressed in this course include RCW 28A.150.210, RCW28A.320.230, RCW 28A 630.862, and RCW 28A.630.885. The Washington State Administrative Codes (WAC) components referenced are 180-78-210, 180-78-250, 180-78-255, and 180-79-131. Each student will complete a pre-internship Educational Leadership self-assessment that is based upon the Performance Standards for principals as mandated in WAC 180-78-257-2 and developed by the Interstate School Leaders Licensure Consortium (ISLLC).

Conflict Management and Community Relations

EEA 537 **3 Credits**

This course is a study of the role of the principal and other school leaders in establishing and maintaining a positive school climate that is respectful of the many constituencies and points of view that make up the school community. Content is designed to facilitate the application of theory within the school setting. Group processes in interpersonal and systemic models of conflict management, resolution, negotiation, and problem solving are emphasized. Particular attention is paid to the dynamics of interaction and ways of channeling these forces to address interests of the involved parties and bring about positive resolutions. The Washington Administrative Code (WAC) components addressed in this course include WAC l80-78-257:1(c) 2 and the Interstate School Leaders Licensure Consortium (ISLLC).

Leadership for Continuous School Improvement

EEA 540 **3 Credits**

This foundation course provides a critical introduction to academic study in school administration and leadership with a focus on the role of the principal as an instructional leader. Students will learn the principles and competencies required for effective, ethical leadership in a setting that requires the development of a shared vision for continuous improvement in student learning. The primary goal is to create platforms for action for reflective practitioners.

Development and Management of Human Resources

EEA 541 **3 Credits**

This course provides the school leader the knowledge and skills to plan, administer, and evaluate a human resource management system within the school setting. The following concepts will be studied: selection, induction, development, and evaluation of faculty and staff; managing the total school program—instruction, counseling, supportive services; school finance and budgeting for effective utilization of human resources; contracts and contract management; staff development strategies that address stress-related and motivational issues; sustaining quality; and continuous quality planning.

Instructional Supervision

EEA 542 **3 Credits**

This course focuses on the role of the principal and other school leaders in the development of an exemplary curriculum and its effective implementation through high-quality teaching. Students learn and apply the skills of assessing and coaching teacher performance, the development of inquiry and reflection as tools for improvement, and the construction of improvement plans. The course emphasizes effective person-to person interaction, self evaluation, and the development of reflective practitioners. Core concepts studied are: models of supervision; stretching professional performance; multiple authentic assessments of student learning; observation techniques; pre and post-observation conferencing skills, including inquiry strategies; selecting and developing effective teachers; clinical supervision, peer cognitive coaching; and self assessment based on multiple inputs.

Accountability and Educational Law

EEA 543 **3 Credits**

This course provides the knowledge and skills in Canada law necessary for effective leadership in the role of school principal. The goal is to develop the knowledge and tools required to make good judgments on legal matters within the school setting.

Management of Change

EEA 544 **3 Credits**

This course prepares the principal candidate and other school leaders to become a facilitator of positive change. The student develops understanding of the meaning, purpose and reality of implementing new procedures, policies, programs, and curriculum while fulfilling the expectations for support and accountability

Innovative Leadership: The Art of Teaching and Learning

EEA 551 **3 Credits**

This course reviews trends and innovations in education curriculum and instruction. Pedagogical theories are applied in cross-curricular formats, drawing on theories of multiple intelligences (brain research) and their application in the classroom. In this course, teachers and school leaders will examine what works to create a vision for success opportunities for every student and continue a strong commitment to collaborative decision-making for continuous improvement and quality. The processes of establishing Professional Learning Communities to meet the needs of school improvement and pedagogical innovation is a central theme in this course.

Instructional Supervision

EEA 552 **4 Credits**

This course focuses on the role of the principal and other school leaders in the development of an exemplary curriculum and its effective implementation through high-quality teaching. Students learn and apply the skills of assessing and coaching teacher performance, the development of inquiry and reflection as tools for improvement and the construction of improvement plans. This course emphasizes effective person-to-person interaction, self-evaluation, and skills for coaching and mentoring the development of reflective practitioners. Part of the assessment on this course requires documented practicum hours in supervision.

Multidimensional Assessment and Evaluation

EEA 553 **3 Credits**

This course presents a variety of assessment techniques and instruments for evaluation of student achievement and performance. Candidates learn to design, implement, and be accountable for assessment that is ethically sound in meeting the needs of diverse learners.

Leadership Perspectives: Educational Best Practice

EEA 554 **3 Credits**

(Course under development at time of printing.)

Servant Leadership and Citizenship

EEA 555 **3 Credits**

(Course under development at time of printing.)

Thesis and Presentation

EEA 610 **3 Credits**

Graduate students study a problem in educational learning impacting a major stakeholder group within their professional sphere of influence. This option is available for graduate students who wish to pursue an original research methodology. It is an individual, scholarly investigation of a research topic addressing technology use in education approved by Senior Faculty and guided by a thesis committee. The research defines a question to be answered or a hypothesis to be tested. It is founded on a student-selected and academically accepted methodology and culminates in a final report. Completion of the Integrated Core and the Emphasis and/or permission of Senior faculty is required.

Internship I

EEA 640 **1 Credit**

The leadership internship is a mentored, integrated, sequential field experience planned by the student, the university field supervisor, and district mentor. The internship involves applying theory to the real life of the school while learning the school principal's and other school leaders' roles and responsibilities. Each internship is mentored by skilled professionals and practitioners in the field. The internship requires a log of the student's experiences with reflections and a professional portfolio of the student's experience. The minimum number of hours of internship practice over the courses is 280 plus the pre-internship field/practicum experiences in counselling (120 hours). During the course of the total internships, students conduct a research project. Each internship is accompanied by a one-day seminar, which is a guided reflection on the students' learning. In the final seminar, students present their research projects for peer and faculty review and feedback.

Internship II

EEA 642 **3 Credits**

The leadership internship is a mentored, integrated, sequential field experience planned by the student, the university field supervisor, and district mentor. The internship involves applying theory to the real life of the school while learning the school principal's and other school leaders' roles and responsibilities. Each internship is mentored by skilled professionals and practitioners in the field. The internship requires a log of the student's experiences with reflections and a professional portfolio of the student's experience. The minimum number of hours of internship practice over the courses is 280 plus the pre-internship field/practicum experiences in counselling (120 hours). During the course of the total internships, students conduct a research project. Each internship is accompanied by a one-day seminar, which is a guided reflection on the students' learning. In the final seminar, students present their research projects for peer and faculty review and feedback.

Internship III

EEA 644 **3 Credits**

The leadership internship is a mentored, integrated, sequential field experience planned by the student, the university field supervisor, and district mentor. The internship involves applying theory to the real life of the school while learning the school principal's and other school leaders' roles and responsibilities. Each internship is mentored by skilled professionals and practitioners in the field. The internship requires a log of the student's experiences with reflections and a professional portfolio of the student's experience. The minimum number of hours of internship practice over the courses is 280 plus the pre-internship field/practicum experiences in counselling (120 hours). During the course of the total internships, students conduct a research project. Each internship is accompanied by a one-day seminar, which is a guided reflection on the students' learning. In the final seminar, students present their research projects for peer and faculty review and feedback.

Special Topics: Educational Administration

EEA 596 **1-3 Credits**

This is a special course offered in the field of Educational Administration from syllabi approved by the City University of Seattle Academic Curriculum Committee. Normally offered as part of a special emphasis or to respond to unique teaching/learning situations. Prerequisites may be required.

Independent Study: Educational Administration

EEA 599 **1-3 Credits**

Guided investigation of theoretical or applied topics selected individually and approved as complementary to graduate study in the field of study. Students create an "Independent Learning Contract" (I.L.C.).

Prerequisite: Permission of Senior Faculty for Graduate Programs in Educational Administration.

Project and Presentations

EEA 600 **3 Credits**

Graduate students study a problem in educational learning impacting a major stakeholder group within their professional sphere of influence using Sagor's (1992) Action Research Model. The study begins with a formal proposal describing the intended research. It culminates in a final report at the completion of the research implementation. For the Project option, the implementation is based on the creation of a product that incorporates some aspect of technology, applying the understandings gained in the Integrated Core and the methods learned in the Emphasis course work, and intended to improve specific learning for the stakeholders. Completion of the Integrated Core and the Emphasis and/or permission of Senior Faculty is required.

Educational Leadership Portfolio/Presentation

EEA 601 **3 Credits**

EEA 601 is a degree portfolio and presentation that provides quality evidence for a specific level of competency in relationship to the program standards. This portfolio is a purposeful collection of resources and documents that record academic learning, professional development, and career accomplishments.

Reflective Seminar I

EEA 605 **1 Credit**

This is a guided reflection of the application of theory and practice learned in course study, gained from personal experience and implemented during the Internship Block. The areas of emphasis during the Internship block include: transformational leadership, strategic planning, shared decision making, working with diverse populations, application of legal and regulatory principles, partnering with families and community to reach school goals, supervision of instruction, and focusing the school on the improvement of learning for all students.

The internship is structured to fulfill the Twenty-one Performance Domains for Principals as mandated by Washington Administrative Code 180-78A-165(2). Also addressed are: WAC 180-78A-265, Program approval requirements - Field experience for all Administrators, WAC 180-78A-266, Internship standards - State-funded administrator interns, and WAC 180-78A-160, Approval standards - Program design.

Reflective Seminar II

EEA 606 **1 Credit**

This is a guided reflection of the application of theory and practice learned in course study, gained from personal experience and implemented during the Internship Block. The areas of emphasis during the Internship block include: transformational leadership, strategic planning, shared decision making, working with diverse populations, application of legal and regulatory principles, partnering with families and community to reach school goals, supervision of instruction, and focusing the school on the improvement of learning for all students.

The internship is structured to fulfill the Twenty-one Performance Domains for Principals as mandated by Washington Administrative Code 180-78A-165(2). Also addressed are: WAC 180-78A-265, Program approval requirements - Field experience for all Administrators, WAC 180-78A-266, Internship standards - State-funded administrator interns, and WAC 180-78A-160, Approval standards - Program design.

Reflective Seminar III

EEA 607 **1 Credit**

This is a guided reflection of the application of theory and practice learned in course study, gained from personal experience and implemented during the Internship Block. The areas of emphasis during the Internship block include: transformational leadership, strategic planning, shared decision making, working with diverse populations, application of legal and regulatory principles, partnering with families and community to reach school goals, supervision of instruction, and focusing the school on the improvement of learning for all students. The internship is structured to fulfill the Twenty-one Performance Domains for Principals as mandated by Washington Administrative Code 180-78A-165(2). Also addressed are: WAC 180-78A-265, Program approval requirements - Field experience for all Administrators, WAC 180-78A-266, Internship standards - State-funded administrator interns, and WAC 180-78A-160, Approval standards - Program design.

Internship I

EEA 620 **3 Credits**

This administrative internship is a mentored, integrated, sequential field experience. In three-quarters, the internship involves learning the leadership roles and responsibilities of the principal as described in the performance domains for school administrators. The areas of emphasis for the internship include: transformational leadership, strategic planning, site-based management, shared decision-making, working with diverse populations, supervision of instruction and involvement in the school's partnerships with families and community. The internship is structured to fulfill the 21 Performance Domains requirements for principals, mandated by Washington Administrative Code(WAC) 180-78A-165.

Internship II

EEA 621 **3 Credits**

This administrative internship is a mentored, integrated, sequential field experience. In three-quarters, the internship involves learning the leadership roles and responsibilities of the principal as described in the performance domains for school administrators. The areas of emphasis for the internship include: transformational leadership, strategic planning, site-based management, shared decision-making, working with diverse populations, supervision of instruction and involvement in the school's partnerships with families and community. The internship is structured to fulfill the 21 Performance Domains requirements for principals, mandated by Washington Administrative Code(WAC) 180-78A-165.

Internship III

EEA 622 **3 Credits**

This administrative internship is a mentored, integrated, sequential field experience. In three-quarters, the internship involves learning the leadership roles and responsibilities of the principal as described in the performance domains for school administrators. The areas of emphasis for the internship include: transformational leadership, strategic planning, site-based management, shared decision making, working with diverse populations, supervision of instruction and involvement in the school's partnerships with families and community. The internship is structured to fulfill the 21 Performance Domains requirements for principals, mandated by Washington Administrative Code(WAC) 180-78A-165.

Leadership Internship I

EEA 628 **3 Credits**

The leadership internship is a mentored, integrated, and sequential field experience planned by the student, the university field supervisor, and the district mentor. The intern applies theory to the real life of a school while learning the leadership role and responsibilities of the principal or other school leader. This internship provides latitude for work with skilled professionals in chosen interest areas. All internships emphasize transformational leadership, servant leadership, strategic planning, performance standards, dimensions of leadership, shared decision making, working with diverse populations, application of legal and regulatory principles, supervision of instruction, partnerships, and entrepreneurial planning that targets school goal attainment and continuous improvement. Internships may be focused on counselling, school or district leadership, or in curriculum roles. Evidence of student growth is demonstrated through a reflective journal and internship portfolio. Internship I and II will require a total of 240 hours of logged activities, while Internship III will require 60 hours.

Each internship is accompanied by a one-day seminar, which is a guided reflection on the students learning. In the final seminar, students will present their action research projects for faculty and peer review.

Leadership Internship II

EEA 629 **3 Credits**

The leadership internship is a mentored, integrated, and sequential field experience planned by the student, the university field supervisor, and the district mentor. The intern applies theory to the real life of a school while learning the leadership role and responsibilities of the principal or other school leader. This internship provides latitude for work with skilled professionals in chosen interest areas. All internships emphasize transformational leadership, servant leadership, strategic planning, performance standards, dimensions of leadership, shared decision making, working with diverse populations, application of legal and regulatory principles, supervision of instruction, partnerships, and entrepreneurial planning that targets school goal attainment and continuous improvement. Internships may be focused on counselling, school or district leadership, or in curriculum roles. Evidence of student growth is demonstrated through a reflective journal and internship portfolio. Internship I and II will require a total of 240 hours of logged activities, while Internship III will require 60 hours. Each internship is accompanied by a one-day seminar, which is a guided reflection on the students learning. In the final seminar, students will present their action research projects for faculty and peer review.

Internship I

EEA 630 **2 Credits**

The leadership internship is a mentored, integrated and sequential field experience planned by the student, the university field supervisor, and the district mentor. The intern applies theory to the real life of the school while learning the leadership role and responsibilities of the principal or other school leader. This internship provides latitude for work with skilled professionals in chosen interest areas. All internships emphasize transformational leadership, servant leadership, strategic planning, performance standards, dimensions of leadership, shared decision making, working with diverse populations, application of legal and regulatory principles, supervisions of instruction, partnerships, and entrepreneurship to reach school goals and continuous improvement. Evidence of student growth is demonstrated through an Internship Portfolio.

Each internship is accompanied by a one-day seminar, which is a guided reflection on the students' learning. In the final seminar, students will present their action research projects for peer review.

Internship II

EEA 631 **2 Credits**

The leadership internship is a mentored, integrated and sequential field experience planned by the student, the university field supervisor, and the district mentor. The intern applies theory to the real life of the school while learning the leadership role and responsibilities of the principal or other school leader. This internship provides latitude for work with skilled professionals in chosen interest areas. All internships emphasize transformational leadership, servant leadership, strategic planning, performance standards, dimensions of leadership, shared decision making, working with diverse populations, application of legal and regulatory principles, supervisions of instruction, partnerships, and entrepreneurship to reach school goals and continuous improvement. Evidence of student growth is demonstrated through an Internship Portfolio.

Each internship is accompanied by a one-day seminar, which is a guided reflection on the students' learning. In the final seminar, students will present their action research projects for peer review.

Internship III

EEA 632 **2 Credits**

The leadership internship is a mentored, integrated and sequential field experience planned by the student, the university field supervisor, and the district mentor. The intern applies theory to the real life of the school while learning the leadership role and responsibilities of the principal or other school leader. This internship provides latitude for work with skilled professionals in chosen interest areas. All internships emphasize transformational leadership, servant leadership, strategic planning, performance standards, dimensions of leadership, shared decision making, working with diverse populations, application of legal and regulatory principles, supervisions of instruction, partnerships, and entrepreneurship to reach school goals and continuous improvement. Evidence of student growth is demonstrated through an Internship Portfolio. Each internship is accompanied by a one-day seminar, which is a guided reflection on the students' learning. In the final seminar, students will present their action research projects for peer review.

Introduction to Guidance and Counseling

EGC 501 **3 Credits**

This course presents a historic overview of school guidance and counseling (K-12), the comprehensive guidance and counseling program model, coordination with families, school and community agencies, decision making to support grades K-12 learning, and future challenges for school counselors.

Societal Issues in Counseling

EGC 502 **3 Credits**

Through this coursework, students will explore societal issues that affect children and families in the rapidly changing world. General topics studied include: Diverse populations and minority issues, child abuse, divorce, drugs and alcohol, and the impact of dysfunctional family dynamics on children and adolescents. Additional topics include self-esteem, mental health issues, stress and trauma, eating disorders, teenage pregnancy and parenting, AIDS, suicide, gangs, gender identity, violence, substance abuse, poverty, homelessness, and dropout prevention. Students will explore the responsibility of the schools and community agencies to help students and families build resiliency and prevention behaviors. Multicultural variables will be studied, as well as legal implications for school counselors.

Child-Adolescent Growth and Development

EGC 503 **3 Credits**

This course is designed for students in school counseling as an in-depth discussion of individual differences in normal child growth and development. How children learn differently and the characteristics of exceptional children will be explored through research readings and case studies. The course identifies and compares the major theories of child and adolescent growth and development and aids the students in understanding how to apply them to the classroom. Effects of various ethnic, socioeconomic, cultural, and age considerations on development will be integrated into this course.

Individual Counseling Theory and Practice

EGC 504 **4 Credits**

Students will be introduced to major theories of counseling, their characteristics, and application to the individual counseling setting. They will develop a standard approach to analyze established theories in light of the needs of K-12 students that are representative of diverse populations. Basic interviewing skills will be introduced with opportunity for practice and application for a school counseling setting. Additional topics will include the American Counseling Association Code of Ethics and professional issues applicable to the school setting.

Group Counseling Theory and Practice

EGC 505 **3 Credits**

This course provides an overview of group counseling theories, stages of group development, practice, and skills to evaluate the characteristics of effective lesson planning, implementation, and evaluation. Students will study and write small group and classroom guidance lesson plans related to the grade level of their internship placement that address specific identified need areas that are developmentally appropriate for participants.

Family Structures and Parenting Theory

EGC 506 **3 Credits**

Family structures and parenting theory are studied through the lens of various counseling theories. The impact of these structures and systems and its effect on the K-12 student and implications for the classroom are explored. Topics covered will include parenting theories, models of parenting programs, community agency referrals, and techniques to encourage parental involvement in the education of their children. Family counseling topics for use in the schools with students, families, and school staff will be explored.

Career Counseling and Information Services

EGC 507 **3 Credits**

This course looks at how knowledge of the world of work, career opportunities, and information services is relevant to academic and social counseling in the public schools. Students will study educational and career decision-making, values, and information services as applied equitably to diverse groups. Washington Administrative Code components covered in this course include WAC 180-78-295(1)(b and h), 180-78-295(2)(a and b), 180-78-295(4)(a and c), and 180-78-295(5)(g): career development theories, programs, inventories and materials, referral resources and processes, plan and use, individual and group strategies for remedial, preventive, and developmental needs of students, provide educational and career decision-making experiences, appraisal techniques and materials, test interpretation including knowledge of test characteristics, test scores, referencing, and limitations, and prepare, interpret, and disseminate findings from guidance program evaluation, and follow-up studies to school personnel, parents, and students.

Counseling Testing and Appraisal

EGC 508 **3 Credits**

Students will explore appraisal techniques and materials, knowledge of achievement, aptitude, interest, attitude, and career and vocational testing. The interpretation of tests and their limitations as well as behavioral observations and case studies will be covered in this course. The focus is threefold: (1) to become familiar with individual and group tests frequently used in the public school setting as well as tests that may be used with outside mental health counselors and medical practitioners. These tests include intelligence and academic tests, developmental surveys, questionnaires, and other appraisal methods; (2) to develop a basic understanding of how to interpret test data, taking into account variables that may impact a childs scores; and (3) to understand the legitimate pros and cons related to testing as well as myths concerning such evaluation. Ethical considerations will be explored.

Abnormal Psychology

EGC 509 **3 Credits**

Abnormal psychology looks at the developmental and ecological context of social deviancy as contrasted with models of normal development. Students will study the psychopathology of children and adolescents, mental health and social deviancy, and the application of current information to a range of issues and populations. Students will explore their personal perspectives that influence practical approaches when working with students, parents, and staff. This course extends beyond abnormal psychology and social deviance facts. References are made to theoretical models of psychopathology, and the application of classification systems such as the Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition (DSM-IV). Its content is extended with current information to a range of issues and populations, and focuses on practical perspectives and methodology to support students and their families in the learning process. Also addressed are issues of comorbidity, demographics, and problem behavior and assessment. of particular importance is the focus on the use of a common language for cooperation with school and community professionals to support the students' social and academic success.

Leadership for Change

EGC 510 **3 Credits**

This course is designed to help students understand the process of change in schools and the leadership that school counselors take for student advocacy to enhance student learning. Students will identify a data-driven school problem, design and administer a needs assessment survey to a sample population, summarize and analyze data and survey results, and propose an action plan to bring about systemic change.

Counseling Practicum

EGC 514 **1 Credit**

(Course under development at time of printing.)

Counseling Practicum

EGC 515 **1 Credit**

(Course under development at time of printing.)

Comprehensive Guidance Counselling

EGC 520 **3 Credits**

This class gives the school leader an overview of how an well-organized counselling program contributes to children's growth and a positive school climate.

Culture and Counseling in a Diverse Society

EGC 521 **3 Credits**

The course will consider a limited number of cultural examples to increase the student's understanding of the implications of cultural and diversity issues in the school environment. Students will learn a process that will be used in the future to understand new cultures as they are encountered. They will also develop strategies that can be used in the school to promote the emotional and physical well-being of all students and the climate of the school as a place for learning.

Individual Counselling Theory and Practice

EGC 530 **3 Credits**

Candidates explore the major theories of individual counselling, their characteristics, and application. They develop a standard approach to analyze established theories in light of the needs of a diverse K-12 student population and examine which aspects serve children best in a school setting. Ethical approaches are discussed and investigated.

Child and Adolescent Growth and Development

EGC 533 **3 Credits**

This course is designed for candidates in school counselling as an in-depth exploration of individual differences in normal child growth and development. How children learn differently and the characteristics of exceptional children will be explored through research readings, self reflection and discussions. The theory covered in this course provides a platform for observation and case study work carried out in the ECC 602 Counselling Practicum that occurs with this course in the program schedule. The course identifies and compares the major theories of child and adolescent growth and development and aids in understanding how to apply them to the classroom. Effects of various ethnic, socioeconomic, cultural, and age considerations on development will be integrated into this course.

Group Counseling and Management

EGC 536 **3 Credits**

(Course under development at time of printing.)

Mental Health Issues in Schools

EGC 539 **3 Credits**

(Course under development at time of printing.)

Assessment and Evaluation in Counseling

EGC 542 **3 Credits**

Candidates explore appraisal techniques and materials, knowledge of achievement, aptitude, interest, attitude, and career and vocational testing. The interpretation of tests and their limitations as well as behavioral observations and case studies will be covered in this course. Ethical considerations will be explored.

Career Counseling and Information Services

EGC 545 **3 Credits**

(Course under development at time of printing.)

Special Topics: Multicultural Counseling Theory

EGC 596 **3 Credits**

The multicultural helping process takes the personal and cultural experiences of both the counselor and the client into consideration. This course studies the multicultural aspects related to racial and ethnic factors in counseling. It also presents a three-step approach to multicultural development: awareness, knowledge, and skilled-for-counseling. The course will use a limited number of cultural examples to increase the counselors personal awareness of culture. Students will also be introduced to racial stereotypes and take an introspective view of their own biases and tolerance for cultures other than their own.

Graduate Seminar in Guidance & Counseling

EGC 597 **1-3 Credits**

(Course under development at time of printing.)

Independent Study in Guidance & Counseling

EGC 599 **1-3 Credits**

Guided investigation of theoretical or applied topics selected individually and approved as complementary to an emphasis or field of study. Students create an "Independent Learning Contract" (I.L.C.).

Prerequisite: Permission of Senior Faculty

Master's Degree Project in Guidance & Counseling

EGC 600 **3 Credits**

An individualized and guided demonstration or exploration of an important topic; the final activity of the Master of Education degree.

Prerequisite: Completion of degree program requirements and/or permission of Senior Faculty.

Practicum

EGC 601 **2 Credits**

This faculty supervised clinical experience will enable the student to develop basic individual, age appropriate counselling skills and integrate professional knowledge. Leadership candidates will be taught basic interviewing skills, introduction to skills in conflict resolution, and de-escalation of tempers. Preparation for the Field Experience for candidates in Educational Leadership. Audio or videotaping of laboratory practice will be required.

Field Experience

EGC 602 **1 Credit**

The field experience is a mentored, integrated, sequential experience planned by the student, the university field supervisor, and a mentoring school counsellor with training in counselling skills. Students observe on-site counsellors at elementary and secondary levels to become familiar with the counsellor role and the emphases at different levels. Students will analyze their own schools in terms of a comprehensive guidance and counselling program. The mentoring school counsellor will supervise experiences in which the intern uses basic counselling skills, problem solving, behavioral contracting and de-escalation. Typical experiences with staff, students, and others will be observed and assessed. Twenty hours of logged observations, practice, and reflections are required. The one-day seminar will be a guided reflection on the application of theory and practice in the school setting.

Prerequisites: EGC 520, EGC 521, and EGC 601, or permission of Director of Leadership Program, BC.

Counseling Practicum

EGC 603 **3 Credits**

This course is a faculty-supervised clinical experience which will enable the student to develop basic, individual, age-appropriate counselling skills. Shadowing professional counsellors helps in understanding their role and provides modeling for implementation of counselling strategies. Audio or videotaping of practice in applying strategies learned may be required. Leadership candidates will be taught basic skills in conflict resolution and anger management.

Guidance & Counseling Field Experience

EGC 604 1 Credit
The field experience is a mentored, integrated, and sequential experience planned by the student, the university field supervisor, and school counsellor with training in counselling skills serving in the role as mentor. Students observe and are observed by on-site counsellors at elementary and secondary levels in order to become familiar with the counsellor role. Students will review school comprehensive guidance and counselling programs and practice applying strategies and models in different school situations. The mentor will supervise experiences in which the student uses basic counselling skills from the practicum. Typical experiences with staff, students, and others will be observed and assessed. Forty hours of logged observations and reflections are required. A one-day seminar will be a guided reflection on the application of theory and practice in the school setting and will include discussion of legal and ethical issues.

Internship I

EGC 605 2 Credits
The school counselling internship is a mentored, integrated, sequential field experience planned by the student, the university field supervisor, and district mentor. The internship involves applying theory to the real life of the school while learning the school counselor's roles and responsibilities. Each internship is mentored by skilled professionals and practitioners in the field. The internship requires a log of the candidate's experiences with reflections and a professional portfolio of the candidate's experience. The minimum number of hours of internship practice over the courses is 420 which include the pre-requisite observation courses. During the course of the total internships, the candidate conducts a research project. Each internship is accompanied by a one-day seminar, which is a guided reflection on the candidate's learning. In the final seminar, the candidate presents the research projects for peer and faculty review and feedback.

Master's Degree Thesis in Guidance & Counseling

EGC 610 3 Credits
A major scholarly investigation of an approved theme or research topic. The final activity of the Master of Education degree.

Counseling Practicum

EGC 620 1 Credit
This counseling practicum course is designed to continue development of counseling skills practice as it is applied in internship activities in the K-12 schools. Audio or videotaping of counseling skills with clients will be required. Counseling skills are assessed by staff, peers, and a self-evaluation.

Observation/Field Experience

EGC 621 1 Credit
Students will take part in 40 hours of observation of on-site school counselors at elementary, middle, and secondary levels. During this process they will become familiar with the school counselor role and the emphasis at different educational levels as well as the utilization of the comprehensive guidance and counseling activities in the school setting. Students are required to participate in parent conferencing and/or scheduling activities. In addition to the 40 hours of observation, the student will attend 10 hours of internship seminars. The seminar emphasizes ethical and legal issues and multicultural competency for school counselors.

Internship/Field Experience

EGC 622 3 Credits
Students will actively participate in observation and practice of all phases of the school counselor role in a public school setting. Interns will establish and utilize a log of activities to support the internship. In addition to the 180 hours of practicum hours, the student will attend 30 hours of internship seminar that will include group supervision and current topics such as on-going issues related to ethical and legal issues and multicultural competency. Students will learn strategies and compare alternative counseling approaches and techniques. Students will refine skills, and accept feedback and evaluation from the university field supervisor and cooperating counselor.

Counseling/Field Experience

EGC 623 3 Credits
Students will actively participate in the application of the theory and practice of individual and group counseling, consultation, and system support in the school setting. Students will continue to refine skills, accept feedback and evaluation from the university field supervisor and cooperating counselor. In addition to the 180 hours of practicum, the student will attend 30 hours of classroom studies. Students will actively participate in seminar group supervision and presentations of topics to support their internships including legal and ethical issues.

Continuing Education Peer Review

EGC 631 2 Credits
This course fulfills the requirements of the State of Washington for Education Staff Associate (ESA) Continuing Certification for School Counselors. In order to obtain a continuing certificate, educational staff associates who hold initial ESA certificates must demonstrate their respective knowledge and skills while employed in that role by passing a one-quarter or one-semester college or university course that includes peer review. The college or university shall establish the procedures for the peer review with advice from the respective professional education advisory board (WAC 180-70-128).

Global Leadership

EMAL 560 3 Credits
This course explores global leadership strategies to achieve global competitive advantage. Cross-cultural training, relationship-building, and expatriate management will be examined. You will be exposed to specific leadership and personality traits, methods of processing and classifying information, communication strategies, and training necessary for developing positive presence in the global arena.

Cross Cultural Communication

EMAL 575 3 Credits
This course provides the skills necessary to establish effective working relationships across cultures and to support the communication that is necessary to sustain those relationships. Students will analyze their own cultural assumptions and will become aware of the assumptions held by others. Methods of building relationships with international colleagues will be addressed along with proper ways to approach negotiation across international and cultural boundaries. This course will also address the challenges posed by international hierarchies, politics, and norms and will prepare students with the proper protocol to successfully navigate unfamiliar business customs.

Global Systems

EMAL 585 3 Credits
As the world becomes smaller, the traditional view of the organization as a system is changing. This traditional organizational systems view must now evolve to consider its global system attributes. This course will reflect on the changes that globalization is having on the enterprise as it expands to include international partners, globally virtual employees and outsourced / offshore projects. Student will conduct a traditional systems analysis of their organizations and examine mental models, shared visions, and team learning practices from a global perspective.

Social and Environmental Responsibility

EMAL 600 **3 Credits**

This course will address environmental and social concerns leaders should see as a proactive opportunity to be environmentally and socially friendly. Consumers have begun to buy based on level of environmental and social responsibility even when the price of the product or service may be higher. You will learn, as leaders, the value of placing emphasis on being socially progressive. Operating your business using cost vs. benefit approach will be explored. You will learn how to include the long-term prosperity for all stakeholders into your operational and financial planning. Using environmentally friendly marketing, advertising, and product packaging will be discussed. Global impact of environmentally and socially responsible leadership will be examined.

Essentials of Business Management

EMBA 500 **3 Credits**

Successful managers need to understand the fundamentals of business practices within a global context. This course will introduce you to the overall MBA program and prepare you for writing a comprehensive and viable business plan. You will also practice business decision-making through the use of simulations. Learning how to find relevant data and information through credible sources will be a main focus of this course, as well as how to effectively communicate in writing.

Business Communications

EMBA 505 **3 Credits**

The knowledge, competence and mastery of human communication is essential for success in every business setting. This course introduces you to the power of written and oral communication within the context of a multi-cultural and diverse business environment. You will learn the most effective methods for communicating information, data, research and ideas to both external and internal stakeholders using various mediums.

Law and Economics for Global Business

EMBA 510 **3 Credits**

In this course you will study the legal and economic context of business. You will examine the global business environment from many aspects- legal, social, cultural, technological, ethical and economic. The focus will not be on a specific business, but rather concerns of all businesses operating in a global marketplace.

Project Management and Prioritization

EMBA 515 **3 Credits**

In this course you will study the phases and processes essential for successful project management. You will practice the critical tasks for managing a single project, and analyze the opportunities and constraints of managing several projects concurrently. You will evaluate a project portfolio, and make recommendations for prioritizing projects to best accomplish corporate strategic objectives.

Managing with Technology

EMBA 520 **3 Credits**

Managers need to be familiar with the powerful communication and information systems available in order to strategically employ them in the organization. Among the activities in this class, you will: evaluate key classes of systems used in modern business, including their potential impact on business processes; learn key steps in guiding the implementation of new systems, and; explore how support systems enhance decision making.

Applied Marketing

EMBA 525 **3 Credits**

In this course, you will study marketing principles that create competitive advantages in the market place. You will analyze strategies related to product, price, promotion, and distribution. This is an applications-oriented course. With the knowledge you've accumulated, you continue to make strategic decisions, implement them, and find out the real-world results of those decisions by working with the business simulation introduced in MBA 500 and enhanced with an advanced marketing module.

Evaluating Financial Information

EMBA 530 **3 Credits**

In this course, you will evaluate the effects management decisions have on the financial position of a business. Your examination will include deciphering the information presented through financial statements, comparing this information to prior company performance and industry standards, drawing conclusions based on your analysis, and relating your findings to various users of financial information. You will apply this information when preparing the financial statements for your business plan.

Managerial Accounting

EMBA 535 **3 Credits**

In this course, you will learn to analyze different internal management information to render decisions regarding pricing, inventory procurement, make or buy, and volume production. You will also learn to develop budgets and analyze performance against your projections. Your knowledge will be applied while developing the budgets for you business proposal. Presentation of your findings will be emphasized.

Strategic Financial Management

EMBA 540 **3 Credits**

In this course, you will learn the theory and practice of business finance from a decision-maker's perspective. Using quantitative and qualitative tools, you will recommend company strategy relating to capital structure, sources of short-term and long-term capital, and asset management, based on both internal analyses and the influence of financial markets and institutions. Practical applications will help you understand how financial management supports other components of a firm's overall business strategy. You will explore the different methods of presenting financial information to a range of audiences. You will also learn the special challenges involved in managing the finances of international firms.

People and Systems in Organizations

EMBA 545 **3 Credits**

In this course you will explore theories of managing people, individual styles in organizations, and the combination of corporate culture and structure that will help a company to achieve its goals. You will study the dynamics of internal politics and how goals are accomplished within an organization. You will have the opportunity to be successful working in a team environment. You will investigate models of leadership, interpersonal communication, diversity, and managing change. You will assess your own skills and plan for the future as you apply all of these concepts to the writing of a business plan.

Business Operations

EMBA 550 **3 Credits**

In this course, you will learn about the design, analysis, planning, and control of business processes to achieve desired performance objectives. Topics include: the relationship between operations strategy and process structure; the impact of process structure on process performance; process performance measures and their relationships; process performance evaluation; managerial levers for improving and controlling process performance and systems; and managerial issues in planning and designing quality assurance systems.

Business Strategy

EMBA 555 **3 Credits**

In this course you will study various strategies used in business today, to see what is most appropriate for the specific business plan you have been developing during your degree program. You will analyze several cases, to compare and contrast the details of different types of strategies used successfully and unsuccessfully by various companies. You will explore the ways different strategies can affect marketing, financial conditions, competitive ability, operations, and human resources. The strategy you choose in this course will help you write the next draft of your business plan.

Middle School Culture

EML 300 **2 Credits**

This course provides educators with an overview of the unique culture one finds within a Middle School, and an understanding of the complex academic, physical, and social developmental characteristics of young adolescent learners that shape middle level education. Upon completion of the investigations and onsite participation, the educator will have an understanding of the program components of middle level education, the roles played by all staff, and instructional strategies linked with authentic assessment.

EML Internship

EML 463 **7-12 Credits**

This course is the capstone practicum combining theory and practice for students seeking a middle school endorsement. Variable credit hours (7-12 credits) are available to meet the endorsement candidates needs. The advisor and endorsement candidate will develop an individual plan. This course is in compliance with Washington State Administrative Code provisions.

English Composition I

ENG 111 (CW) **5 Credits**

This course is designed to teach students how to write clear, effective prose. It emphasizes establishing a purpose for writing and accomplishing that purpose through logical organization, convincing support, and appropriate style. Students are also introduced to college-level research techniques and correct documentation of sources.

English Composition II

ENG 112 (CW) **5 Credits**

Building on the skills taught in ENG 111, English Composition I, this course addresses the skills and techniques needed to write research papers organized around a clear, arguable thesis. Topics include research methods, evaluation of sources, topic selection, argumentation strategies, incorporating secondary sources into an argument, and proper documentation of sources.

Intermediate Composition

ENG 211 (CW) **5 Credits**

A writing course designed to teach students the skills necessary for effective academic writing. Students are encouraged to think critically so that their writing will reflect their abilities to isolate crucial issues, reason logically, and analyze problems effectively. The course will also address audience analysis and research strategies. This course satisfies City University of Seattle's College Writing requirement.

Advanced Writing and Research

ENG 290 **5 Credits**

ENG 290 is an advanced course in argumentative writing. Students will write extended essays based on documented research. The course will also focus on information literacy, specifically with students ability to access, evaluate, and use information effectively to complete a variety of written assignments. Students will gain additional practice in audience analysis, critical reading and thinking, and writing for professional and academic purposes.

Advanced Composition

ENG 301 (CW, HU) **5 Credits**

ENG 301 is an advanced course in argumentative writing. Students will write extended essays based on documented research. The course will also focus on information literacy, specifically with students' ability to access, evaluate, and use information effectively to complete a variety of written assignments. Students will gain additional practice in audience analysis, critical reading and thinking, and writing for professional and academic purposes.

Pre-Assessment Seminar

EPC 501 **5 Credits**

This course provides teachers with the necessary knowledge and skills to successfully complete the Professional Certification process. Candidates will complete a self-assessment of their current knowledge and skills related to the Professional Certificate standards. They will then develop a Preassessment Plan based on this assessment. Candidates will learn about the process and how to collect evidence to document their positive impact on student learning and personal growth. Candidates will develop an action plan for evidence collection and research in focus areas. After the third class session, the candidate works in the field with his or her university facilitator and the candidates Professional Growth Team to finalize the Preassessment Plan.

Professional Certificate Culminating Seminar

EPC 503 **3 Credits**

This course is field-based as the teacher completes the analysis and refinement of evidence for the professional portfolio. The university facilitator continues to provide guidance, coaching, and support for this phase of the certification process, meeting with the teacher at his or her site. After reviewing the evidence collection with the members of the professional growth team, the teacher presents the finished portfolio to a formal audience comprised of selected colleagues. Teachers who successfully complete this process are recommended to the Washington State Office of the Superintendent of Public Instruction for the Professional Certificate.

Professional Certification Seminar

EPC 504 **2 Credits**

This course provides field-based facilitation for the professional certification candidate to complete the Self-Assessment and Professional Growth Plan required in ECU 505, Professional Growth Preparation, which must be taken concurrently with this course. A facilitator, who serves as the university representative, is assigned to assist the candidate in forming a Professional Growth Team and meeting with that team to review and receive input on the candidate's self-assessment. Based on that input, the Self-Assessment may be refined and a Professional Growth Plan will be written. The Professional Growth Team also will review, give input on, and approve the final Professional Growth Plan.

Professional Growth Core

EPC 506 **4 Credits**

This course provides the second phase in the three-phase process of professional certification for teachers who are in the Educational Leadership and Principal Certification Program at City University of Seattle. With the approval of the teachers Preassessment Plan by the Professional Growth Team, the teacher begins implementation of his or her plan. This phase of the process is now predominantly field based as the teacher completes the learning experiences identified in the plan, implements the new learning within the classroom, and demonstrates skills and knowledge related to the standards and criteria. The City University of Seattle facilitator supports the teacher as coach, guide, and mentor. During the two to four quarters that comprise the Professional Growth Core, the teacher maintains a reflective journal and collects the evidence that supports his or her positive impact on student learning. During each quarter of participation in this core course, the teacher attends a symposium where students share action research and tap experts from the field for additional learning. This course is based on the certification requirements as delineated by WAC 180-78A-505-540.

Advanced Track Seminar for Professional Certification

EPC 512 **5 Credits**

An Advanced Track candidate for Professional Certification must be a currently practicing teacher with five or more years of out-of-state teaching experience that has been accepted by his/her school district or private school to qualify for this program. Each candidate will complete an analysis of the instructional context for his/her teaching assignment, along with a self-assessment of his or her current knowledge and skills related to the Professional Certificate standards. The candidate will complete a Professional Growth Plan if needed, based on the self-assessment. To complement the learning experiences presented in class, this course also provides field-based facilitation to support the candidate in the collection of evidence to demonstrate that he/she meets the three standards and 12 criteria, and has a positive impact on student learning. Candidates who successfully complete this process are recommended to the Washington State Office of the Superintendent of Public Instruction for the Professional Certificate.

Independent Study: Professional Certification

EPC 599 **1-6 Credits**

(Course under development at time of printing.)

Integrating Literacy in the Content Areas in High School

ERL 320 **2 Credits**

(Course under development at time of printing.)

Language Acquisition and Literacy Development

ERL 406 **5 Credits**

In this course, candidates will explore the skills involved in literacy development. Reading and writing skills are discussed in relationship to language development, the social and cultural contexts of literacy, construction of meaning, and the six strands (reading, writing, speaking, listening, viewing, and representing visually) of literacy. Philosophies of literacy development are examined in relationship to best practices in teaching and learning. The knowledge, skills, and attitudes, present in proficient readers and writers will be examined. This course includes a study of the conditions of learning that foster language acquisition.

Literacy Instruction and Assessment

ERL 407 **5 Credits**

This course introduces students to strategies in teaching the literacy skills composed of six interrelated processes or strands (reading, writing, listening, speaking, viewing, and representing visually). Students will learn models for doing guided reading and independent reading; strategies to develop an effective learning environment; and which strategies a good reader uses when reading comprehension breaks down. The role of continuous assessments before, during, and after reading will be introduced. Using appropriate assessments based upon the literacy skills to be learned will be examined.

Cross Cultural Methods to Teach Diverse Learners

ERL 408 **4 Credits**

This course provides students with specific strategies for instructing and assisting K-12 students in the acquisition of literacy skills. Students will learn how to use assessments before, during, and after teaching to guide instruction for literacy learners. Technology will be explored to foster flexible learning opportunities and the reinforcement of skills.

Language Acquisition and Literacy Development

ERL 410 **5 Credits**

In this course, educators will study the skills involved in reading and writing development. Reading and writing skills will be discussed in relationship to developing language, the social and cultural contexts of literacy, construction of meaning, and the six strands of literacy. Philosophies of reading and writing development will be examined in relationship to best practices in teaching and learning. Educators will examine knowledge, skills, and attitudes present in proficient readers and writers. Included in this course is a study of the conditions of learning that foster language acquisition.

Literacy Instruction and Assessment

ERL 411 **5 Credits**

This course introduces educators to strategies in teaching the literacy skills composed of six interrelated processes or strands: reading, writing, listening, speaking, viewing, and representing visually. Educators will learn models for doing guided and independent reading, strategies to develop an effective learning environment, and what a good reader does when reading breaks down. The role of ongoing assessment before, during, and after teaching will be introduced. Using appropriate assessments based upon the literacy skill to be learned will be examined.

Cross Cultural Methods to Teach Diverse Learners

ERL 412 **4 Credits**

This course provides educators with specific strategies for instructing and assisting special needs students as they acquire literacy skills. Discussions also focus on the impact of cultural differences and diversity in the classroom. Educators will learn how to use assessments before, during, and after teaching to guide instruction for diverse learners. Technology will be explored to foster flexible learning opportunities and the reinforcement of skills. Moral and cultural values reflected in children's literature will be explored. A literacy unit plan which incorporates the six strands of literacy with a diverse population of learners will be developed.

Integrating Literacy in the Content Areas and High School

ERL 413 **5 Credits**

This course provides educators strategies to integrate into the content areas the six interrelated processes or strands of literacy: reading, writing, listening, speaking, viewing, and representing visually. Educators will identify ways to use literature as part of a rich literacy program for children and adolescent learners K-12. Educators will also explore a variety of genres in literature, the various features of each, and how these can be used with literacy instruction at all levels. A specific focus will be instructional methods for teaching Literacy in the high school setting.

Literacy Applications in the Classroom

ERL 414 **5 Credits**

This course teaches educators to use diagnostic tools to assess reading and writing difficulties for a diversity of students. Based on the results of assessments given, educators will develop interventions to address specific literacy problems. Educators gain an understanding of the role of diagnosis, intervention, and immediate feedback to increase student success in learning. Educators will understand how students become thoughtful, independent readers who understand what they read. At the culmination of this course, educators will create and self-assess a professional portfolio containing work samples and other artifacts.

Reading Internship

ERL 418 **2-12 Credits**

This course is a practicum to provide an opportunity for students to apply what they have learned in K-12 classroom settings to complete their Reading endorsement. The variable credit is to accommodate each students unique needs based on their professional growth plan. This course has two parts: a required seminar, and three different teaching experiences in K-12 classrooms; K-3, 4-8, and 9-12. Candidates are observed by a field supervisor who is a Reading Specialist. Candidates are required to work in a classroom specific to teaching literacy skills. Additional work may be required in a specialized program. This course is in compliance with Washington State Administrative Code provisions

Literacy Development and Cognitive Process

ERL 504 **3 Credits**

What is literacy and why is it important? This course introduces the literacy skills of reading, writing, speaking, and listening. Educators will examine foundations for "best practices" in literacy, emerging discoveries in brain research, and motivational student-centered strategies to apply in their professional environment.

Research Methods in Education

ERL 506 **3 Credits**

(Course under development at time of printing.)

Personalized Learning in the Classroom

ERL 508 **3 Credits**

(Course under development at time of printing.)

Research Methods in Education

ERL 510 **3 Credits**

How do I use data to inform instruction? In this course, educators will deepen their understanding of research and how using data applies to the everyday world of classroom teaching. Educators will use criteria to evaluate and apply research to their practice. Philosophies of reading and writing development will be discussed in light of current theory and research in teaching and learning.

Using Data to Inform Instruction

ERL 512 **3 Credits**

(Course under development at time of printing.)

Linking Literacy to Technology

ERL 514 **3 Credits**

(Course under development at time of printing.)

Language Acquisition and English Language Development

ERL 516 **3 Credits**

What are the conditions of learning that create language acquisition? What are strategies for teaching students who have English as their second language? Candidates will learn specific strategies useful for communicating with and instructing all students as they acquire literacy skills while focusing on the impact of cultural differences and diversity in the classroom.

Literacy In a Global Society

ERL 518 **3 Credits**

How does a global perspective of education affect what I do in my classroom? This course focuses on global challenges and opportunities that reflect the world as interconnected and interdependent. Important is an understanding of the changing economic, political, and cultural contexts surrounding global issues and the effect of those issues on student learning in the classroom.

Teaching a Comprehensive Literacy Program

ERL 520 **3 Credits**

How do I create a balanced literacy program and still teach everything else that I am required to teach? How do I individualize my program for a variety of student needs and how do I know when my students are succeeding? Educators will integrate literacy processes and skills across the curriculum. Educators will engage in redesign of curriculum units, activities, and assignments to accommodate a wide variety of learning needs including ELL and special education students. Ways to help students become self-directed will also be addressed.

Linguistics and Literacy Development

ERL 521 **3 Credits**

In this course, educators evaluate reading and writing development in relationship to vocabulary, background knowledge, language acquisition, and the social and cultural contexts of literacy. Philosophies of reading and writing development will be discussed in light of current theory and research on best practices in teaching and learning. Educators will examine knowledge, skills, and attitudes for proficient readers and writers. Included in this course is a study of the conditions of learning that create language acquisition including how English Language Learners become proficient in speaking the English language.

Literacy Assessment to Include ELL

ERL 523 **3 Credits**

This course builds upon the educators knowledge of reading and writing development and effective instructional strategies to introduce the role of ongoing assessment. Educators will build upon foundations taught in research methodology to further understand the action research process. Assessment strategies for ELL are included.

Advanced Reading-Writing Instruction Strategies

ERL 524 **2 Credits**

In this course, educators will learn how to design a balanced Literacy Unit plan in reading or writing which includes shared, guided, and independent reading and writing strategies. Educators will learn how to assess student literacy goals using instructional strategies. Educators will also present a lesson to a small group of their peers from their unit and receive feedback on implications for student success.

Child and Adolescent Literature

ERL 527 **2 Credits**

This course provides an introduction to the use of literature as part of the literacy program involving children and adolescent learners. Educators explore a variety of genres in literature, the various features of each, and how each can be used with literacy instruction.

Literacy Portfolio Assessment

ERL 528 **2 Credits**

This course provides strategies for compiling and assessing student portfolios. Educators will evaluate different kinds of assessments to reach a specific learning target. Student work samples and other artifacts will be included in the portfolio assessment. Strategies to help students engage in metacognition and self-reflection will be examined. Clear rubrics and an array of assessment tools in reading and writing will become part of this portfolio.

Reading and Writing Instruction and Assessment

ERL 529 **3 Credits**

This course builds the educator's knowledge of reading and writing development and effective instructional strategies and introduces the role of ongoing assessment. Educators will understand shared, guided, and independent learning strategies and tools to assess learning before, during, and after instruction.

Teaching Reading/ Writing/Oral Language Process

ERL 540 **3 Credits**

This course introduces educators to the beginning literacy skills of reading, writing, spelling, and communication. Educators will understand shared, guided, and independent learning strategies and ways to develop the appropriate environment for effective learning. Strategies will also be presented on modeling what a good reader does when reading "breaks down". Processes to teach higher-level thinking, reflection, and metacognition will be explored.

Cross Cultural Literacy Strategies

ERL 541 **3 Credits**

This course provides educators with specific strategies for instructing and assessing all students as they acquire literacy skills. Discussions also focus on the impact of cultural differences and diversity in the classroom. Educators will learn how to use assessments before, during, and after teaching to guide instruction for diverse learners. Technology will be explored through the use of multimedia and the Internet to foster flexible learning opportunities and the reinforcement of skills.

Literacy Diagnosis and Planning

ERL 542 **3 Credits**

This course requires developing a plan for remediation based on an in-depth diagnosis of reading and writing problems. The focus will be special needs students, including English as a Second Language (ELL) and gifted students. The focus of this class is to develop an understanding of the relationship between reading, writing, spelling, and communication and how that relationship evolves. Educators will look at specific problems that interrupt that evolution and strategies for diagnosing and remediating those problems.

Literacy Across Content Areas and the High School

ERL 543 **3 Credits**

Educators will apply reading and writing skills to content areas K-12. Strategies will be introduced to help educators assess both concepts taught in specific subject areas and the skills in reading and writing that students use to master those concepts.

Classroom Application of Reading Models

ERL 544 **2 Credits**

This course provides an opportunity for educators to work with a small group of K-12 students or adults. A specific focus will be on providing explicit instruction and modeling when and how to use multiple comprehension strategies for reading success in all grades. Educators will apply strategies and best practices learned. Skills will be developed in working collaboratively with peers and community members. Effectiveness in working in a support role such as a reading specialist, facilitator, or leader will also be explored.

Literacy in the Content Areas

ERL 552 **3 Credits**

How do I integrate literacy across content areas? How can my students learn content objectives and also use effective literacy strategies? Strategies will be introduced to help educators assess both concepts taught in specific subject areas and the processes in reading and writing students use to master those concepts.

Literacy Diagnosis and Assessment

ERL 554 **3 Credits**

What assessments work well in the classroom? How are those assessments impacted by language and cultural barriers? This course builds upon the educator's knowledge of literacy skill development and effective instructional strategies to introduce the role of ongoing diagnosis and assessment. Discussions also focus on the impact of cultural differences and diversity on classroom assessment.

Child and Adolescent Literature

ERL 555 **3 Credits**

(Course under development at time of printing.)

Building Family Partnerships and Learning Communities

ERL 560 **3 Credits**

How do I establish a partnership with parents and community to develop good literacy programs? Educators will develop a plan for establishing effective partnerships with families and community in literacy to include outreach and networking. Topics include techniques to encourage parental involvement in the education of their children and community understanding of literacy best practice.

Literacy in Practice

ERL 566 **5 Credits**

How do I successfully implement literacy strategies and get quality feedback? This course provides an opportunity for educators to work with a small group of K-12 or adult learners to improve literacy skills. A specific focus will be on providing explicit instruction and modeling on when and how to use multiple comprehension strategies for reading success in all grades. Educators will apply strategies and best practices learned in the classroom.

Literacy Portfolio Assessment

ERL 571 **3 Credits**

This course provides strategies for compiling and assessing literacy portfolios. Candidates will assess the quality of their work. Strategies to help candidates engage in metacognition and self-reflection will be examined. Candidates will compile an E-portfolio of evidence that demonstrates achievement of program learning outcomes.

Leadership Inquiry Project

ERL 572 **3 Credits**

(Course under development at time of printing.)

Master's Degree Project and Presentation

ERL 600 **3 Credits**

An individualized and guided demonstration or exploration of an important topic. The final activity of the Master of Education degree.

Master's Degree Thesis and Presentation

ERL 610 **3 Credits**

A major scholarly investigation of an approved theme or research topic. The final activity of the Master of Education degree.

Master's Degree Internship

ERL 620 **3 Credits**

Placement and direct supervised experience in a degree related environment. The final activity of the Master of Education degree.

Writing and Grammar I

ESL 10 **0 Credit**

ESL 10 is a beginning English grammar and writing course for non-native speakers of English. The grammar component of the course covers the simple tenses, question formation, nouns and pronouns, adjectives, and comparisons. The writing component of this course focuses on writing a variety of complete sentences and forming basic paragraphs. Students will learn to write on a variety of topics including family, friends, activities, lifestyles, people, places, and past events.

Reading Comprehension I

ESL 11 **0 Credit**

ESL 011 is a beginning course for developing reading ability and building a basic corpus of vocabulary. Students will engage in pre-reading and vocabulary reinforcement activities to ensure success. The course provides practice activities to improve vocabulary, speed, comprehension, and using the dictionary selectively. Students read passages with a variety of topics, sources, and purposes, including reading for pleasure. Basic idioms will be introduced as well.

Listening and Speaking Skills I

ESL 12 **0 Credit**

ESL 012 is a conversation-based beginning speaking and listening skills course for nonnative speakers of English. Students participate in a variety of situational activities to reinforce their understanding of simple tenses, develop basic vocabulary, and master a variety of functions become accustomed to basic interaction with native English speakers.

Writing and Grammar II

ESL 20 **0 Credit**

ESL 020 is a beginning course in basic English composition and grammar for non-native speakers of English. It stresses fundamental writing skills such as the basics of paragraph writing, and reviews the proper use of grammar structures, basic connectors, and combined sentences. The major verb tenses are reviewed, and the differences between the tenses are emphasized. Interrogatives, noun and pronoun use, and modal auxiliaries are all introduced.

Reading Comprehension II

ESL 21 **0 Credit**

ESL 021 is a high-beginning course for increasing reading ability by developing and refining the skills of pre-reading, scanning, skimming, guessing new vocabulary from context, making inferences, summarizing, and by identifying main ideas and patterns of organization. The course provides practice activities to improve vocabulary, speed, comprehension, and using the dictionary selectively. Students read passages with a variety of topics, sources, and purposes, including reading for pleasure.

Listening and Speaking Skills II

ESL 22 **0 Credit**

ESL 022 is a conversation-based speaking and listening skills course for non-native speakers of English at the high-beginning level. Students participate in a variety of situational activities to reinforce their understanding of simple and perfect tenses, develop vocabulary, and master a variety of functions to become accustomed to everyday interaction with native English speakers.

Writing and Grammar III

ESL 30 **0 Credit**

ESL 030 is an intermediate level course in basic English composition and grammar for non-native speakers of English. It stresses fundamental writing skills such as the basics of paragraph writing, and reviews the proper use of grammatical structures, basic connectors, and combined sentences. The major verb tenses are reviewed, and the differences between the tenses are emphasized. Conjunctions, comparisons, the passive voice, article use, gerunds and infinitives, and noun and adjective clauses are also introduced.

Reading Comprehension III

ESL 31 **0 Credit**

ESL 031 is an intermediate course for increasing reading ability by developing and refining the skills of pre-reading, scanning, skimming, guessing new vocabulary from context, making inferences, summarizing, and by identifying main ideas and patterns of organization. The course provides practice activities to improve vocabulary, speed, comprehension, and using the dictionary selectively. Students read passages with a variety of topics, sources, and purposes, including reading for pleasure.

Listening and Speaking Skills III

ESL 32 **0 Credit**

ESL 032 is a conversation-based course for intermediate ESL students that enables them to further develop listening and speaking skills through the study of American English. This course provides students with the opportunity to discuss a variety of topics such as family structure, group think, gender issues, and the media. Discussions and presentations are designed to increase the students familiarity with the major structures of English. Academic listening, note taking, and public speaking are emphasized.

Writing and Grammar IV

ESL 40 **0 Credit**

ESL 040 is an intermediate-level course in English composition and grammar for nonnative speakers. The grammar component of the course begins with a review of the major verb tenses. More sophisticated forms are also taught, such as count and non-count nouns, pronoun and article usage, and adverb clauses. The writing component of the course first reviews the elements of good paragraph writing, then stresses the fundamentals of the essay writing process. A focus is placed on the proper use of verb tenses and other grammar structures, including basic connectors and transitions, and combined sentences. Emphasis is placed on using supporting examples to argue, persuade, compare, and contrast.

Reading Comprehension IV

ESL 41 **0 Credit**

ESL 041 is a high-intermediate course for increasing reading ability and vocabulary by developing and refining the skills of prereading, scanning, skimming, guessing new vocabulary from context, making inferences, summarizing, and by identifying main ideas and patterns of organization. The course provides practice activities to improve vocabulary, speed, comprehension, and using a monolingual dictionary selectively. Students read passages with a variety of topics, sources, and purposes, including reading for pleasure.

Listening and Speaking Skills IV

ESL 42 **0 Credit**

ESL 042 is a conversation-based course for high-intermediate ESL students that enables them to further develop listening and speaking skills through the study of American English. This course provides students with the opportunity to discuss a variety of topics such as societal change, crime, and the modern media. Discussions and presentations are designed to increase the students familiarity with the major structures of English. Academic listening, note taking, and public speaking are emphasized.

Academic Writing Skills V

ESL 50 **0 Credit**

ESL 050 is a basic academic composition and developmental skills course in advanced English language structures and communication techniques. It prepares ESL students for college-level writing assignments such as expository essays, argumentative essays, and analytical writing.

Academic Reading Skills V

ESL 51 **0 Credit**

ESL 051 is an advanced course for refining reading skills, increasing speed and comprehension, and acquiring college-level vocabulary. Students learn to apply reading skills through discussions and exercises. Reading excerpts from college texts, comparing favored and un-favored view points, and making inferences are emphasized. Additional practice in note-taking, summarizing, inferring the meaning of vocabulary from context, and using the dictionary selectively is provided. Students will read passages on a variety of topics from several sources.

Academic Listening and Speaking Skills V

ESL 52 **0 Credit**

ESL 052 is designed to improve students listening comprehension and professional speaking skills. Emphasis is given to oral presentations of subjects related to the students area of academic interest and to topics pertaining to North American culture. Students whose first language is not English have the opportunity to practice and gain confidence in giving personal opinion and informative speeches and participating in discussions, interviews, and professional simulations. Specific aspects of pronunciation will be emphasized such as word stress, reduced forms, listening intonation, and minimal pairs.

Advanced English Grammar V

ESL 53 **0 Credit**

ESL 053 is an advanced grammar reinforcement and utilization course, emphasizing both oral and written language skills. This course focuses on the major structures of English and also explores the various exceptions and nuances of these structures. The use of grammar in contexts found in authentic materials is emphasized. The instructor will focus on the use of models, the passive voice, gerunds and infinitives, and adjective and noun clauses.

Academic Writing Skills VI

ESL 60 **0 Credit**

ESL 060 is an advanced composition course for students whose first language is not English. This course reviews the writing process, the academic essay, and argumentation. Students are introduced to collegiate papers and using research. Attention will also be given to clarity, sentence structure, and grammar.

Academic Reading Skills VI

ESL 61 **0 Credit**

ESL 061 is an advanced course for refining reading skills, increasing speed and comprehension, and acquiring college-level vocabulary. Students learn to apply reading skills through discussions and exercises. Reading excerpts from college texts, analyzing and using information from tables and graphs, and making inferences are emphasized. Additional practice in note-taking, summarizing, inferring the meaning of vocabulary from context, and using the dictionary selectively is provided. Students read passages with a variety of topics, sources, and purposes, including reading for pleasure.

Academic Listening and Speaking Skills VI

ESL 62 **0 Credit**

ESL 062 is designed to improve students listening comprehension and professional speaking skills. Emphasis is given to oral presentations of subjects related to the students area of academic interest and to topics pertaining to North American culture. Students whose first language is not English have the opportunity to practice and gain confidence in giving oral presentations by participating in impromptu talks, group discussions and debates, interviews, and professional simulations. Specific aspects of pronunciation will be emphasized such as word stress, rising intonation, and consonant deletion.

Advanced English Grammar VI

ESL 63 **0 Credit**

ESL 063 is an advanced grammar reinforcement and utilization course, emphasizing both oral and written language skills. This course focuses on the major structures of English and also explores the various exceptions and nuances of these structures. The use of grammar within the context of authentic materials is emphasized. The instructor will focus on the use of coordinating conjunctions and connectors, adverb clauses, and conditionals.

ESL/ELL Internship

ESL 418 **2-12 Credits**

This course is a practicum to provide an opportunity for students to apply what they have learned in K-12 classroom settings to complete their English as a Second Language (ESL) endorsement. The variable credit is to accommodate each students unique needs based on their professional growth plan. This course has two parts: a required seminar, and three different teaching experiences in K-12 classrooms; K-3, 4-8, and 9-12. Candidates are observed by a field supervisor who is an ESL or English Language Learner (ELL) Specialist for the ESL Endorsement. Candidates are required to work in a classroom specific to teaching ESL skills. Additional work may be required in a specialized program. This course is in compliance with Washington State Administrative Code provisions.

ESL Methods: Reading

ESL 415 **4 Credits**

This course focuses on how to teach English as a Second Language reading. This course focuses on the practice of strategies learned. Students will teach and reflect on several lessons during the course. You will learn various strategies for teaching literacy skills and functional vocabulary. The course will also emphasize reading assessment principles and methods.

Linguistics and Language Acquisition

ESL 421 **5 Credits**

This course is an introduction to the principles and uses of linguistics as they pertain to the teaching of English Language Learners (ELL) and the process of second language acquisition. Candidates investigate theories of language learning, evaluate language acquisition theories, and review the major factors that affect second language learning. Candidates examine ELL teaching methods and create their own theories about language learning and teaching. The focus is the nature of human language, grammatical aspects of language, psychology of language, and language in society. Candidates examine the theoretical principles, analyze their applicability, and determine how to use them effectively when teaching ELL classes.

ESL Literacy Methodology: Writing

ESL 426 **3 Credits**

This course focuses on how to teach English as a Second Language (ESL) writing. ESL endorsement candidates will review the pedagogical issues in ESL writing instruction, study curriculum and syllabus design, consider how to respond appropriately to student writing, and investigate writing assessment methods.

History of Bi-Lingual Education

ESL 430 **1 Credit**

(Course under development at time of printing.)

Cross Cultural Teaching and Learning Strategies and Assessment

ESL 434 **5 Credits**

Through this course students will consider the cross-cultural factors that influence second language learners and investigate what instructional practices and materials are best suited for specific situations. They will also examine topics such as cooperative learning, cross-cultural testing, peer teaching, and methods for integrating content and language.

Writing Strategies for ESL Learners

ESL 526 **3 Credits**

(Course under development at time of printing.)

Reading Strategies for ESL Learners

ESL 515 **4 Credits**

(Course under development at time of printing.)

Human Growth and Development, Adolescent Emp

ESM 300 **2 Credits**

This course explores the major theories of human growth and development and their application to the secondary classroom. It also examines the effects of various cultural, socioeconomic, and age considerations on development. In addition, candidates learn to recognize the physical, linguistic, cognitive, social, and emotional development of adolescents. Candidates also explore and compare theories of learning, including maturational, psychoanalytical, cognitive developmental, and the systems approach.

Curriculum and Instruction Diverse Secondary

ESM 301A **3 Credits**

This course is an introduction to reflective planning, teaching, and evaluation for prospective secondary teachers enrolled in an alternative route to certification. Participants learn basic principles of instructional design and effective teaching, with an emphasis on differentiating instruction for a diverse classroom. The course includes an introduction to the Washington Learning Goals, Essential Academic Learning Requirements, and the Grade Level Expectations (GLEs). Candidates learn about the dynamics that affect teaching and learning and a variety of approaches to positive involvement of all student and families. The companion course ESM 301B identifies the performance tasks completed during the candidate's mentored internship.

Performance: Curriculum and Instruction Diverse Secondary

ESM 301B **2 Credits**

This performance-based course is for candidates pursuing an Alternative Route to Residency Certificate in Secondary Math. The performance tasks demonstrate competency in the instructional planning learned in the companion course ESM 301A and in the candidate's mentored internship. The candidate demonstrates instructional design with an emphasis on effective practices and differentiation of instruction.

Special Education and Special Programs

ESM 307A **2 Credits**

This course provides candidates seeking an alternative route to certification in secondary math an overview of special programs, with emphasis on inclusion of learning differences in the general education classroom. Candidates examine environments, accommodations, and strategies for differentiation of instruction for ELL students, students with disabilities, and a variety of learning differences. This course includes an overview of ESL/Bilingual, gifted education, and federal, state, and local compensatory programs and services in addition to providing opportunities for learning about collaborative models for positively involving all as all students and families in the learning community.

Performance: Special Education and Special Programs

ESM 307B **1 Credit**

This is the performance task companion to ESM 307A, guiding candidate seeking an alternative route to certification in secondary math to demonstrate understanding of special programs, with emphasis on inclusion of learning differences in the general education classroom. Candidates differentiation instruction for ELL students, students with disabilities, and a variety of learning differences.

Differentiating Curriculum and Instruction

ESM 308A **2 Credits**

Candidates seeking an Alternative Route to Residency Certification in Secondary Mathematics are introduced to a variety of strategies to address a range of learning differences and challenges. Candidates explore methods to modify, extend, and personalize instruction to positively impact student learning and engagement.

Performance: Differentiating Curriculum and Instruction

ESM 308B **2 Credits**

This is the companion course to ESM 308A for candidates seeking an Alternative Route to Residency Certification in Secondary Mathematics. Candidates demonstrate skills in differentiating instruction and personalizing learning in the year long mentored internship.

Theory and Practice in Society; Secondary

ESM 311 **3 Credits**

This course requires candidates to utilize critical thinking and focused writing in their analysis of current social and educational issues influencing the American public school system, the 5-12th grade classroom, and the middle or high school age student. The primary goal of this course is to prepare candidates for their roles as teachers and mentors in a democratic, diverse, and global society. In order to understand this role, candidates must explore the complexity of teaching, learning, and schooling in the United States, including the historical, philosophical, social, and economic dimensions of American education, and relate these explorations to their role as future teachers and mentors to adolescents.

Candidates as prospective teachers, are encouraged to explore ways they might influence and shape the future of education in their community. Candidates learn appropriate use of critical thinking, reflective writing, and the APA format of academic writing. Candidates are also expected to develop and refine their own personal philosophy of education.

Professional Develop Seminar

ESM 370A **2 Credits**

This course is the Professional Seminar accompanying the first quarter of practicum for the Alternative Route to Residency Certification in Secondary Math. Candidates reflect upon the skills, dispositions, and attributes of professional math educators to develop a professional development plan for areas of growth.

Performance: Professional Development

ESM 370B **1 Credit**

This course is the performance based syllabus guiding demonstration of the math competencies, identified as gap areas in the self-assessment. This is the companion course to ESM 370A Professional Development Seminar, taken during the first quarter by candidates in the Alternative Route to Residency Certification in Secondary Math.

Classroom Management

ESM 409A **3 Credits**

This course is an introduction to the theories and practice of secondary classroom management for pre-service teachers seeking an alternative route to residency certification. The ideas presented, discussed, and practiced in this course are expressed within the philosophical notion of classrooms as communities largely constructed upon the values, actions, and beliefs of the classroom teacher. This philosophy requires a teacher to consider classroom management as a component that influences all aspects of interaction within the classroom and school experience.

Performance: Classroom Management

ESM 409B **2 Credits**

This course describes the performance tasks necessary to demonstrate understanding of the theories and practice of classroom management in the alternative route to residency certification in secondary mathematics. Candidates design and self-direct a project to demonstrate their ability to create a classroom learning community that positively includes all students and families.

Secondary Mathematics Methods

ESM 414A **5 Credits**

The purpose of this course is to explore the teaching and learning of mathematics at the secondary level. The course focuses on concepts, methods, materials, and models of effective teaching mathematics to middle school and high school students in a diverse and inclusive classroom. The premise of this course is that each individual actively constructs his or her own understanding of mathematics and comes to the classroom with prior knowledge and experiences; thus, each candidate must be cognizant and critical of that knowledge when assessing and designing instruction. Concurrent with the beginning of a candidate's yearlong mentored internship, participants actively engage in mathematics with students in a middle or high school setting, consider their own and students' thinking, evaluate curriculum, observe and practice instructional strategies, and design lessons for mathematics. Candidates examine the emergence of national and state standards for mathematics, the role of math in the workplace, and the issues around testing that influence instructional decisions in a diverse community.

Performance: Secondary Mathematics Methods

ESM 414B **2 Credits**

This performance syllabus, the companion to ESM 414A, is a guide for candidates in an Alternative Route to Secondary Math Residency Certificate to demonstrate competencies in math instruction. Each candidate demonstrates competency to teach mathematics in the areas of problem solving, math communications, and others identified in the candidates professional development plan created in ESM 370.

Assessment and Evaluation

ESM 416A **2 Credits**

This course is designed to provide pre-service teachers in an alternative route to secondary certification with the opportunity to understand, create, explain, and use assessment tools to measure student learning and guide instructional decisions. This course is an introduction to current assessment theories and practices within the field of education, with the companion field experience in ESM 416B to build quality classroom assessment that inform, guide and improve student learning.

Performance: Assessment and Evaluation

ESM 416B **2 Credits**

This course describes the self-directed performance tasks completed by candidates in an alternative route to secondary certification in their year-long mentored internship. Candidates demonstrate understanding and competency to pilot and reflect upon student focused assessment.

Apprenticeship I

ESM 470 **4 Credits**

This course is the Apprenticeship Seminar accompanying the first quarter of the yearlong mentored internship for Alternative Routes to Residence Certificate in Secondary Mathematics. Candidates work with their mentor teacher, cooperating teacher, and field supervisor to establish roles and an effective team for the candidate's gradual increase of responsibilities. Candidates plan for and manage their demonstration of competencies through performance tasks and the collection of evidence in their mentored internship.

Apprenticeship II

ESM 471 **4 Credits**

This course is the Apprenticeship Seminar accompanying the second quarter of the yearlong mentored internship for Alternative Routes 2-3-4 to Residency Certification in Secondary Math. Candidates increase responsibilities as a classroom teacher and demonstrate competencies in their endorsement area. Additionally, candidates learn of the reporting responsibilities for suspected issues of abuse and/or neglect.

Apprenticeship III - Student Teaching

ESM 472 **4 Credits**

This course is the Apprenticeship Seminar accompanying the third quarter of the year-long mentored internship for Alternative Routes to Certification in Secondary Math. Candidates increase responsibilities as a classroom teacher and demonstrate competencies in their endorsement area.

Instructional Strategies (K-12)

ESP 301 **5 Credits**

This course is an introduction to reflective planning, teaching, and evaluation for prospective Special Education teachers. Participants learn basic principles of instructional design, curriculum development, and instructional strategies related to the K-12 curriculum and appropriate for special needs students. The course includes a thorough introduction to the Washington State learning goals and Essential Academic Learning Requirements and focuses on best practices for effective teaching and learning. Participants create lesson plans, develop an instructional unit plan, practice micro-teaching in the university classroom and in their internship placements, and create an instructional resource file. A final examination is required. In addition, students are introduced to various instructional methods and strategies considered effective with different areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, physically disabled, health impaired, and gifted and talented. WAC components covered in this course include: instructional methods in special education, areas of alternative delivery systems, exceptionality, student assessment and evaluation. Procedural and substantive legal issues in Special Education will also be examined as they relate to the student assessment and evaluation requirements [WAC 180-79-396].

Child Growth and Development

ESP 306 **5 Credits**

This course explores the major theories of human growth and development and their application to the classroom. It also examines the effects of various cultural, socioeconomic, and age considerations on development. In addition, students will learn to recognize the physical, linguistic, cognitive, social, and emotional development of normal and exceptional children. They also will explore and compare theories of learning, including maturational, psychoanalytical, cognitive developmental, and the systems approach. This course is in compliance with Washington State Administrative Code provisions.

Special Education (K-12) Internship II

ESP 351 **1 Credit**

This course, the second of five supervised field experiences for prospective special education teachers, is a 40 - 60 hour experience designed as an orientation to teaching and life in the American public school system. The course has two main components: a seminar and a volunteer service experience in a local special education classroom setting. The field experience links theory with practice in a real-life setting. At the school site, interns are involved in a variety of introductory experiences related to their university classroom work and the school setting, mentored by a classroom teacher, and supervised by a university faculty member.

This course is in compliance with Washington State Administrative Code provisions.

Special Education (K-12) Internship III

ESP 352 **1 Credit**

These supervised field experiences for prospective special education teachers, are 40 - 60 hour experiences designed as an orientation to teaching and life in the American public school system. The course has two main components: a seminar and a volunteer service experience in a local special education classroom setting. The field experience links theory with practice in a real-life setting. At the school site, interns are involved in a variety of introductory experiences related to their university classroom work and the school setting, mentored by a classroom teacher, and supervised by a university faculty member. This course is in compliance with Washington State Administrative Code provisions.

Exceptionality in Special Education

ESP 401 **5 Credits**

This course is an elaboration of the philosophical model of exceptionality for Special Education based on both inclusion and specialist paradigms including: definitions, medical descriptions of different disabilities, terminology, and acronyms for Special Education. In addition, students will investigate different areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, speech and language disorders, hearing impaired, visually impaired, physically disabled, health impaired, and gifted and talented. This course explores developmental needs of exceptional individuals as they progress through life. WAC components to be covered in this course include: exceptionality, alternative delivery systems, strategies for Special Education, student assessment and evaluation, instructional methods in Special Education, and procedural and substantive legal issues in Special Education as they relate to the philosophical premise for Special Education services [WAC 180-82-360].

Curriculum Modification and Adaptation

ESP 402 **5 Credits**

This course will provide educators with the necessary foundations, strategies, and understanding to successfully modify and provide curriculum adaptations within the learning environment for the special needs of exceptional students. Course work and class activities will include topics on classroom arrangements, adaptive equipment, grouping, scheduling, homework materials selection, classroom management accommodations, effective delivery, and adaptation of subject content, as well as ways to direct students to areas of social competence and self determination. In addition, students will investigate various instructional methods and strategies considered effective with different areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, physically disabled, health impaired, and gifted and talented. WAC components to be covered in this course include curriculum modification and adaptation (including modifying the essential academic learning requirements), accommodations, special aids, technology and equipment.

Behavioral Analysis and Management

ESP 405 **5 Credits**

This course is an elaboration of the models for analyzing and managing student behavior, including basic types of student behavior, student motivation, prevention strategies, intervention strategies, and behavior change plans of action. In addition, teacher candidates investigate various behavior management strategies considered effective with different areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impairment, visual impairment, physical disability, health impaired, and gifted and talented. All components of the WACs are supported in this course, including the areas of alternative delivery systems and strategies for special education, exceptionality, and student assessment and evaluation requirements.

Student Assessment and Evaluation

ESP 408 **3 Credits**

This course provides teacher and endorsement candidates with the necessary foundations, strategies, and understandings to successfully perform assessments and evaluations of student learning abilities. Students will learn necessary skills to help make the most appropriate curriculum, services, and placement decisions. WAC 392-172 components, current Public Law 94-142, other current public laws, and other WACs, as applicable, are covered in this course and include exceptionality, procedural and substantive legal issues, behavioral analysis and management, instructional strategies, teaming, collaboration and transitions, learning environments, and alternative delivery systems.

Fundamentals of the IEP Process

ESP 409 **3 Credits**

This course provides teacher and endorsement candidates with the necessary foundations, strategies, and understanding to successfully organize, provide adaptations, and manage the learning environment for the special needs of exceptional students as necessary for writing and implementing a quality Individual Education Plan (IEP). Course work and class activities include: topics on creating collaborative relationships with parents, students, and other educators within school environments; successful transitions to inclusive settings; and working successfully with parents and members of education teams. WAC 392-172 components, current Public Law 94-142, new IDEA Improvement Act of 2004 and other current public laws and WACs as applicable covered in this course include student assessment and evaluation, areas of alternative delivery systems and strategies for special education, exceptionality, instructional methods in special education, and procedural and substantive legal issues in special education as related to the IEP process.

Teaming, Collaboration and Transitions

ESP 411 **3 Credits**

This course provides teacher and endorsement candidates with the necessary foundations, strategies and understanding to successfully organize, provide adaptations, and manage the learning environment for the special needs of exceptional students. Course work and class activities include topics on creating collaborative relationships with other educators within school environments; environments that foster acceptance and friendship; successful transitions to inclusive settings; and, working successfully with families as vital members of education teams. WAC 392-172 components covered in this course include: student assessment and evaluation, areas of alternative delivery systems and strategies for Special Education, exceptionality, instructional methods in Special Education, and procedural and substantive legal issues in Special Education.

Curriculum Modifications and Adaptations

ESP 423 **2 Credits**

This course provides educators with the pedagogical foundations, strategies, and understanding to successfully modify and provide curriculum adaptations within the learning environment for the special needs of exceptional students. Course work and class activities includes topics on classroom arrangements, adaptive equipment, grouping, scheduling, homework materials selection, classroom management accommodations, effective delivery, and adaptation of subject content, as well as ways to foster student social competence and self-determination.

In addition, participants investigate various instructional methods and strategies considered effective with specific areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, physically disabled, health impaired, and gifted and talented.

Learning Environment and Alternative Delivery Systems

ESP 424 **3 Credits**

This course provides special education (K-12) teacher endorsement candidates with the necessary foundations, strategies and understandings to successfully organize, provide adaptations, and manage the learning environment for the special needs of exceptional students. Course work and class activities include: placement systems, least restrictive environments, early interventions, regular education, self-contained classrooms, mainstreaming, inclusion, integration, and vocational programming.

Low-Incidence Disabilities

ESP 426 **2 Credits**

This course is a study of students identified with low-incidence disabilities. The course is an extension of the course ESP 401 on exceptionalities. Candidates will investigate the disabilities identified as Low Incidence: Developmentally Delayed, Autism Spectrum, Moderate/Severe Mental Retardation, hearing Impaired and Visually Impaired. Components of the course will include definitions, family, assessment and evaluation, instructional methods, and procedural and substantive legal issues in Special Education.

Special Education (K-12) Internship IV

ESP 450 **1 Credit**

This course, the fourth of five supervised field experiences for prospective special education teachers, is a 40-60 hour experience designed as an orientation to teaching and life in the American public school system. The course has two main components: a seminar and a volunteer service experience in a local K-12 special education classroom setting. Interns also participate in on-line discussions designed to help them become familiar with course content and procedures and to communicate quickly and regularly with their instructor/field supervisor. The field experience links theory with practice in a real-life setting. At the school site, interns are involved in a variety of introductory experiences related to their university classroom work and the school setting, mentored by a classroom teacher, and supervised by a university faculty member. This course is in compliance with Washington State Administrative Code provisions.

Student Teaching

ESP 452 **12 Credits**

This is a capstone clinical practicum combining theory and practice through the intern's acceptance of a major responsibility for the planning and organization of teaching within a full academic quarter. Classroom placement experiences will include all subjects offered in the K-12 special education curriculum allowing students opportunities to apply skills and knowledge for teaching at all grade level configurations; making curriculum modifications and adaptations; providing instruction in a variety of learning environments; assisting with student placement determinations, as well as maintaining required documentation for implementation of student individual educational plans. This course is in compliance with Washington State Administrative Code provisions.

Special Education (K-12) Internship V

ESP 461 **1 Credit**

This course, the final of five supervised field experiences for prospective special education teachers, is a 40-60 hours experience designed as an orientation to teaching and life in the American public school system. The course has two main components: a seminar and a volunteer service experience in a local special education classroom setting. The field experience links theory with practice in a real-life setting. At the school site, interns are involved in a variety of experiences related to their university classroom work and the school setting, mentored by a classroom teacher, and supervised by a university faculty member.

Internship

ESP 498 **1-5 Credits**

(Course under development at time of printing.)

Independent Study: Special Education

ESP 499 **1-5 Credits**

(Course under development at time of printing.)

Human Growth and Development

ESP 521 **2 Credits**

This course will explore the major theories of human growth and development and their application to the classroom. It will also examine the effects of various cultural, socioeconomic, and age considerations on development. In addition, candidates will learn to recognize the physical, cognitive, social, emotional, creative, and ethical development of normal and exceptional children. Candidates will assess communication and linguistic skills for children. They will also explore and compare theories of learning, including maturational, psychoanalytical, cognitive-developmental, and the systems approach.

Curriculum Modification and Adaptation

ESP 522 **3 Credits**

This course provides teacher candidates with the foundations, strategies, and an understanding to successfully modify and make adaptations to curriculum for students with exceptionalities. Coursework will also be presented on modification/adaptation for students with disabilities for state assessments. Coursework will include classroom arrangement, adaptive equipment, classroom management accommodations, instructional strategies, technology, and equipment.

Instructional Strategies K-12

ESP 523 **2 Credits**

This course focuses on the application of effective instructional strategies and methods for K-12 students with disabilities. Participants investigate various instructional methods and strategies considered effective with different areas of exceptionality. Components covered in the course include instructional methods, alternative delivery systems, communication and collaboration with general and special education professional, paraprofessionals, and families, student assessment and evaluation, and procedural legal issues in Special Education as they relate to student assessment and evaluation.

Classroom Management

ESP 524 **2 Credits**

This course includes the study and application of classroom management research, theoretical models, and strategies. Topics include student behavior, rules, procedures, parent involvement, cooperative skills, conflict resolution, problem solving, diversity, and self-esteem. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Behavior Analysis and Management

ESP 525 **3 Credits**

This course provides teacher candidates with exploration of models for analyzing and managing student behavior including basic types of student behavior, motivation, prevention strategies, intervention strategies, and behavior change action plans. The teacher candidates will explore behavior management strategies considered effective with different areas of exceptionality. Candidates will learn the process of conducting a functional behavioral assessment and will study options for constructing behavior intervention plans consistent with the assessment data.

Teaming, Collaboration and Management

ESP 526 **4 Credits**

This course examines methods that the teacher candidate with use in creating collaborative relationships with other educators in the education setting, developing family members as part of the team, and working with schools/agencies for successful transitions. The teacher candidates will examine techniques for supervising para-educators and developing them as team members. The course will also examine strategies for successful transitions for secondary students including school-to-work, transition planning, and meeting diversity and multi-cultural needs.

Learning Environments and Alternative Delivery Systems

ESP 527 **3 Credits**

This course is an examination of models for the delivery of education services to students with disabilities including placement systems, least restrictive environment, early intervention, general education, self contained classroom, inclusion, integration, and vocational programming. Coursework includes examining how learning environments and alternative delivery systems relate to each area of exceptionality in the education setting. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Student Assessment and Evaluation

ESP 528 **3 Credits**

This course provides teacher candidates with necessary foundations, strategies and understanding to successfully perform assessments and evaluation regarding student learning abilities. Candidates will learn necessary assessment/evaluation skills to assist the Individual Educational Plan (IEP) team to determine the most appropriate curriculum, instruction, services and placement decisions. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Fundamentals of IEP Process

ESP 529 **3 Credits**

This course provides the teacher candidates with the legal mandates of the Individualized Education Plan (IEP). The course is designed to provide the teacher candidates with state and federal mandates, procedural requirements, content requirements, parent participation, and practice writing IEP's for different students with disabilities. The course will also provide instruction in the transition requirement for older students with disabilities.

Exceptionality in Special Education

ESP 531 **4 Credits**

This course is a foundation course and the concepts learned here will be of use in other courses. It focuses on both inclusion and specialist paradigms in Special Education including definitions and medical descriptions of different disabilities and the terminology and acronyms of Special Education. Components of the course will include alternative delivery models, teaching strategies, assessment and evaluation, instructional methods, and procedural and substantive legal issues in Special Education.

Special Education Issues

ESP 532 **3 Credits**

This course focuses on procedural and legal issues in Special Education including federal laws, state laws, referral processes and due process. The course examines issues that focus on student, family, teacher and administrator interactions within legal parameters. Candidates will review case studies, role play situations, examine critical current issues, and review implications to the classroom for current issues in the courts. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Language Acquisition and Literacy Development

ESP 533 **5 Credits**

This course focuses on the skills involved with reading and writing development for students with exceptionalities. The candidates will develop lesson plans and demonstrate the Six Trait Writing Process. Philosophies of reading and writing development will be examined in relationship to best practices in teaching and learning for children with disabilities. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Mathematics: Concepts and Methods

ESP 541

(Course under development at time of printing.)

Diagnosing and Prevention Reading Problems

ESP 545 **2 Credits**

In this course, candidates will study a multidimensional approach to assessment. In addition, candidates will explore common problems associated with reading and remedies for those problems. This course qualifies as one of the courses needed for educators seeking a supporting K-12 Reading and Literacy Endorsement. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Diversity in Schools and Society

ESP 552 **2 Credits**

This course examines the diversity of the American school population. Within the course, the following issues of diversity in schools and society will be explored: culture/ethnicity, special needs, socioeconomic status, bilingual needs, and migrant status. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Intro to Schools and Society

ESP 556 **1 Credit**

This course is a foundation course and the concepts learned here will be of use in other courses. It reviews the MIT Conceptual Framework and goals. It will assist candidates in acquiring an understanding of the social, historical, and philosophical foundations of the American system of compulsory education. Candidates will be provided the opportunity to explore the moral, social, and political dimensions of society as they apply to the classroom, teaching, and the school. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Issues of Abuse for Educators

ESP 571 **1 Credit**

This course is a foundation course and the concepts learned here will be of use in other courses. It examines issues related to physical, sexual, and substance abuse based on existing statutes. It includes an overview of the steps for reporting abuse and a review of all relevant laws. Your instructor will provide a packet of current information, laws, and journal articles. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Internship I

ESP 572 **1 Credit**

Internship I is a four-week, half-day experience (twenty sessions) in a culturally diverse school. The internship is designed for candidates to participate in structured experiences with K-8 students who have diverse ethnicities and cultures, socioeconomic backgrounds, and special needs. Candidates are expected to actively assist the cooperating teacher. While they cannot teach lessons or handle the class by themselves, they can do any duty that educational assistants perform. Candidates are expected to complete observations and activities for Internship I, including work on a Standards-Based Portfolio. This course is a foundation internship and the concepts learned here will be of use in other internships.

Internship II

ESP 573 **2 Credits**

In this course, candidates complete a five-week field experience involving the equivalent of 25 half-day sessions in a school classroom placement. During this internship, candidates observe and reflect upon classroom procedures, teaching and learning processes, and student interactions. Candidates assist with individual students and small groups, and they plan and teach a minimum of two instructional plans/activities per week. During this field experience, candidates apply theory learned in university courses to refine classroom performance.

Internship III

ESP 574 **2 Credits**

Internship III is a six-week half-day experience (thirty sessions), allowing candidates to gain greater responsibility in the classroom. Candidates continue to observe lessons taught by the cooperating teacher, while assisting with general classroom duties, and working with small groups. They will develop, teach, and evaluate students' work under the guidance of the cooperating teacher and field supervisor, using resources within the school. Candidates develop and teach a minimum of one instructional plan and activity per day, including several sequential instructional plans and activities. Candidates are expected to complete observations and activities for Internship III, including work on a Standards-Based Portfolio.

Student Teaching I

ESP 575 **5 Credits**

Student Teaching is a twelve to thirteen week full-time experience (one hundred twenty or one hundred thirty sessions). Candidates are expected to complete an action research report for ESP 626 and all ESP 575/576 requirements. Classroom experiences include all the subjects offered in the curriculum for elementary and middle school levels.

Student Teaching II

ESP 576 **7 Credits**

Student Teaching is a twelve to thirteen week full-time experience (one hundred twenty or one hundred thirty sessions). Candidates are expected to complete an action research report for ESP 626 and all ESP 575/576 requirements. Classroom experiences include all the subjects offered in the curriculum for elementary and middle school levels.

Instructional Strategies for Reading

ESP 583 2 Credits

This course is a foundation course and the concepts learned here will be of use in other courses. In this course, candidates will study the instructional strategies involved in reading, including basal and literature based approaches. Major strategies for teaching reading and literacy will be examined, including the design and implementation of instructional plans for grades K-8. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Master Project

ESP 626 3 Credits

In this course, the student completes a project that encompasses the culminating requirements in the Master in Teaching program. The requirements include, but are not limited to, an action research report, a Standards-Based Portfolio, a Master Project, small group portfolio conference, and individual presentation of an action research project. This course is taught in seminars by advisors.

Issues of Abuse for Educators

ETC 471 1 Credit

This course examines issues relative to physical, sexual, and substance abuse based on existing statutes. It includes an overview of the steps for reporting abuse and a review of all relevant laws. In addition to the text, your instructor will provide a packet of current information, laws, and journal articles. This course is in compliance with Washington State Administrative Code provisions.

Human Growth and Development

ETC 501 2 Credits

This course will explore the major theories of human growth and development and their application to the classroom. It will also examine the effects of various cultural, socioeconomic, and age considerations on development. In addition, candidates will learn to recognize the physical, cognitive, social, emotional, creative, and ethical development of normal and exceptional children. Candidates will assess communication and linguistic skills for children. They will also explore and compare theories of learning, including maturational, psychoanalytical, cognitive developmental, and the systems approach.

Health, Fitness, and Safe Living

ETC 502 2 Credits

This course provides planned learning experiences that encourage effective decision making. This course will introduce the foundations of good health, including the importance of physical fitness and safe living. Candidates will be alerted to major health issues concerning children, the social forces that affect them, and the need to impart information on these issues sensitively. Issues of wellness will be approached in ways that help candidates recognize potentially dangerous situations, clarify misconceptions, and find reliable sources of information. Candidates will be acquainted with the resources and methods used for instruction. The course will examine the scope and sequence of health, fitness, and safe living curricula. This course is a foundation course and the concepts learned here will be of use in other courses.

Creative Arts

ETC 503 2 Credits

This course will identify basic elements, principles, related concepts, and vocabulary of the creative arts. Students will be introduced to various media, lesson planning, and ways of integrating the arts into planning academic, technological, and multicultural curricula for K-8 classrooms. This course is a foundation course and the concepts learned here will be of use in other courses.

Classroom Management

ETC 504 2 Credits

This course includes the study and application of classroom management research, theoretical models, and strategies. Topics include student behavior, rules, procedures, parent involvement, cooperative skills, conflict resolution, problem solving, diversity, and self-esteem. This course is a foundation course and the concepts learned here will be of use in other courses.

Educational Testing, Assessment, and Evaluation

ETC 511 2 Credits

This course examines assessment from the perspective of the classroom teacher. It focuses on the development and use of effective classroom assessment practices, both formal and informal, to evaluate and ensure the continuous intellectual, social, and physical development of learners. Participants in this course will explore various forms of classroom assessment with particular emphasis on performance assessment, performance criteria, and assessment rubrics. Candidates will receive an introduction to large scale assessment, the Washington State Essential Academic Learning Requirements (EALRs), and the Washington Assessment of Student Learning (WASL). This course is a foundation course and the concepts learned here will be of use in other courses.

Curriculum and Instructional Methods

ETC 519 3 Credits

This course reviews The MIT Essential Dispositions. It examines the basic principles of instructional design, curriculum development, and instructional strategies as applied to the K-8 curriculum. There is an emphasis on content and teaching methods. This course is designed to teach the candidates how to develop an instructional plan and unit plan. This course is a foundation course and the concepts learned here will be of use in other courses.

Fundamentals of Teacher Research

ETC 530 1 Credit

This course examines the principles of action research to determine how classroom teachers can use them. This course is taught in seminars by advisors. The knowledge and skills about the principles of this form of research acquired at these seminars will then be applied to the Master in Teaching Program Master Project in ETC 600.

Mathematics: Concepts and Methods

ETC 541 5 Credits

This course will assist candidates in acquiring and demonstrating a functional understanding of mathematics concepts and methods taught in grades K-8. Study will include an investigation of the different teaching strategies to motivate and help children learn mathematical concepts. Also included is an examination of a variety of curricular materials. This course emphasizes hands-on instruction, state and national standards, the use of manipulatives, and technology in the classroom. This course is a foundation course and the concepts learned here will be of use in other courses.

Language Arts: Concepts and Methods

ETC 542 3 Credits

This course focuses on the scope and sequence of the K-8 language arts program. It takes into consideration differences in learning abilities and styles among different ethnic, cultural, and socioeconomic backgrounds. Emphasis is placed on the function of language, the integration of the language arts program, the school curriculum, whole language instruction, technology, and diversity issues. This course is in compliance with Washington State Administrative Code provisions, including the Core Competencies for Elementary Educators.

Social Studies: Concepts and Methods

ETC 544 **4 Credits**

This course examines the scope and sequence of K-8 planning and implementing of lessons in social studies. Differences in learning, abilities, and styles among students with different ethnic, cultural, and socioeconomic backgrounds are discussed. Values derived from these differences and the problems of teaching social studies in our society are considered. Practical exercises using a variety of methodological techniques for designing and developing interdisciplinary, multicultural curriculum components are illustrated. This course is a foundation course and the concepts learned here will be of use in other courses.

Diagnosis and Prevention of Reading Problems

ETC 545 **2 Credits**

In this course, candidates will study a multidimensional approach to assessment. In addition, candidates will explore common problems associated with reading and remedies for those problems. This course is in compliance with Washington State Administrative Code provisions, including the Core Competencies for Elementary Education, and also qualifies as one of the courses needed for educators seeking a supporting K-12 Reading Endorsement.

Science: Concepts and Methods

ETC 546 **4 Credits**

In this course, candidates learn to teach science to children in grades K-8 using content and activities appropriate for children at various levels of cognitive development. The course focuses on scientific inquiry, content and process of comprehensive science programs, and connections between science and culture. Candidates explore instructional methods and curriculum materials commonly used in schools, engage in a personal science investigation, and plan instruction that promotes children's thinking skills and helps them to acquire positive attitudes toward science.

Multicultural Education

ETC 552 **2 Credits**

This course examines the diversity of the American school population. Within the course, the following issues of multicultural education will be explored: equity, race, gender, religion, culture, and special needs. In addition, social issues affecting students, such as poverty, homelessness, and the changing family structure will be discussed. This course is in compliance with Washington State Administrative Code provisions, including the Core Competencies for Elementary Educators.

Public School Law

ETC 553 **2 Credits**

This course examines public school law. The emphasis for this course will be placed on the rights and responsibilities of candidates, teachers, and administrators. Key laws and cases in each of the subject areas described in the course outline are discussed, and the legal analysis employed by the courts to reach a decision is revealed. Actual cases employing this analysis are then discussed and the student examines how the law is applied to facts to decide the case at hand, and make new law for future cases. Once the legal analysis in a subject area is understood, hypothetical examples requiring use of this analysis are discussed. This process provides guidance on the structure of the law, how variance in facts may affect liability, what issues and facts are important to legal claims, and what the lawyers and court are likely to do in various legal settings. This course is in compliance with Washington State Administrative Code provisions, including the Core Competencies for Elementary Educators.

Intro to Schools and Society

ETC 556 **1 Credit**

This course reviews the MIT Conceptual Framework and goals. It will assist candidates in acquiring an understanding of the social, historical, and philosophical foundations of the American system of compulsory education. Candidates will be provided the opportunity to explore the moral, social, and political dimensions of society as they apply to the classroom, teaching, and the school. Candidates will be provided the foundation for the development of a personal working philosophy of education. This course is a foundation course and the concepts learned here will be of use in other courses.

Issues of Abuse for Educators

ETC 571 **1 Credit**

This course examines issues related to physical, sexual, and substance abuse based on existing statutes. It includes an overview of the steps for reporting abuse and a review of all relevant laws. Your instructor will provide a packet of current information, laws, and journal articles. Your instructor may opt to employ online approaches to the assignment identified in this syllabus.

Internship I

ETC 572 **1 Credit**

Internship I is a four-week, half-day experience (twenty sessions) in a culturally diverse school. The internship is designed for candidates to participate in structured experiences with K-8 students who have diverse ethnicities, socioeconomic backgrounds, and special needs. Such experiences provide opportunities for candidates to understand the unique contributions, similarities, differences, interdependencies, and special needs of students. Candidates are expected to actively assist the cooperating teacher. While they cannot teach lessons or handle the class by themselves, they can do any duty that educational assistants perform. Candidates may help with material preparation, work with small groups, tutor, and assist with general classroom duties. Candidates are expected to complete observations and activities for Internship I, including work on a process portfolio. This course is a foundation internship and the concepts learned here will be of use in other internships.

Internship - Observation II

ETC 573 **2 Credits**

Internship II is a five week, half-day experience (twenty-five sessions) designed to continue the field experience. During this internship, candidates are encouraged to observe classroom procedures, observe the teaching processes, and observe student interactions and learning styles. In addition to the experiences described for Internship I, candidates plan and teach a minimum of two instructional plans/activities per week and reflect on the instructional plans/activities using feedback from the cooperating teacher and field supervisor. Candidates are expected to complete observations and activities for Internship II, including work on a Standards-Based Portfolio.

Internship III

ETC 574 **2 Credits**

Internship III is a six-week half-day experience (thirty sessions), allowing candidates to gain greater responsibility in the classroom. Candidates continue to observe lessons taught by the cooperating teacher, while assisting with general classroom duties, and working with small groups. They will develop, teach, and evaluate students' work under the guidance of the cooperating teacher and field supervisor, using resources within the school. Candidates develop and teach a minimum of one instructional plan and activity per day, including several sequential instructional plans and activities. Candidates are able to teach up to eight subjects, make smooth transitions between instructional plans and activities, manage breaks between class periods and develop unit plans which require sequential instructional plans and activities over several days. Close supervision is essential in order to determine the advancement to Student Teaching. Candidates are expected to complete observations and activities for Internship III, including work on a Standards-Based Portfolio.

Student Teaching I

ETC 575 **5 Credits**

Student Teaching is a twelve to thirteen week full-time experience (one hundred twenty or one hundred thirty sessions). Candidates are expected to complete an action research report for ETC 600 and all ETC 575/576 requirements. Classroom experiences include all the subjects offered in the curriculum for elementary and middle school levels.

Student Teaching II

ETC 576 **7 Credits**

Student Teaching is a twelve to thirteen week full-time experience (one hundred twenty or one hundred thirty sessions). Candidates are expected to complete an action research report for ETC 600 and all ETC 575/576 requirements. Classroom experiences include all the subjects offered in the curriculum for elementary and middle school levels.

Instructional Strategies for Reading Development

ETC 583 **2 Credits**

In this course, candidates will study the instructional strategies involved in reading, including basal and literature based approaches. Reading will be discussed in relationship to standards and research. Major strategies to the teaching of reading and literacy will be examined, including the design and implementation of instructional plans for grades K-8. This course is in compliance with Washington State Administrative Code Provisions, including the Core Competencies for Elementary Educators, and also qualifies as one of the courses needed for educators seeking a supporting K-12 Reading and Literacy Endorsement.

Special Education and Special Programs

ETC 584 **1 Credit**

Examination of models for the delivery of services in special education including placement procedures, least restrictive environment, early interventions, inclusion, self-contained classrooms, mainstreaming, integration, and school-to-work programs. Identification and examination of other special programs including ESL/bilingual, gifted, federal, state, and local compensatory programs and services. This course is in compliance with Washington State Administrative Code provisions.

Special Education and Special Programs

ETC 585 **2 Credits**

This course examines models for the delivery of services in special education as defined by the federal Individuals with Disabilities Education Act (IDEA) including definitions, placement procedures, least restrictive environment, early interventions, inclusion, program delivery models, integration, and school to work programs. It also identifies and examines other special programs including Section 504 of the 1973 Rehabilitation Act, English Language Learner (ELL), bilingual, highly capable, and federal, state, and local compensatory programs and service. This course is a foundation course and the concepts learned here will be of use in other courses.

Technology Integration in the Classroom

ETC 586 **2 Credits**

This course provides an opportunity for candidates to apply concepts and skills learned here in other courses and in field experiences. It examines current issues and trends in educational technology as used in K-8 schools. Technology hardware and various types of educational software are explored with an emphasis on integrating technology across the K-8 curriculum. Candidates are encouraged to use collegial review of the Standards-Based Portfolio assignment identified in this syllabus.

Independent Study: Master in Teaching

ETC 599 **1-3 Credits**

Guided investigation of theoretical or applied topics selected individually and approved as complementary to an emphasis or field of study. Students create an "Independent Learning Contract" (I.L.C.).

Prerequisite: Permission of Senior Faculty.

Master's Project

ETC 600 **3 Credits**

In this course, the student completes a project that encompasses the culminating requirements in the Master in Teaching program. The requirements include, but are not limited to, an action research report, a process portfolio, a Master Project, small group portfolio conference, and individual presentation of an action research report. This course is taught in seminars by advisors. This course is in compliance with Washington State Administrative Code provisions, including the Core Competencies for Elementary Educators.

Capital Formation and Corporate Management

FIN 541 **3 Credits**

In this class students will understand and be able to analyze the appropriate use of The Financing of new and growing ventures has, along with most economic activity become global as well as local in scope. Venture Capital firms, Angel Investors, Capital Management Companies, Investment Banks, and other entities now operate everywhere, and their impact on capital formation and corporate management is profound. In addition to describing how these methods of capital formation function, this course will survey the methods used to implement mergers and buyouts when they are adopted as part of a company's strategy.

Banking and the Movement of Capital

FIN 542 **3 Credits**

In this course students will understand the role of banking in business development and management. From the use of micro-loans in developing economies, through local and regional service banks, to the role of national and multi-national institutions, students will learn how banks function. Special topics will include investment banks and the function of institutions such as the International Monetary Fund and the World Bank.

Equity Markets and Debt Instrument Management

FIN 543 **3 Credits**

In this course students will learn how the markets in securities and capital investments work in detail. The course will also describe how securities are valued, how portfolios are managed, and the role of debt instruments such as bonds. Finally, the dynamics of behavioral finance, and its effect on trading and value will be surveyed. The skills learners will gain will have profound long tem impacts on their personal lives as well as in their professional responsibilities.

Financial Management and Not for Profit Organizations

FIN 544 **3 Credits**

In this course the student will explore key finance issues in public organizations and not for profit corporations. The broad content will include public sector bonding and levying fees, to the role of philanthropy funding in major Non Governmental Organization [NGO] operations. Different methods of budgeting and accounting from corporate methods will also be presented.

Introduction to Personal Financial Planning

FP 505 **3 Credits**

This course introduces the student to the process of producing a comprehensive financial plan that is designed to fit a clients financial needs and goals. The course focuses on personal financial planning statements, cash flow, debt management, ethics, and specific areas comprising a customized financial plan. Students will learn how to gather and assess client information. They will also be given an orientation to financial services, markets and institutions, risk management, real estate, investment and security analysis, retirement and estate planning, employee benefits, tax management, and the time value of money.

Financial Planning, Insurance and Risk Management

FP 569 **3 Credits**

An introduction to the financial planners role and responsibilities with regard to evaluating a clients personal and business risk and designing a program to manage it. Students will learn how to conduct a risk assessment and design an insurance strategy to cover risks. They will also learn how to apply certain evaluative functions including tax management and the time value of money. Finally, they will learn how to select insurance policies and insurance companies.

Prerequisite: Students enrolling for this course as part of the Certificate Program in Personal Financial Planning with the goal of writing the CFP Board Certification exam are required to take FP 570 first if they do not have significant experience in personal financial planning.

Introduction to Personal Financial Planning

FP 570 **3 Credits**

This course introduces the student to the process of producing a comprehensive financial plan that is designed to fit a clients financial needs and goals. The course focuses on personal financial planning statements, cash flow, debt management, ethics, and specific areas comprising a customized financial plan. Students will learn how to gather and assess client information. They will also be given an orientation to financial services, markets and institutions, risk management, real estate, investment and security analysis, retirement and estate planning, employee benefits, tax management, and the time value of money. This course is for those students pursuing a Personal Financial Planning Certificate.

Investment Management

FP 571 **3 Credits**

FP 571 is an introduction to investment and investment planning. This course is intended for students who are taking personal financial planning courses to satisfy the educational requirements necessary to become Certified Financial Planners. The course covers the operation of securities markets and the types and uses of different investment vehicles. Students will also learn how to find and interpret investment information and how to measure risk and return. They will use formulas, models, and other tools to value different types of investment alternatives and to plan portfolios to fit the needs of individual investors. Investment strategies will include attention to tax consequences and the time value of money.

Financial Analysis

FP 572 **3 Credits**

An introduction to financial statement analysis and its use in developing estimates, inferences, and forecasts regarding a company's economic performance, prospects, and risks. Students will get insights into the sources and nature of the data that appear in financial statements. They will then learn and apply methods of financial statement analysis used by different types of decision-makers, including security analysts, investment advisors, fund managers, bankers, and individual investors.

Prerequisite: MC 500.

Employee Benefits and Retirement Planning

FP 574 **3 Credits**

This course is an introduction to employee benefits and retirement planning in the context of the financial planning process. Students will learn about the various benefit and retirement programs that are available to employees as well as the legal, financial and tax-related aspects that must be considered when evaluating a program. They will also learn how to create a personal financial plan reflecting the employee benefits and retirement needs of a client. Finally, they will learn to consider the consequences of the time value of money in benefit and retirement planning.

Taxation and Planning

FP 575 **3 Credits**

This course covers the basic principles of tax planning and tax compliance as they pertain to both individuals and businesses. The focus is on how a finance professional can assist a client to develop an optimal tax strategy consistent with the clients short-term and long-term objectives. Students will analyze taxation as it relates to both corporate and individual income as well as to investments, property transactions, and important issues in personal retirement and estate planning.

Estate Planning

FP 576 **3 Credits**

This course is an introduction to the concepts of estate planning in the context of the financial planning process. Students will learn about the estate planning options that are available and the consequences of the federal estate, gift, and income tax laws. They will also learn how to create a personal financial plan reflecting the estate planning needs of a client. Finally, they will learn the consequences of the time value of money in estate planning.

Investment Management

FP 580 **3 Credits**

This course is an introduction to investment and investment planning. The course covers the operation of securities markets and the types and uses of different investment vehicles. Students will also learn how to find and interpret investment information and how to measure risk and return. They will use formulas, models, and other tools to value different types of investment alternatives and to plan portfolios to fit the needs of individual investors. Investment strategies will include attention to tax consequences and the time value of money. This course is for those students pursuing a graduate certificate in Financial Management or an MBA with a Financial Management emphasis..

Capstone Course for Personal Financial Planning

FP 600 **3 Credits**

This capstone course provides students with the opportunity to integrate and practice a wide range of knowledge and skills they learned from their general (core) business management courses and from the specialized courses on personal financial planning. Students will analyze authentic situations commonly faced by personal financial planners. They will exercise their problem-solving skills, and practice developing strategic business plans and personal financial plans for clients.

Prerequisites: Students enrolling in FP 600 must be in their last quarter of study or have completed all of the other courses required for the MBA in Personal Financial Planning. Any exceptions must have special permission from the Program Director for the MBA in Personal Financial Planning.

Associate Degree Capstone

GS 295 **5 Credits**

This course, the final class in the general studies program, offers students the opportunity to integrate and consolidate their knowledge of the discipline. It is strongly recommended that students complete all other courses in their program before enrolling in GS 295.

General Studies Degree Capstone

GS 495 **5 Credits**

This course, the final class in the general studies bachelor level program, offers students the opportunity to integrate and consolidate their knowledge of the discipline. It is strongly recommended that students complete all other courses in their program before enrolling in GS 495.

PHR/SPHR Preparation

HR 401 **5 Credits**

This course is designed to prepare qualified practitioners for the Professional in Human Resource Management or Senior Professional in Human Resource Management national certification examination. This class is intended to increase the student's understanding of the emerging role of the human resource function in today's organization. It is presented from an organizational perspective so that both manager and practitioner can gain insights into the strategic role of human resources. The student will study six areas of human resource management: strategic management, workforce planning and employment, human resource development, compensation and benefits, employee and labor relations, and occupational health, safety, and security.

Strategic Management of Human Resources

HR 405 **5 Credits**

This course is designed to identify the role of human resources; the processes and activities used to strategically formulate and implement human resources objectives, practices, and policies to meet the short- and long-range organizational needs and opportunities; human resources contributions to organizational effectiveness.

Employee Relations

HR 406 **5 Credits**

This course is designed to cover areas of employee relations and supervisory management with a focus on the art of empowering and developing people in the work environment. The course covers related topics such as planning and organizing, leading, managing change, group development and team building, coaching for higher performance, labor relations, and legal issues.

Employment Law

HR 407 **5 Credits**

This course provides an analysis of federal and state laws as they affect the human resource function, including equal employment opportunity, wage and overtime payment, employment agreements, and other restrictions on management's rights. Emphasis is on applying employment laws to develop programs that enable organizations to be proactive in meeting both company and work force needs, with a focus on resolving workplace disputes, implementing and administering personnel policies and practices in compliance with applicable law, and preventing litigation.

Employee Benefits

HR 411 **5 Credits**

This course is designed to provide an understanding of employee benefits programs and practices and how and why employers provide benefits as they do. Employee benefits are a significant component of total compensation and offer employers added flexibility in compensation design. Topics include planning and administering employee benefits programs, regulation of discretionary employee benefits offerings, health insurance programs, company-sponsored retirement programs, and compensating the flexible workforce.

Human Resource Development

HR 440 **5 Credits**

This course is designed to provide a systems approach to the opportunities and responsibilities of managers in the development of their organization's human resources; building and maintaining a productive work team; career planning; training and development; performance appraisal; the integration of personnel, department, and organizational goals.

Employee Staffing, Training, and Development

HR 508 **3 Credits**

This course examines staffing, training, and organizational development techniques organizations use to build group and individual skills while tying anticipated results to improvements in organizational effectiveness. The course also focuses on policies and procedures for both short- and long-range human resource planning for a competent work force, job analysis, legal compliance, recruitment and selection, employee separations and retention, training, and career management.

Employment and Labor Law

HR 510 **3 Credits**

This course focuses on current legislative and administrative requirements imposed on business in the area of employment and labor relations. Emphasis is on areas regulated by the Equal Employment Opportunity Commission, National Labor Relations Act, and Federal Labor Relations Board. Topics include the following: Fair Labor Standards Act, employee benefits, tort and law issues of particular concern to human resource managers, labor laws, collective bargaining, contract negotiations, and unfair labor practices.

Compensation and Benefits

HR 512 **3 Credits**

The course examines contemporary issues and problems in compensation and benefits management and surveys concepts and processes for compensating employees. Topics include indirect and direct compensation, legally required employee benefits and voluntary programs, governmental regulations, and external social factors affecting compensation.

Modern World History

HST 306 **5 Credits**

An examination of global changes since 1900. Topics include scientific and technological developments, economics, cultural trends and social changes, as well as politics and international relations.

Introduction to Philosophy

HUM 200 **5 Credits**

An overview of classical and contemporary philosophical theories. Topics addressed include theories of knowledge; the nature of mind; the status of science; ethics; social and political philosophy; aesthetics; and the philosophy of religion.

Introduction to the Humanities

HUM 220 **5 Credits**

An overview of classical and contemporary philosophical theories. Topics addressed include theories of knowledge; the nature of mind; the status of science; ethics; social and political philosophy; aesthetics; and the philosophy of religion.

Introduction to World Literature

HUM 222 **5 Credits**

An exploration of fiction from Europe, Asia, Africa and the Americas. Emphasis will be placed on the social, economic and cultural contexts in which the works were produced. While the stories are selected from a variety of cultures, students will be able to trace the treatment of a common theme: the sometimes difficult relationship between the individual and society in the twentieth century.

International Relations

INT 301 (SS) **5 Credits**

This is an upper division social science course which evaluates the political and economic behavior of nations in the international arena. Topics examined include: U.S. world leadership, nuclear politics, terrorism, and contemporary trends in the international political economy. This course covers the political and economic aspects of behavior among nations on the international scene. Rather than concentrating on one international region, this course will focus upon the major issues which face the United States in the international arena. The course will cover historical as well as current issues. Particular emphasis will be placed on the role of the United States, Europe, and Asia.

International Economics

INT 302 (SS) **5 Credits**

An introduction to international economics and trade designed specifically for non-economics majors. Topics addressed include basic theories of trade, foreign exchange markets, balance of payments, tariffs and quotas, trade restrictions, trade balance, and the international debt crisis.

International Law

INT 304 (SS) **5 Credits**

An examination and analysis of the fundamental concepts of international law. Topics examined include the development of a body of international law; rights of individuals and sovereign states within the international arena; territorial questions; international transactions; and the legal issues surrounding armed conflicts.

Overview of the European Union

INT 305 **5 Credits**

A study of the social, economic, political/legal and technological issues surrounding European integration and their impact on strategic management of business. The course also focuses on the changes in Central and Eastern Europe and examines the Single European Market in a global context.

Comparative European Ethics

INT 306 **5 Credits**

This course is an introduction to comparative ethical issues from a European perspective. During the 20th Century, ethics on the European continent and elsewhere have, to many people, become subjective and relativistic. Ideas of moral or ethical behavior now compete for support in the popular press, political world and academic environment. This course explores how these competing moral theories affect the ways in which contemporary individuals approach and answer practical life questions. The course focuses on how various ethical theories would answer questions about choosing careers, understanding the duties of citizenship, defining the limits of one's responsibility, selecting alternatives among environmental dilemmas and setting public policy.

Sociology of World Affairs

INT 404 **5 Credits**

A study of the varied forms in inequality among the nations and regions of the world and how those inequalities in wealth, power and prestige affect the world economy and political structure. Emphasis is given to the social and economic inequalities of life in the developing nations in the areas of race, gender, ethnic origin and class. The course considers how inequalities among nations give rise to resistance, protest, group mobility and world conflict.

Fundamentals of Computing

IS 201 **5 Credits**

This survey course will cover hardware, software, middleware, applications, databases, networks, and the World Wide Web. This course introduces flowcharting, process and data modeling techniques, the software development lifecycle, programming logic, and structured testing. In addition, various roles of IS&T professionals such as a systems analyst, programmer, systems administrator, data administrator, network analyst, and project manager are examined.

Technical Communication

IS 305 **5 Credits**

This course includes technical writing, oral communications and presentations, negotiation, and global awareness in communications to provide students the basics in human communication and interaction. In addition, team leadership and team work (face-to-face as well as virtual) will be covered.

Project/Change Management

IS 320 **5 Credits**

This course will use the Project Management Body of Knowledge (PMBOK) as its foundation and will cover estimating, subcontracting, and change management models. The student will learn how to plan and manage software projects as well as how to implement change in organizations. The Kotter model for change management along with other industry change models will be covered as well. Finally, project management practices applicable to outsourcing will be covered.

Information Systems

IS 330 **5 Credits**

This course will cover information systems taxonomies and general applications such as CRM, SCM, eCommerce, ERP, business intelligence, knowledge management, finance and accounting, personal productivity, computer supported cooperative work (groupware), and global systems. Future trends and directions of information systems will conclude this course.

Operating Systems

IS 340 **5 Credits**

This course covers the internals of operating systems such as Vista, UNIX, and Linux (open source). In addition, the relationships between the operating system and hardware, applications, and the user will be explored. In particular, data storage techniques, data structures, and some algorithms will be covered. Scripting languages will be introduced where appropriate.

Security

IS 345 **5 Credits**

This course covers physical, operating systems, database, network, and information security necessary in today's business environment. It covers risk analysis, threats, organizational weaknesses, encryption, and concludes with the development of a personal and organizational disaster recovery management plan.

Systems Analysis and Design

IS 350 **5 Credits**

This course covers systems analysis and design using the Software Engineering Body of Knowledge (SWEBOK) as a foundation. Data, process, and network modeling are covered along with frameworks such as the Zachman Framework and The Open Group Architectural Framework (TOGAF). Object technologies will be built into the program along with design patterns. Students will complete the design of a system by the end of this course.

Database Technologies

IS 360 **5 Credits**

This course covers data modeling, design, normalization, change control, backup / recovery, data dictionaries, client server architecture, SQL, Relational and Object Databases, Access, and Oracle, mySQL (open source). The emphasis is on understanding why information resources are of critical importance and how to manage them. The course concludes with a discussion of the differences between the economics of information and the economics of physical goods as well as future directions of database technologies.

Internet Technologies

IS 405 **5 Credits**

This course covers internet / network protocols such as TCP/IP, HTTP, and SOAP; LAN/WAN; wireless technologies; fiber optics; and Web services. Microsoft's IIS and Apache (open source) will also be included. The course concludes with discussions on capacity planning and on future trends and directions.

Programming

IS 410 **5 Credits**

This course covers C#, the .NET platform, and Java using object technology concepts such as class libraries, polymorphism, and single and multiple inheritance in addition to basic control flow, data types, event handling, and data structures. Methods such as agile methods will be introduced. Students will write, test, and implement a small software project at the conclusion of this course.

Web Design

IS 420 **5 Credits**

This course covers basic Web design topics for developing Web sites such as XHTML tags for creating page layouts, forms, tables, and frames in addition to such topics as CSS as XML / XSL. The emphasis in this course is on the client-side of Web development and students will complete a design of a Web site by the end of this class.

Web Programming

IS 430 **5 Credits**

This course covers both client side and server side development technologies. Topics include JavaScript and Applets on the client side and Perl / CGI, PHP, Ruby, Ruby on Rails, and Ajax on the server side. The emphasis in this course is on programming.

Quality Assurance

IS 440 **5 Credits**

This course covers software testing throughout the entire lifecycle of systems development. In addition, peer reviews, AARs, lessons learned, and audits will be covered. Students will develop a QA Plan for their organization as a deliverable of this course.

Software Process Management

IS 450 **5 Credits**

This course covers software process improvement concepts including CQI, CMMI, and PCMM. These concepts illustrate how to assess the current state of software development and provide practice in how to systematically improve and manage the software development process using national and international standards. Both the improvement of the software development process as well as the improvement of the capability of software professionals is covered. Students will create a software process improvement plan by the end of this class.

IT Service Management

IS 470 **5 Credits**

This course covers IT Service Management practices from various sources such as TQM, SEI CMMI, and ITIL. Topics include change management, incident management, problem management, and service level management among others. Students will develop a service management plan in this class and consider what should be done in-house and what can be outsourced.

Software Development (Capstone)

IS 480 **5 Credits**

This course covers the development of a software product using requirements analysis, feasibility, design, build, test, and implementation. This course requires the use of agile methods and project management. This Capstone Course utilizes the key concepts, ideas, practices, and tools learned in the previous classes.

Managing the Technology Career

ITMGMT 500 **3 Credits**

During this first course in the Technology Management program, students will begin the process of preparing themselves personally for a career in IT (Information Technology) leadership. Because each individual entering the program comes with a unique background and skill set, we will use a systematic process for setting career goals, with a focus on individual strengths and developmental areas. We will then focus on a variety of professional development skill areas to align to student goals, including communication skills (written, verbal and non-verbal), presentation skills, influence and networking within and across organizations, and working effectively in cross functional teams.

Managing the Technology Project

ITMGMT 510 **3 Credits**

Project management has become a foundational skill for all business and technology managers. This course will explore the unique challenges of managing projects with technology enablers. You will study and apply best practices in project management including planning, scheduling, managing cost, quality, and risk, while monitoring the external and internal influences that can affect project scope and eventual success with integrating technology into the business environment. The challenges of working with diverse teams of business experts, as well as internal and external technology experts will be addressed. The goal of this course will be an increased sense of confidence in bringing technology projects to a successful close in any professional setting.

Managing the Technology Team

ITMGMT 520 **3 Credits**

This course focuses on the transition from IT individual contributor to IT leader. The challenges of leading an information technology organization are explored in depth, including cultural awareness, conflict resolution, and the personal transitions involved in moving from peer to leader within the technical team. Practical techniques for leading, coaching, and motivating collaborative teams of technical and non-technical professionals will be discussed and practiced. Students will gain a perspective and skill set that will enable them to emerge as leaders in their current environment, as well as prepare for increasing levels of responsibility in their IT leadership career.

Pre-requisites: ITMGMT 500, 510 and 601.

Managing the Process Innovation

ITMGMT 530 3 Credits

This course will explore information technology innovation from a process perspective. We will begin by looking at the trends that are influencing the future of technology, and then examine what those trends will demand in terms of business and technology process innovations. A variety of process improvement models will be studied, including Capability Modeling, Agile software development, Lean and Six Sigma approaches to continuous improvement and others, all with the goal of assembling a tool kit of techniques and approaches for managing the integration of IT processes with evolving business models.

Pre-Requisites: ITMGMT 500, 510 and 601.

Managing the Technology Enterprise

ITMGMT 540 3 Credits

Managing the technology enterprise as a business will be the focus of this course. Students will gain critical business acumen by looking at the global economy from the perspective of planning and executing a strategic direction for IT. Specific topics will include trends in globalization, government policy and international issues with technology deployment, outsourcing of the workforce, intellectual property laws, and global economic factors. Students will bring all of these perspectives together with a case study approach to planning and monitoring the performance of an IT function against a balanced scorecard that drives business growth. At the end of this course, students will have a broadened perspective of the role of IT in the global economy.

Pre-requisites: ITMGMT 500, 510 and 601.

Financial Skills for Technology Managers

ITMGMT 545 3 Credits

This course introduces you to the skills you will need to make sound financial decisions. Principles of finance and accounting will be covered, with a focus on applying financial perspectives to support technology selection and implementation decisions. You will analyze financial statements, develop return on investment scenarios and develop an IT business plan and budget to support a strategic IT initiative.

The Responsibilities of Global Citizenship

ITMGMT 550 3 Credits

This course challenges you to examine your ability to affect positive change in the world. The course will expose a variety of global social and environmental issues and the history, trends, and best practices currently underway to promote a better future. Emphasis will be placed on increasing your perspective on the impact that your technology decisions can have on others around the world. You will join a global community, engage in learning about an issue of your choice, and emerge with a personal commitment to be an advocate for social responsibility in the technology management field.

Pre-requisites: ITMGMT 500, 510, and 601.

Managing Organizational Learning

ITMGMT 560 3 Credits

This course will introduce the concept of the organization as an integrated system. Principles of organizational learning and growth will be explored, with an emphasis on capturing and sustaining learning over time. You will work in virtual teams online and examine the tools and processes available to capture the knowledge that emerges from your work. You will analyze everyday business operations such as project post-mortems, problem solving sessions, and process improvement efforts, and learn to sift through the outcomes of these efforts to capture learning for future use. At the end of this course, you will be able to develop knowledge capture processes and recommend technologies to support organizational learning initiatives.

Pre-requisites: ITMGMT 500, 510 and 601.

Leveraging Emerging Technologies

ITMGMT 565 3 Credits

This course is designed to allow you to develop the judgment required to examine new ideas in technology and weigh their potential to add value to an industry. Rather than assigning reading and classroom work, this course will engage you in virtual teams to examine real-time trends that are influencing your industries in topics such as biotechnology, rapid prototyping, artificial intelligence, simulated environments, social networking, wireless communications, and many others as technology continues to evolve. You will gain the ability to recognize an emerging technology, propose it to a business leader, and defend your position with a critical examination of its potential to support a business initiative while mitigating the risk inherent in innovation.

Pre-requisites: ITMGMT 500, 510 and 601.

Maintaining the Technology Infrastructure

ITMGMT 570 3 Credits

This course focuses on technology as an infrastructure to support business operations. Topics include an examination of proven and tested operating systems, hardware, software, databases, networks, and the variety of platform choices that the technology manager is faced with. You will work as teams to develop technology benchmarks to support comparisons and to make decisions based on criteria that are aligned to business requirements. You will create a proposal for implementing and maintaining a technology infrastructure to support a business in the industry of your choice.

Pre-requisites: ITMGMT 500, 510, and 601.

Technology Implementation & Change

ITMGMT 575 3 Credits

This course presents the challenge of implementing technology in an organizational environment. Topics will include the principles of systems thinking, the process of transition at the individual and organizational level, and the dynamic nature of working in a distributed collaborative environment. You will propose a technology, assess an organization's readiness for change and develop a plan for addressing potential obstacles as part of a transition management plan. Rather than working independently, you will be placed in roles on a multi-functional implementation team and challenged to integrate your plans with your classmates' in a virtual environment. You will emerge from this course with an increased appreciation of the many factors that influence the success of technology adoption and the ability to collaborate as members of transition management teams to ensure successful implementations.

Pre-requisites: ITMGMT 500, 510, and 601.

Performance Analysis

ITMGMT 580 3 Credits

This course introduces a systemic approach to analyzing an organization's or team's performance. Topics include the purpose of performance analysis, typical sources of information, data-gathering strategies, and solution systems to address complex problems. You will define a performance opportunity in your organization, gather and analyze data from varied sources, summarize your findings, and create a communication and follow-up plan appropriate for presentation to a leadership team. You will enhance your skills and identity as proactive problem solvers as a result of this course.

Pre-requisites: ITMGMT 500, 510, and 601.

Leading the Business with Technology

ITMGMT 585 3 Credits

This course is designed to position the role of technology manager as a leader in the organization. The course will examine the role of leadership and the essential skills required to influence at the highest levels in the organization. You will be led through a process of developing and articulating a technology vision. You will then conduct a leadership assessment for technology acceptance and develop a plan for educating and influencing business leaders to view technology as a strategic advantage. You will emerge from this course with an evolved perspective of IT's role as more than a support function, but as a partner and leader in the businesses of the future and with a clear line of sight of the career path to CIO.

Pre-Requisites: ITMGMT 500, 510, and 601.

The Practicing Technology Manager

ITMGMT 590 3 Credits

This course concludes the program, with a return back to a focus on your skill development and application of program learning by creating a set of tools that you can use to showcase your accomplishments and move forward in your career. You will learn and practice techniques for marketing your accomplishments, promoting your skills, and articulating your career goals as you transition from student to practicing Technology Manager. Outcomes of this course will include an updated resume, a completed online portfolio of program work, and a plan for continuing career development.

Pre-Requisites: All courses in the MSTM program should be complete or in progress when this course is taken. This course should be taken in the last term of the program.

Applied Application Learning 1

ITMGMT 601 1 Credit

The application of project work will be supported by three 1-credit courses at the end of each learning phase throughout the Technology Management program. These courses will provide guidance and assessment of the student's progress in applying program learning in an authentic environment. This first course will introduce the concept of applied action learning. Emphasis will be placed on planning small, iterative phases of project work that can be applied and studied throughout the program. You will propose a project to your instructor, learn how to integrate your course work into your action learning project plan, and create a website to house samples from the course work as they are applied.

Pre-Requisites: ITMGMT 500 and 510.

Applied Application Learning 2

ITMGMT 602 1 Credit

This course will continue the application of project work using the applied action learning method. Emphasis will be placed on reflective practice and the value of iteration. You will reflect on the results of your projects and update your project plan to address what you have learned and what has and has not worked. This course will also serve as a mid-program checkpoint for your project website and personal action plan progress.

Pre-Requisites: ITMGMT 500, 510, 601.

Applied Application Learning 3

ITMGMT 603 1 Credit

This course will conclude the application of project work using the applied action learning method. Emphasis will be placed on sustaining the application of learning. You will reflect on the results of your projects and create a plan for continued project application that will support your efforts after you have completed the program. This course will serve as the final checkpoint for your project website and personal action plan progress.

Pre-Requisites: ITMGMT 500, 510, 601, 602.

Exploring Leadership

MAL 505 3 Credits

Successful leadership is built on self-awareness, understanding individual and group differences, image management, professional development, and effective communication. This course applies an array of theoretical foundations to explore leadership in the context of individual values, ethics, leadership, and followership. You will be exposed to effective written and oral communication skills necessary for successful completion of the Master of Arts in Leadership degree program. You will be exposed to effective teambuilding skills in preparation for team-based learning within each course of the degree program.

Individual Leadership Foundations

MAL 510 7 Credits

Successful leadership is built on self-awareness, an understanding of individual differences, and effective communication. This course provides the opportunity to explore leadership in the context of one's own values, ethics, and style using an array of theoretical foundations. It will prepare participants for effective written and oral presentations which incorporate the use of current technology.

Organizational Systems Coaching

MAL 515 3 Credits

This course focuses on organizational coaching from a whole-systems perspective and explores coaching theories and models useful for individual and task force professional development, development of individual and organizational goals, evaluation and monitoring of goal attainment, strategic process, and leadership effectiveness. Empowerment and motivation processes will be explored to prepare you to become an effective change agent. You will learn how to confront difficult situations and reinforce motivational behaviors. Critical thinking will be introduced to expose you to the art of systems thinking as a method of creative problem solving.

Synthesizing Leadership

MAL 525 3 Credits

This course will synthesize the challenge of leadership. Leaders are faced with a multitude of challenges from relationship building, participatory leadership, building trust, collaboration, delegation, training, and professional development. You will explore role-modeling, shared vision, process evaluation, empowerment, and methods to create a foundation of mutual respect and trust that empowers internal and external stakeholders to positively embrace your organizational mission and vision.

Leading Change in Diverse Organizational Cultures

MAL 535 3 Credits

This course will explore diversity of individual and organizational perspectives as a catalyst to understanding and applying differences as a method of continuous process improvement. You will be challenged to strengthen and widen your definition of leadership from insightful examples and sharing of best practices. Decision making will be analyzed in the context of applying executive and emotional intelligence with diverse perspectives that challenge you to develop sustainable growth as a leader in a learning organization. Change management will be explored in context of a leadership challenge of balancing risks and opportunities through collaboration with stakeholders. Students explore emerging change management issues through systematic perspectives and discussions. You will develop a plan to transform a culture and sustain excellence.

Ethical Leadership

MAL 545 **3 Credits**

This course focuses on values-based thinking with an overview of legal and ethical considerations encountered by leaders. Professional understanding, internal and external politics, and personal integration are explored in the context of effective decision making and moral leadership. Personal, organizational, and societal influences will be examined.

Critical Thinking and Innovation

MAL 550 **3 Credits**

This course explores innovative methods of problem-based solution analysis through critical thinking and analysis of alternatives. Collaborative brainstorming methods will be applied to determine optimal solutions that address actual problems verse symptoms of problems. You will be exposed to fallacies in reasoning, decision-making models, appreciative inquiry, and repercussion analysis. Humility and mistakes as an opportunity for improvement will be explored. You will learn how to challenge assumptions and expand perceptions. When to begin, continue, and cease the critical thinking process with be evaluated in the context of achieving viable and timely innovation and continuous process improvement.

Global Leadership

MAL 560 **3 Credits**

This course explores global leadership strategies to achieve global competitive advantage. Cross-cultural training, relationship-building, and expatriate management will be examined. You will be exposed to specific leadership and personality traits, methods of processing and classifying information, communication strategies, and training necessary for developing positive presence in the global arena.

Leading Teams

MAL 570 **3 Credits**

This course explores the art of team building with face-to-face, global, and virtual teams. Collaboration provides whole-systems thinking and analysis that presents an opportunity for a win-win decision-making process that mutually benefits all stakeholders. Local and global project planning will be explored through effective application of human capital and communication strategies. You will be exposed to different style of thinking. Managing team idea exchanges will be evaluated. Practical techniques for leading, coaching, and motivating collaborative teams of technical and non-technical professionals will be discussed and practiced. You will evaluate methods that foster team synergy and promote high performance teams. You will learn methods of creating cohesive and emotionally intelligent teams. Benefits of chartering for team effectiveness will be explored.

Strategic Planning

MAL 580 **3 Credits**

This course will introduce concepts, theories, and models of strategic planning. Analytical and conceptual approaches will be explored to capitalize on market and competitive advantages. You will learn methods to align strategies with organizational mission and vision through integration of objectives, metrics, and performance measures. Case studies will be introduced to examine specifics of the planning process. Internal and external environmental influences will be examined. Variations in strategic planning for local and international initiatives will be explored. You will develop a foundation for managing results-oriented strategic alliances. Synthesis of strategic planning processes will produce best practices for effective implementation of an organizational strategy.

Evaluating Employees

MAL 590 **3 Credits**

This course will examine challenges of evaluation of employees with varying work schedules. Challenges and opportunities are explored to determine best practices for equitable evaluation of employees in differing work situations: face-to-face, international, and virtual. Facilitation of training events and meetings that encompass the various work schedules will be examined. Design and implementation of mutually supportive training, meetings, and conferences will be explored. Balanced and fair assessment of performance, professional development goals, and coaching for success will be discussed for each variation of work situation. You will learn strategies for disciplinary counseling, rewarding productive employees, and empowering performance improvement. Methods to inspire and engage employees of diverse working arrangements will be explored.

Social and Environmental Responsibility

MAL 600 **3 Credits**

This course will address environmental and social concerns leaders should see as a proactive opportunity to be environmentally and socially friendly. Consumers have begun to buy based on level of environmental and social responsibility even when the price of the product or service may be higher. You will learn, as leaders, the value of placing emphasis on being socially progressive. Operating your business using cost vs. benefit approach will be explored. You will learn how to include the long-term prosperity for all stakeholders into your operational and financial planning. Using environmentally friendly marketing, advertising, and product packaging will be discussed. Global impact of environmentally and socially responsible leadership will be examined.

Capstone and Preparation for Leadership Project, Practicum Experience, or Internship

MAL 650 **6 Credits**

This course integrates your learning from the Leading Change through Whole-systems Thinking and Coaching; and the Global Leadership through Technology and Communication Management core learning. You will produce a final project, practicum experience, or internship that synthesizes leadership concepts from all program courses. This will allow you to practically apply your learning to a real-life leadership situation. You will submit your proposal for your leadership project, practicum experience, or internship which will become your culminating practical application assignment in the Master of Arts in Leadership program.

Leadership Project, Practicum Experience, or Internship

MAL 660 **6 Credits**

This course is designed around the proposal you submitted in MAL 650 for your leadership project, practicum experience, or internship. Specific deliverables for the leadership project, practicum experience, or internship are defined in the Project/Practicum Experience/Internship Handbook for the MAL Program.

Math for Elementary Teachers I

MAT 250 **3 Credits**

This course is the first of a two-part sequence focusing on the mathematical content taught in the elementary school. It is not an educational methods course. The course is, however, designed for participants desiring to become elementary teachers and prepares participants with foundation content knowledge for teaching mathematics. The main mathematical topics emphasized in this course are: problem solving, set theory and Venn diagrams, the four fundamental operations of arithmetic, complete a project, keep a math journal, and take midterm and final examinations. This course satisfies the mathematics prerequisite requirement for entrance into the Bachelor of Arts in Education program, and for teacher candidates, it may be applied towards satisfying the general education requirement in mathematics. This course is in compliance with Washington State Administrative Code provisions.

Math for Elementary Teachers II

MAT 251 **3 Credits**

This course is the second of a two-part sequence focusing on the mathematical content taught in the elementary school. It is not an educational methods course. The course is, however, designed for participants desiring to become elementary teachers and prepares participants with foundation content knowledge for teaching mathematics. The main mathematical topics emphasized in this course are: problem solving, a continuation of the four fundamental operations of arithmetic, geometry, proportional reasoning, probability, and statistics. Participants complete five textbook lessons, write a paper, complete a project, keep a math journal, and take mid-term and final examinations. This course satisfies the mathematics prerequisite requirement for entrance into the Bachelor of Arts in Education program and, for teacher candidates, it may be applied towards satisfying the general education requirement in mathematics. This course is in compliance with Washington State Administrative Code provisions.

Money and Financial Markets

MB 529 **3 Credits**

The course examines the role of money in the economy, bank management, and the operation of financial markets. Topics include an overview of the financial system, interest rates, financial institutions, capital and money markets, the Federal Reserve system, monetary theory and policy, and international banking and foreign exchange.

Prerequisite: MC 514.

Marketing Management

MB 545 **3 Credits**

This course will review various applications of marketing concepts based on an organizations finite resources and continuously changing domestic and global environments. Focusing on customer relationship management, this course will explore product/service development, promotional techniques, pricing strategies, distribution alternatives, and marketing on the Internet.

Essentials of Business Management

MBA 500 **3 Credits**

Successful managers need to understand the fundamentals of business practices within a global context. This course will introduce you to the overall MBA program and prepare you for writing a comprehensive and viable business plan. You will also practice business decision-making through the use of simulations. Learning how to find relevant data and information through credible sources will be a main focus of this course, as well as how to effectively communicate in writing.

Business Communications

MBA 505 **3 Credits**

The knowledge, competence and mastery of human communication is essential for success in every business setting. This course introduces you to the power of written and oral communication within the context of a multi-cultural and diverse business environment. You will learn the most effective methods for communicating information, data, research and ideas to both external and internal stakeholders using various mediums.

Law and Economics for Global Business

MBA 510 **3 Credits**

In this course you will study the legal and economic context of business. You will examine the global business environment from many aspects- legal, social, cultural, technological, ethical and economic. The focus will not be on a specific business, but rather concerns of all businesses operating in a global marketplace.

Project Management and Prioritization

MBA 515 **3 Credits**

In this course you will study the phases and processes essential for successful project management. You will practice the critical tasks for managing a single project, and analyze the opportunities and constraints of managing several projects concurrently. You will evaluate a project portfolio, and make recommendations for prioritizing projects to best accomplish corporate strategic objectives.

Managing with Technology

MBA 520 **3 Credits**

Managers need to be familiar with the powerful communication and information systems available in order to strategically employ them in the organization. This course introduces you to the complexities of managing with technology within the context of a multi-cultural, diverse and global business environment. Specifically, the roles of information and information processing in support of the organization's strategic processes will be explored. Among the activities in this class, you will: evaluate key classes of systems used in modern business, including their potential impact on business processes; learn key steps in guiding the implementation of new systems, and; explore how support systems enhance decision making.

Applied Marketing

MBA 525 **3 Credits**

In this course, you will study marketing principles that create competitive advantages in the market place. You will analyze strategies related to product, price, promotion, and distribution. This is an applications-oriented course. With the knowledge you've accumulated, you continue to make strategic decisions, implement them, and find out the real-world results of those decisions by working with the business simulation introduced in MBA 500.

Evaluating Financial Information

MBA 530 **3 Credits**

In addition to learning financial accounting theory and financial statement analysis techniques, you will be applying this knowledge through the development of financial statements related to your business plan. This experience will enhance your ability to think and act like an entrepreneur and manager dealing with a real world business situation. By the time you have finished the MBA program you will have practiced high level executive decision-making across all of the major business functions.

Managerial Accounting

MBA 535 **3 Credits**

In this course, you will learn to analyze different internal management information to render decisions regarding pricing, inventory procurement, make or buy, and volume production. You will also learn to develop budgets and analyze performance against your projections. Your knowledge will be applied while developing the budgets for your business proposal. Presentation of your findings will be emphasized.

Strategic Financial Management

MBA 540 **3 Credits**

In this course, you will learn the theory and practice of business finance from a decision-maker's perspective. Using quantitative and qualitative tools, you will recommend company strategy relating to capital structure, sources of short-term and long-term capital, and asset management, based on both internal analyses and the influence of financial markets and institutions. Practical applications will help you understand how financial management supports other components of a firm's overall business strategy. You will explore the different methods of presenting financial information to a range of audiences. You will also learn the special challenges involved in managing the finances of international firms.

People and Systems in Organizations

MBA 545 **3 Credits**

In this course you will explore theories of managing people, individual styles in organizations, and the combination of corporate culture and structure that will help a company to achieve its goals. You will study the dynamics of internal politics and how goals are accomplished within an organization. You will have the opportunity to be successful working in a team environment. You will investigate models of leadership, interpersonal communication, diversity, and managing change. You will assess your own skills and plan for the future as you apply all of these concepts to the writing of a business plan.

Business Operations

MBA 550 **3 Credits**

In this course, you will learn about the design, analysis, planning, and control of business processes to achieve desired performance objectives. Topics include: the relationship between operations strategy and process structure; the impact of process structure on process performance; process performance measures and their relationships; process performance evaluation; managerial levers for improving and controlling process performance and systems; and managerial issues in planning and designing quality assurance systems.

Business Strategy

MBA 555 **3 Credits**

In this course you will study various strategies used in business today, to see what is most appropriate for the specific business plan you have been developing during your degree program. You will analyze several cases, to compare and contrast the details of different types of strategies used successfully and unsuccessfully by various companies. You will explore the ways different strategies can affect marketing, financial conditions, competitive ability, operations, and human resources. The strategy you choose in this course will help you write the next draft of your business plan.

Pre-Requisites: All MBA courses except for MBA 560 and MBA 565.

Practical Business Application I

MBA 560 **3 Credits**

In this course you will prepare for your application project. You will exercise the interviewing, project planning, proposal writing and other skills learned in the program in a real world situation. You will complete your business plan by using the knowledge gained throughout the program.

Practical Business Application II

MBA 565 **3 Credits**

In this course you will complete your application project and write up the results. You will spend time reflecting on your leadership and management style as it has evolved throughout the program. You will polish you presentation skills by presenting your business plan to an outside panel of evaluators.

Management Accounting

MC 500 **3 Credits**

Students will study the role of financial accounting in a corporate setting and learn how to analyze publicly issued financial statements for decision-making. You will also study techniques for analyzing internal accounting data for making costing, pricing, production, and investment decisions. This includes budgeting, cost behaviors, cost volume- profit analysis, investment decisions, and responsibility accounting. It is strongly recommended for the student to have a firm basis in quantitative analysis (MC 506) and well-developed communication skills (MC 511) before studying management accounting. MC 500 introduces the concepts and techniques of financial analysis.

Quantitative Methods for Managers

MC 506 **3 Credits**

In order to be effective in today's increasingly complex and computerized business environment, managers need to use a variety of mathematical and scientific tools for analysis, planning, monitoring, and decision making. This course covers important quantitative management techniques, including basic statistics, linear programming, regression analysis, project and inventory modeling, and decision making and forecasting methodology. By learning the concepts and how to apply the tools to practical business situations, students will acquire a necessary foundation for most of the other courses in their MBA programs, as well as for their future business careers.

High Performance Organizations

MC 509 **3 Credits**

Management theory has evolved over time toward the idea that a participative work environment concentrates the efforts of all employees toward achieving the goals and objectives needed for the organization to be effective and resilient. Based on the principle that systems drive behavior, this course focuses on the relationships of people in an organization and the particular structure and culture that enable them to perform at high levels of accomplishment. Students investigate topics such as: organizational structure and culture; organizations as a mixture of interdependent functions and groups; organizations as dynamic systems; work environments; and approaches used to develop new models of organizing for improved performance.

Managerial Communications and Research Methods

MC 511 **3 Credits**

This course examines various forms of organizational communication and introduces students to scholarly research. It includes information on communication practices in the business community. It is designed to help students develop initial academic skills needed to successfully complete the MBA degree program.

Managerial Economics

MC 514 **3 Credits**

Organizations of the future must be able to adapt rapidly to a dynamic economic environment. Strategy, stakeholders, and information-based decision-making are the most important elements of managerial economics in a strategic systems organizational environment. Within this context, the course will provide an in depth analysis of demand and supply market pricing and customer behavior. Topics will include: estimating production costs and profit maximization in different market environments; fundamentals of project analysis; how customers choose goods and services; and strategies for hiring, pricing, production, and advertising.

Curriculum subject to change.
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Management Information Systems

MC 516 **3 Credits**

Information technology must be employed strategically in order to improve the organization's efficiency, effectiveness and profitability. Today, information systems provide most of the communication tools that organizations need for managing businesses on a global scale. To be effective in a worldwide market, managers need to be familiar with the powerful communication and information tools available to them. MC 516 offers a framework that can be used to examine technology needs with an emphasis on satisfying business objectives. Specifically, the roles of information and information processing in support of the organization's strategic processes will be explored. Students will develop a manager's view of information systems. The focus is on information-based decision making and managing information technology with the goal of continuously improving the effectiveness, efficiency, and profitability of the organization.

Electronic Commerce

MC 526 **3 Credits**

This course involves analyzing e-commerce models and strategies in various industries. Steps for implementing and evaluating e-business solutions are studied. Other topics include organizational structure, customer relationship, and competitive strategies for success in a global e-centric business environment.

E-Business Applications and Infrastructure

MC 528 **3 Credits**

This course discusses e-commerce models, strategies, and implementation. You will learn how to integrate cutting-edge technology with tactical and strategic E-commerce skills, covering everything from security to wireless advances, to development tools. The course will also teach you how to evaluate the effectiveness of an organizations' existing e-commerce solution and the methodology on how to improve the system. The course will also include discussions of critical success factors and managerial issues in planning and implementing an e-commerce solution. Also, included in the course are discussions of the internet infrastructure, data communication, and networks.

Operations Management

MC 550 **3 Credits**

Techniques and models designed to manage productive systems in manufacturing and service organizations. Using case analysis and application of decision models, emphasis on problem identification, model selection and results of computerized solution interpretations: inventory planning and control models, facilities layout, scheduling and workforce planning models, productivity improvement, and quality assurance.

Prerequisite: MC 506.

Principles of Finance

MC 553 **3 Credits**

The principles of finance for management of the firm: an overview of finance and business organizations, financial markets and interest rates, financial statement analysis, long-term planning and forecasting, risk and return, capital structures, costs of capital, and capital budgeting.

Prerequisite: MC 500.

Legal Systems in a Global Economy

MC 555 **3 Credits**

The shift to a global economic environment has created a variety of challenges for modern organizations. As competition increases in established markets, developing new markets overseas has become a strategic alternative for many organizations. The challenges of such a strategy are many, not the least of which are the legal challenges. Legal Systems in a Global Economy is a course designed to explore the legal content of multinational business operations, comparative law and regulation as established in the United States and selected Asian and European nations, and the legal liability in global commerce.

Management of Finance

MC 556 **3 Credits**

The management of finances of the firm, including capital budgeting, long-term and short-term financing, current asset management, and leasing. The course also covers mergers, acquisitions, and divestitures, the application of bankruptcy law and informal settlements to firms in financial distress, and some principles of multinational financial management.

Prerequisite: MC 553.

International Business

MC 573 **3 Credits**

In today's global economy, all business people need to understand the international business environment. From a strategic systems perspective, the international market is studied for competition and emerging opportunities. Internal functional operations need to conform to international requirements with reference to marketing, taxation, finance, management, and labor. This course also explores cultural, social and political forces, and governmental regulations that affect strategies and profit.

Human Resource Management

MC 584 **3 Credits**

This course covers the optimum organization and employment of human resources to accomplish strategic organizational objectives; personnel functions in recruitment, selection, training, promotion and succession planning; relevant behavioral research; legal environment; comparison and contrast of the public and private sectors.

Independent Study - Management

MC 598 **1-3 Credits**

Credits are variable depending on course work.

Independent Study - Management

MC 599 **1-6 Credits**

Credits are variable depending on course work. MC 599 credits vary between 3 to 9 credits.

Business Policy

MC 600 **3 Credits**

This course serves as the capstone integration course for the MBA program. Students will utilize prior learning to create a business plan that reflects their competencies in understanding and applying knowledge and skills reflective of program outcomes. Students will consider strategic and operational situations and factors, and will demonstrate proficiency in foundational functional arenas such as management accounting, finance, marketing, economics, etc.

Prerequisites: Prior to enrolling in MC 600, students must have successfully completed the core MBA degree courses. Any exceptions must have special permission from the Program Director.

Introduction to the Functions of Management

MG 201 **5 Credits**

Introduction to planning, organizing, coordinating, staffing, directing, budgeting, controlling, and evaluating functions of management; leadership roles and styles, and development of individual and group effectiveness; managing conflict and change; and the human aspects of management.

Information Systems

MG 416 **5 Credits**

This course provides an overview of the concepts, tools, and organizational structures required for the effective management of a firm's information resources. Emphasis is placed on understanding the managerial issues associated with acquiring, organizing, and controlling information and information processing resources and anticipated impacts of future developments in information systems technology.

Management Strategy

MG 495 **5 Credits**

Management Strategy is a capstone course that provides the student an opportunity to integrate discrete skills gained from prior coursework in general management, critical thinking; ethics and leadership, marketing, project management, and human resources.

Principles of Marketing

MK 300 **5 Credits**

A study of marketing mix elements, the new product development process, buying behavior and markets, customer relationships, and strategic planning within a dynamic environment. This course introduces students to interactive marketing and e-commerce.

Marketing Research

MK 386 **5 Credits**

An introduction to research methods utilized in marketing environments with an emphasis on managerial design, application and interpretation of marketing research.

Prerequisite: BC 303.

Global Marketing

MK 388 **5 Credits**

In this course, you will study international marketing principles. You will learn about the challenges and opportunities of international trade, cultural dynamics of different markets, development of marketing strategies, and various strategies for negotiations.

Advertising & Sales Promotion

MK 390 **5 Credits**

In this course you will study advertising and promotion techniques that enhance a company's marketing strategy. You will learn about the creative process behind advertising campaigns, discover the pros and cons of various media and how the Internet has created new opportunities and challenges. This course combines theory with practical application providing many examples of how successful marketers communicate with their customers through advertising and promotion.

Marketing Strategy

MK 400 **5 Credits**

This course applies marketing concepts and theories to actual business situations. Emphasis is placed on components of customer-focused strategic planning and decision making for sustainable competitive advantage in domestic and global markets.

E-Marketing

MK 401 **5 Credits**

An exploration of the ways in which traditional marketing has been transformed using electronic methods, as well as techniques and strategies for Internet marketing and analysis of customer relationship management in the B2B and B2C environments.

Understanding Consumer Behavior

MK 402 **5 Credits**

This course will provide a broad analysis of the social, cultural, economic, and psychological factors that influence the decision-making process of consumers. Methods of measuring and analyzing consumers and consumer markets are also introduced. Students will learn why they tend to buy the products and services they do; and how marketing practitioners can anticipate and predict buying behavior. Students will develop an ability to explain particular behavior of consumers. A concluding consumer research project will be presented by the student that makes practical use of the new knowledge acquired.

Public Relations

MK 403 **5 Credits**

An introduction to the role of public relations, responsibilities and duties of the PR professional, as well as functions of the PR department. Topics include crisis communication, issue management, and building and managing an organization's image. Students will develop a public relations campaign, write news releases, fact sheets, media advisories, feature articles, etc.

Brand Development & Management

MK 404 **5 Credits**

This course addresses what branding is and how to shape and measure it. Topics include how to build and grow a corporate brand, increase brand relevance and influence, build brands in a digital world, work with employees to build a brand, influence and shape brand behavior, and win acceptance in the marketplace. Students will develop a comprehensive brand development plan and tools for implementing it.

Integrated Marketing Communications

MK 405 **5 Credits**

This course introduces students to the concept and application of integrating the elements of advertising, sales promotion, public relations, direct marketing and other essentials of the marketing mix to support the overall marketing strategy. Emphasis will be placed on linking the fundamentals of segmentation, targeting, positioning, buyer behavior, and branding with planning, budgeting, and executing a comprehensive, integrated marketing communication program from message development through media selection.

Marketing Capstone

MK 495 **5 Credits**

Marketing Capstone is the culminating course that provides the student an opportunity to integrate discrete skills gained from prior coursework in public relations, advertising, brand development, e-marketing, consumer behavior, marketing research, and integrated marketing communications. Students analyze and develop strategies for product or service design and positioning, pricing, promotion, channel distribution and customer acquisition and retention, viewing them from a sustainability perspective.

Marketing Research and Consumer Behavior

MK 511 **3 Credits**

Marketing research provides a framework for information-based decision making. It links consumer behavior with marketing strategy. Topics include analysis and application of data collection; online, domestic, and international marketing research; strengths and weaknesses of marketing research methodologies.

Advertising and Promotional Strategy

MK 513 **3 Credits**

This course examines advertising and promotional strategies by studying consumer behavior, the creative process, and media selection. It evaluates various promotional tools that convey corporate messages and influence buyers in consumer and industrial markets.

Global Marketing

MK 515 **3 Credits**

Examine international marketing strategies for small, medium-sized, and multinational corporations. Study diverse environments, market conditions, and e-commerce as they relate to marketing across borders.

Advanced Strategic Marketing

MK 516 **3 Credits**

This course covers strategy formulation and analysis of constantly changing environments. Topics evaluated are diverse marketing strategies to achieve competitive advantage, the role of the Internet and strategy implementation.

Strategic Brand Creation and Management

MK 526 **3 Credits**

This course introduces students to the concept of brand and branding. The course examines the brand concept, recognizing brand management as a critical component in the development of successful marketing strategies and execution of effective marketing plans. Finally, it provides understanding of how consumer behavior and culture influence the creation and management of a successful brand, product, or product category.

Consumer Behavior

MK 527 **3 Credits**

This course examines the consumer behavior process and what, when, why, where and how consumers choose products and services. It explores how consumer behavior is influenced by marketers' actions. The different steps in the consumer behavior process will be evaluated to gain awareness of how various products, services and circumstances can be adapted for managerial decisions on segmentation and positioning. The relationship of consumer behavior to marketing research is addressed promoting clarity in the selection of research methodology, question design and selection and the interpretation and analysis of consumer responses to such questions.

Channel Management

MK 528 **3 Credits**

This course examines strategic issues involved in managing marketing channels. Interrelationships between manufacturers, wholesalers and retailers are assessed to bring insight to the challenge of channel cooperation, conflict, coordination and control, and power relationships. Strategic distribution choices and the management of inter-organizational relationships are investigated to assist in the development of systems and behavioral approaches that enable customers to be serviced at higher levels at a lower total cost.

Public Relations and Media Management

MK 529 **3 Credits**

This course examines theories of public relations, historical development of the field and role in society, function, and the influence of public relations on marketing strategy and corporate and organizational effectiveness. Emphasis on the relationship between policy formulation and the communication process is applied. Message selection, choice of appropriate media technologies, design, strategies, budgeting and follow-up structures is investigated. Interaction between Public Relations and media will be discussed including how organizations develop collaborative and cooperative media relations with press, broadcast, internet and other outlets.

Leading Self, Groups, and Organizations

ML 531 **3 Credits**

This course introduces students to the experiential, self-directed learning process, and it focuses on developing self-awareness, interpersonal communication skills, group facilitation skills, and organizational leadership skills. Students will participate in experiential and cognitive activities designed to facilitate learning about self, group, and organizational leadership.

Organizational Learning

ML 541 **3 Credits**

This course examines the facilitators role in individual, team, and organization-wide learning. It introduces students to the skills and knowledge required to assess needs, design and lead learning and training activities, and evaluate learning. Students will apply self-awareness and interpersonal, group, and leadership skills as they practice serving as facilitators of learning. They will also use models of organizational learning and adult learning styles, and explore how to create a learning organization. In addition, they will learn how to identify and address the barriers that can hinder individual and organizational learning.

Creating Change in Organizations

ML 551 **3 Credits**

Managerial leaders are frequently called upon to act as internal consultants and change agents. This course explores these roles, as well as essential theories about change and the skills that are required to bring about change in individuals, groups, and organizations. A main focus of the course will be understanding change from a systems perspective. Additional topics include models of consulting, negotiation, individual transition process, and change theory.

Prerequisite: ML 541 Organizational Learning.

Managerial Leadership in the 21st Century

ML 561 **3 Credits**

This course provides students with an opportunity to integrate and apply the full range of leadership and management skills covered in prior ML courses. In addition, the course will introduce and explore cutting edge theories and models of managerial leadership. The principles and practices of leadership and management that characterize these models will also be examined. The application and assessment of leadership models and skills will be stressed.

Leading from the Inside Out - Personal/Professional Development

ML 571 **3 Credits**

This course provides participants with an opportunity to explore the underlying foundations of leadership in one's own context. The focus of this course will be the alignment of the leader's values, principles, and vision with strategies for successful results – in business, government and other organizational settings. Participants will examine their own communication and leadership capacities, and consider the fundamental values and practices they bring to an organizational setting. Attention to practical strategies, pitfalls, and opportunities will be addressed.

The IT Organization

MT 550 **3 Credits**

The practical realities of leading, creating, and managing an information technology (IT) organization are explored in depth in this course. Topics covered include the leadership role of the Chief Information Officer (CIO), the integral and expanding role of e-commerce in corporations; and managing and leveraging evolving technologies. The focus is on the CIO's perspective with the goal of developing the student's strategic planning capabilities in information systems.

Prerequisite: MC 516 (for non-MSCS students).

Managing Data and Information

MT 560 **3 Credits**

The explosion of information technology has brought an explosion of data that can overwhelm an organization. The importance of managing data once it's collected, in order to provide meaningful information to decision makers, is the central focus of this course. Students will learn how to manage databases and data models with the goal of developing organization memory. In addition students will study the emerging disciplines of knowledge management and data mining.

Prerequisite: MC 516 (for non-MSCS students).

Corporate Computing Security

MT 570 **3 Credits**

The security pitfalls inherent in today's information systems, the controls that can compensate for these weaknesses, and the inadequacies of these controls will be surveyed in this course. Students will develop an understanding of security risks that today's Chief Information Officers (CIO) must plan to mitigate. Topics covered will include encryption, the weaknesses of operating systems, applications, databases, networks, and malicious code (worms, viruses, Trojan horses, etc.). The focus is to provide a complete overview of computer security with the goal of assisting information professionals in administering security within their organizations.

Prerequisite: MC 516 (for non-MSCS students).

Case Studies in Management of Information Systems

MT 580 **3 Credits**

This course is the capstone for the Technology Management emphasis or certificate. It is intended to give students an opportunity to apply the knowledge gained from the technology management curriculum to analyze a series of case histories requiring solutions that integrate knowledge gained from the MT emphasis.

Prerequisite: MT 550, MT 560 and MT 570.

Introduction to Statistics

MTH 110 (NS) **5 Credits**

An introduction to statistics for anyone who has difficulty with the way statistics is usually presented, or who is simply intimidated by the subject. It presumes no statistical background and uses applications to explain statistical concepts without using mathematical symbols and equations. The applications range from sports, advertising, and politics to medicine and psychology. The course will not teach you how to produce statistics, but it will teach you how to understand them.

College Algebra

MTH 155 (CM) **5 Credits**

MTH 155 is an examination of definitions and concepts of College Algebra including a review of fundamental algebra concepts. Topics also include graphing, linear and quadratic equations, linear inequalities, and linear programming. Every concept includes practical everyday applications, which focus on reducing math anxiety. This course satisfies the general math requirement and is essential as preparation for mathematics, statistics, and accounting courses.

Precalculus

MTH 180 (CM) **5 Credits**

This course covers a review of algebra and geometry; linear, quadratic, and polynomial functions and their graphs; exponential and logarithmic functions; systems of equations and inequalities; linear programming; and sequences, sets, counting, permutations, combinations, and probability. Emphasis is placed on the development of necessary mathematical skills needed for upper division coursework.

Calculus

MTH 220 (CM) **5 Credits**

This course covers the basic concepts and theory of differential and integral calculus of one variable, with emphasis on applications to business and economics. Additional applications are drawn from the natural and social sciences. Strongly recommended: College Algebra and/or Precalculus.

Independent Study

MTH 499 **1-5 Credits**

Developing High Performance Teams

OM 540 **3 Credits**

This course provides participants with data, strategies, research, and experience to strengthen team membership effectiveness and team leadership skills. Participants will focus on three broad areas: effective participation, the basics of teams, and organizational leadership.

Prerequisite: Students entering this course must have successfully completed both MC511 and MC509.

Ethics at Work in Organizations

OM 550 **3 Credits**

This course examines the role of ethical principles, dilemmas, and decision-making models in business and other types of organizations, especially at the executive level. Problems and cases are analyzed in order to explore ethics as often practiced in organizations today. Students will develop an awareness of the legal and pragmatic dimensions of ethics, and an understanding of the role that organizational culture plays in choices that employees make on behalf of others.

Prerequisites: Students must have completed MC 511 and MC 509 prior to enrolling in this course.

Performance Coaching

OM 560 **3 Credits**

This course provides practitioners with theory, resources, strategies, and applied assignments to build and support professional coaching skills. Students will learn and explore coaching theory and models. They will also understand when and how to apply coaching within organizations to create and empower leadership, address organizational problems, and create positive systems change.

Prerequisite: Students entering this course must have successfully completed both MC511 and MC509.

Individualized Study

OM 599 **1-6 Credits**

Organization and Management Capstone Course

OM 600 **3 Credits**

As the capstone course for the Master of Arts in Management (MAM), this course will enable the student to integrate the learning in other courses of the degree program as a whole. The student will work toward creating a project that demonstrates competencies in increasing organizational performance at the whole system, department, and team levels. The project will be practitioner-oriented, though based firmly in organization and management theory.

Prerequisites: Students enrolling in this course must have completed all core courses required for the MAM degree. Any exceptions must have special permission from the MAM Program Director.

Prior Learning Assessment

PLA 200 **5 Credits**

This course is required for students who intend to submit a portfolio for assessment of prior experiential learning, known as Prior Learning Assessment, or PLA. Students will learn how to recognize, explain, and document their prior learning. The student is required to complete PLA 200 as Phase 1 of the PLA process. In this phase, the student will work with the PLA 200 instructor and complete the assignments listed in the syllabus, culminating with the completion of a draft portfolio. The student must successfully complete Phase 1 before moving to independent work on the completion and submission of a final portfolio to the PLA Program Manager.

Introduction to Project Management

PM 401 **5 Credits**

This course provides an overview of project management in a business context. Topics include planning, managing risk, scheduling, leadership, partnership, and project control.

Introduction to Project Planning and Control

PM 404 **5 Credits**

This course builds on the basic elements of a project (work scope, schedule, and cost), presented in PM 401 - Fundamentals of Project Management. PM 404 is aimed at providing a project planning framework, including detailed discussions and a series of related learning exercises on the sequence of project activities, including creating work breakdown structures, creating integrated networks, scheduling, and project cost and schedule controls. Prior completion of PM 401 is strongly recommended.

Systems Approach to Projects

PM 405 **5 Credits**

This course takes the student beyond the basic project management tools and applications presented in PM 401 Fundamentals of Project Management. It applies systems-thinking to the management of projects by viewing a project in the context of a complex, dynamic environment where managers must work across many disciplines. A general overview of systems theory is introduced, followed by examples of specific applications in the management of projects and the improvement of project management processes.

Introduction to Cost Management in Projects

PM 407 **5 Credits**

Cost management is essential to all companies. Projects are implemented in companies to improve their overall financial performance. In this project environment, cost management involves supporting projects in their developmental stage; establishment of budgets and cost accounts; the monitoring and recording of cost data; and the relationships between cost, schedule and performance data. This course introduces the basic processes associated with cost management, from the establishment of budgets and cost accounts to the monitoring, interpretation, and use of cost data throughout the life cycle of the project. Project cost control is typically concerned with the cost of the resources needed to complete project activities. This course depicts project costs in the broader sense, and includes consideration of additional processes and management techniques such as return-on-investment, discounted cash flow, payback analysis and others. The concept of project life cycle cost is also reviewed.

Customer-Driven Project Management

PM 412 **5 Credits**

This course introduces methods to achieve project objectives efficiently, effectively, and consistently while satisfying all stakeholders. The course begins with an exploration of excellence in customer service and then covers topics including: building client relationships, achieving consensus, resolving conflicts, involving the customer in the project, and increasing sensitivity to changing customer demands and environments. By including the customer and concepts of customer service in the project process, the project manager lays the foundation for project success.

Introduction to Project Management

PM 501 **3 Credits**

This course introduces specific managerial concepts and techniques useful in project management. Topics include the following: organizational structure; how to plan, begin, carry out, control and close project processes; and the relationship between projects and an organizations mission, objectives and goals.

Leadership Principles for Project Managers

PM 502 **3 Credits**

Project managers must integrate resources to bring about the successful completion of defined deliverables through effective leadership. In this course students will learn theoretical approaches to leadership with focus on application directly to Project Management as well as understanding leadership approaches in organizations where projects are performed. Students will learn about characteristics and success factors for project managers in leading and managing projects. Course includes learning the difference between leading, managing and coaching, and the various styles of each learning; roles and responsibilities, decision making, team development, team dynamics, personality types, influence without authority, conflict management, and organization/cultural influences on projects. Learning and application will include experiential participation in the course.

Project Communications Management

PM 503 **3 Credits**

This course will provide you the opportunity to understand and develop the oral and written communication skills required to manage projects. You will learn how to develop and implement a detailed project communication plan including communication planning, information distribution, reporting and project closeout. You will become knowledgeable on what form, method of delivery, frequency, and tone of communication is most appropriate throughout the project life cycle.

Project Planning and Control

PM 504 **3 Credits**

Planning is central to project management. This course will examine project and scope definition, how to conduct feasibility studies, how to define and sequence activities, how to create plans, and how to use planning tools effectively. It will also explore how to establish and analyze measures to determine the success of a project, and how to make effective project presentations.

Prerequisite: PM 501.

Systems Concepts and Thinking in Project Management

PM 505 **3 Credits**

Understanding how systems behave is one of the most important aspects of project management because a) managing a project involves managing a system and b) the project team is often creating deliverables for a users (clients) complex system. Project teams need to make both the project system and the users system visible for understanding and better decision making in order to create and sustain results. Students in this course will integrate an understanding of systems. They will study how complex systems are developed, managed, and improved, as well as how they affect people and other systems. The overall project management areas (Project Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk and Procurement) compose a system that must be understood and managed to assure successful projects. In projects, a system is reflected by various functions, methodologies and techniques, philosophies, and process interactions that function as a whole. There are various types and levels of life cycles that interact over time. Various levels of process maturity are reflected over time. The various interdependent processes of elements can be used to satisfy a need or requirement. The various project phases such as initiating, planning, executing, controlling and closing work together to form a system.

Managing Projects with People and Teams

PM 506 **3 Credits**

This course will examine various strategies and their effectiveness for acquiring, placing, maintaining, and training for people assigned to a project. Approaches will be presented for the difficult task of keeping key team members and placing them in new productive jobs at project closure. The students will be aware of existing employment laws and labor contracts and know how to work within those constraints to properly provide human resources for their projects.

Project Financial Management

PM 507 **3 Credits**

Cost, scope, and schedule are considered the triad of Project Management. This course will focus on the cost leg of that triangle. Successful project management includes the development of processes and policies and their management to ensure projects are completed within budget. Participants will understand the importance of project justification being tied to a business core competencies and also linked to that firms established business plans. Basic financial principles will be presented to justify these concepts. Participants will understand how project financial management is addressed throughout the project life cycle. Participants will discuss the benefits of project resource planning and learn cost estimating methods, budgeting, performance measurement and controls. They will learn various project financial management terms, techniques, and tools and how to apply them in managing the various phases of a typical project. The students will analyze and understand several methods of addressing projects that have developed financial problems. They will also learn how to develop recovery plans for these situations. The students will develop and experiment with methods to deal with stakeholder financial issues in conjunction with adopted project management principles. Completion of PM 501 and 504 prior to taking this course is strongly recommended.

Project Risks and Decisions

PM 508 **3 Credits**

The skills of problem-solving and decision making are critical to effective project management. In this course, participants will practice effective decision making in the area of risk management after identifying and quantifying problems and analyzing potential solutions. Participants will also examine impact analysis and risk response control.

Prerequisite: PM 504.

The Legal Environment

PM 509 **3 Credits**

This course is a study of the legal rules pertaining to the operation of a business or project management team. It emphasizes the most common legal problems facing organizations, including: management rights and responsibilities, agency and representation, contracts and contract negotiation, dispute prevention and resolution, comparing common and code legal systems. With the expanding potential of doing business in other countries, we will emphasize international legal issues.

Contract Administration in Project Management: Procurement

PM 510 **3 Credits**

Successful projects depend partly on building open and trusting relationships among the parties involved. This course focuses on contractual relationships on projects from both the vendor and customer perspectives with an emphasis on contract law, regulations and negotiations. Participants will study vendor selection, qualification, contract modification and completion. They will concentrate on customer and vendor involvement, terms of payment, measurements, changes and contract modification.

Project Quality Management

PM 511 **3 Credits**

Quality management, quality concepts, and maturity models are key to understanding and managing quality projects and producing quality project outcomes. In this course the participants will learn about the project quality processes (planning, assurance and control), the background and importance of quality, and the current techniques and tools to create quality deliverables (including measurement, variation, statistical process control and control charts, benchmarking, cause and effect diagrams, continuous improvement cycle, and others). Application of this knowledge will be pertinent to continual process improvement, maturity models of processes and systems, and project deliverables.

The Customer in the Project Process

PM 512 **3 Credits**

Client, customer, and stakeholder satisfaction are keys to a successful project. This course emphasizes creating and sustaining a client focus, including techniques for promoting and maintaining client participation; marketing to clients; client and prospective client relations; training; and client presentation and selling skills. Particular emphasis will be placed on identifying the real clients, customers, and stakeholders and identifying their actual needs and wants. The course will also stress the importance of maintaining an awareness of the customers central role during every phase of a project.

Managing Change

PM 513 **3 Credits**

Project managers are, by their very nature, change agents who live in a world of ever advancing technology. This course explores the process of change, including: invention and innovation; diffusion; change provocation; and change adoption. Participants will examine the necessity of accepting ambiguity and building in flexibility to allow for the unexpected. They will also learn how to implement damage control in the event that change moves too rapidly.

Project Management Program Integration

PM 514 **3 Credits**

PM 514 is the capstone course for the MS in Project Management (MSPM) degree program. It is intended to capture key elements of project management learning and knowledge developed in the MSPM program courses. It is designed as a project execution simulation with phases and situations encountered in executing a typical project. Students are given an opportunity to apply knowledge, tools, and skills developed in the balance of the MSPM program to a sample project. In addition, there is a final exam which tests students on the MSPM program outcomes not covered in the sample project. It is required that you complete PM 510, PM 511, PM 512, and PM 513 before enrolling in PM 514. Any exceptions must have special permission from the Project Management Program Director.

Problem Statements and Proposal Writing

PM 550 **2 Credits**

The Masters Thesis or Research Project: Topic and Proposal should demonstrate your mastery of scholarship as well as applied knowledge in your chosen field. The topic choice and proposal process in preparation for thesis data analysis, collection, and report of findings should demonstrate your ability to effectively select a topic and create a research proposal through independent scholarly investigations. This thesis topic and proposal process will require you to use the research sources of your chosen field to prepare for gathering and analyzing data for your masters thesis completion in PM 601. The Masters Thesis or Research Project: Topic and Proposal process should demonstrate the skillful, knowledgeable application of the concepts and strategies relevant to thesis preparation, specifically the problem definition, literature review, research approach, and writing of the proposal. There are two crucial skills for project managers to have: 1. Identifying and writing a concise description of the reason a project is needed; 2. Writing a concise factual proposal which will sell the project to prospective stakeholders. This course is designed to provide experience with the research tools and practice needed for students to be effective written communicators using each of these types of writing.

Project Management Research Paper (Project or Thesis)

PM 601 **1 Credit**

The Masters Thesis should demonstrate your mastery of scholarship or applied knowledge in your chosen field. The thesis should demonstrate your ability to conduct and report independent scholarly investigations. The thesis will require you to use the research sources of your chosen field to gather and analyze data and to then state reasonable, reliable, valid conclusions based upon the data and your analysis. In addition, the thesis should demonstrate the skillful, knowledgeable application of the concepts and strategies you have learned throughout the Project Management program.

Prerequisite: PM 550.

Graduate Internship: Project Management

PM 620 **3 Credits**

(Course under development at time of printing.)

Introduction to Psychology

PSY 201 (SS) **5 Credits**

This course examines the field of psychology from a variety of theoretical perspectives. Topics include: the physiological basis of mental functioning; the physical, cognitive and social aspects of lifespan development; learning, memory, and cognition; psychological disorders; emotions and health; thinking and language; intelligence and motivation; perception and sensation; and the various theories of personality.

Understanding Human Development

PSY 202 (SS) **5 Credits**

An investigation into the biological, social, and psychological forces that shape the various stages of our lives. The course also examines patterns of difference due to factors such as gender, culture, disability, and socioeconomic status.

Writing and Critical Thinking in Social Science

PSY 311 (HU, CW) **5 Credits**

The critical thinking process is used to analyze social issues and aid the student in identifying rational solutions. Topics examined include: argument analyzing and building; forms and standards of critical thinking; and evaluating sources of information. This course also develops students skills in writing.

Prerequisites: PSY 201 Introduction to Psychology, and PSY 202 Understanding Human Development, or their equivalents.

Research Methods and Statistics in Social Science

PSY 312 (NS) **5 Credits**

As an introduction to research methods in social sciences, this course provides a foundation in the basic concepts of scientific method, research design, and statistical analysis. The focus is on empirical approaches to knowledge. This course also addresses the usefulness and limitations of statistical processes and their applications in social sciences. It emphasizes problem formulation, selection of research techniques, and results interpretation.

Prerequisites: PSY 201, Introduction to Psychology, and PSY 202, Understanding Human Development, or their equivalents.

Ethics

PSY 313 (SS) **5 Credits**

This course provides an overview of various philosophical approaches to ethical decision making and practical applications involving ethical problems that arise in contemporary society such as crime and punishment, marriage and the family, biotechnology, and the workplace.

Prerequisites: PSY 201, Introduction to Psychology, and PSY 202, Understanding Human Development, or their equivalents.

Personality Theory

PSY 314 (SS) **5 Credits**

Introducing students to the major theories of personality, this course encourages students to critically evaluate each perspective. Personality theory is a foundation for much research and practice in psychology. Students will confront questions regarding the definition and development of personality, individual and cultural variations in personality, and the implications of research for practical application.

Prerequisites: PSY 201 Introduction to Psychology, and PSY 202 Understanding Human Development, or their equivalents.

Learning Theory

PSY 315 (SS) **5 Credits**

This course provides an overview of human learning and its processes, including the historical, empirical, and theoretical foundations of the study of learning and learning processes.

Prerequisites: PSY 201, Introduction to Psychology, and PSY 202, Understanding Human Development, or their equivalents.

Psychology of Difference

PSY 316 (SS) **5 Credits**

This course provides an examination of how power and oppression affect individuals, families, groups, and communities. These issues will be explored in the realms of age, gender, ethnicity, race, class, religion, sexual orientation, and disability. Students will explore their own cultural backgrounds and critically examine the dominant cultures of which they are a part.

Prerequisites: PSY 201, Introduction to Psychology, and PSY 202, Understanding Human Development, or their equivalents.

Social Psychology

PSY 317 (SS) **5 Credits**

This course presents social psychology in a concise and thought-provoking manner. It is designed to provide students with a thorough grounding in the basic principles of social psychology, an understanding of the importance of context when interpreting research findings, and other complex topics, such as conformity, self-justification, and prejudice.

Prerequisites: PSY 201, Introduction to Psychology, and PSY 202, Understanding Human Development, or their equivalents.

Gerontology

PSY 318 (SS) **5 Credits**

The diversities of the aging experience and the elderly are explored from biological, social, and psychological perspectives. Students will examine patterns of difference among the elderly due to factors such as gender, culture, disability, and socioeconomic status. This course also introduces the issues of death and dying, bereavement, and widowhood.

Criminal Behavior

PSY 319 (SS) **5 Credits**

An analysis of crime and criminals from a sociological perspective. Topics discussed in this course include: techniques for measuring criminal behavior; theoretical attempts to account for criminal behavior; and an analysis of various types of crimes.

Juvenile Delinquency

PSY 320 (SS) **5 Credits**

This course will evaluate the origins of laws and definitions of juvenile delinquency, the techniques used to measure delinquency, sociological theories of crime, and institutions of social control for juveniles, including the juvenile justice system and delinquency prevention programs.

Race and Ethnic Issues

PSY 321 (SS) **5 Credits**

This course evaluates the sociological theories and concepts used to explain and describe race and ethnic relations. It will also consider the sources of racial and ethnic conflict, and the historical experiences and current conditions for various minority groups in the United States.

Forensic Psychology

PSY 322 **5 Credits**

This course introduces various aspects of forensic psychology. It examines problems, limitations, roles, and responsibilities of psychologists and other human services professionals working along with law enforcement forces and the justice system. Other topics covered in this course include: techniques of criminal investigation, risk assessment, trial consultations, interrogation and confessions, sexual abuse and harassment, and discrimination.

Psychological Testing

PSY 323 **5 Credits**

This course presents a survey of assessment techniques and instruments for intelligence, personality, cognitive and special abilities, achievement, aptitude, and vocational interest. Students learn to evaluate tests, their uses and limitations.

Recommended: It is recommended to take PSY 312 or any statistics course before enrolling into this class.

Organizational Behavior

PSY 411 (SS) **5 Credits**

This course is designed to introduce students to the study of human behavior in organizations. Its purpose is to provide students with a working understanding of the behavior of individuals and groups within the organizational setting. In this course, we will explore how topics such as personality, attitudes, motivation, power and influence, leadership, conflict management, and organizational culture affect individual and organizational performance.

Prerequisites: PSY 201 Introduction to Psychology, and PSY 202 Understanding Human Development, or their equivalents.

Sociology of the Family

PSY 412 (SS) **5 Credits**

This course will cover five broad, but related areas of study: (1) the origins of the family, as well as basic concepts and theories underlying sociological discussions of family; (2) the relationship between the family and society through history; (3) work roles for men and women, both within and outside the home; (4) trends in non-marital lifestyles, marriage, divorce, and childbearing; and (5) the outlook for the future of the family.

Prerequisites: Bachelor of Arts Applied Psychology (BAAP) students need to take PSY 201, Introduction to Psychology, and PSY 202, Understanding Human Development, or their equivalents prior to taking this course.

Neuropsychology

PSY 413 (NS) **5 Credits**

This course examines the impact of the brain and nervous system on individual behaviors. Students will explore the anatomy of the brain and nervous system as well as their functions. The relationship between brain and psychological concepts such as learning, cognition, perception, and behavior, will be a guiding focus throughout the course. This course can serve as a natural science course for the purpose of meeting general education requirements.

Abnormal Psychology

PSY 414 (SS) **5 Credits**

The course assesses both past and present models of psychological abnormality including the current diagnostic system, DSM-IV. Other topics addressed include: problems of anxiety, mood, mind and body, social impact, psychosis, and personality. Specifically, this course serves as an introduction to abnormal psychology, with particular applicability to theories of personality and as a foundation to subsequent coursework in counseling and psychology. The areas addressed are broad, theoretical- and research based, and of relevance in conceptualizing issues of both nature and extent of abnormal behavior, and the means by which prevention and intervention occurs.

Prerequisites: PSY 201, Introduction to Psychology, and PSY 202, Understanding Human Development, or their equivalents.

Psychology of Adolescents

PSY 415 (SS) **5 Credits**

This course discusses the issues of adolescent biological and psychosocial development, relationship, and culture in a social context. It addresses topics such as physical and intellectual growth, sexual maturation, youth culture and values, substance abuse, eating disorders, juvenile delinquency, and suicide.

Psychology of Gender

PSY 416 (SS) 5 Credits

This class examines the topic of gender - the behaviors and attitudes that relate to (but are not entirely congruent with) biological sex. Students will critically review an overall picture of gender from a psychological perspective. Topics include gender and sex differences across the lifespan, gender and work, relationships, gender stereotypes, biological, social, and cultural influences on behavior, and gender comparisons in cognitive abilities, health, and personality.

Loss and Grief

PSY 417 (SS) 5 Credits

In this course, grief and loss experiences will be explored. This will include losses that include: death; the loss of significant relationships; moving from one community to another; loss of family members due to divorce/separation; and normal developmental stage losses. Normal and complicated grief reactions will be explored, as will cultural and spiritual influences. Examining community support and self-care will also be explored.

Psychology of Substance Abuse

PSY 418 (SS) 5 Credits

Substance abuse is one of the fastest-growing and most potentially destructive phenomena of contemporary life. In this course, students will learn about the theoretical models that attempt to explain the causes, contributing factors, and solutions to substance abuse among various populations, including adolescents, the elderly, and various cultural, social, and ethnic groups.

Ecological Psychology

PSY 419 (SS) 5 Credits

An analysis of what is the relationship of human experience to the natural world? Why should we care about the environment? Ecological psychology attempts to answer these questions. Students will explore the relationship of humans to nature in multiple cultural settings and historical contexts. This course also discusses the impact of human culture on the natural world, and the ways in which individuals and societies can harm or help the environment.

Health Psychology

PSY 420 (SS) 5 Credits

This course examines the impact of individual behaviors and lifestyles on health. Students will explore the application of psychological principles to health in areas such as stress reduction, proper nutrition, safe behaviors, benefits of exercise, cardiovascular health, and the benefits of a balanced lifestyle. The relationship between mental and physical illness will be a guiding focus throughout the course.

Interviewing and Counseling Skills

PSY 421 (SS) 5 Credits

Through lecture and experiential learning, students will study and practice skills of effective communication. Each student will do an analysis of his or her personal communication style, taking into consideration the implications of gender, race, and culture. Special emphasis will be placed on the communication skills needed by the human services and behavioral science professional.

Child Psychology

PSY 422 5 Credits

This course discusses the issues of children's biological and psychosocial development, relationship, and culture in a social context. It addresses topics such as physical, cognitive, social, and intellectual growth, language acquisition, family and peers, popularity, impact of mass media and culture on child's development.

Health Issues in Aging

PSY 423 5 Credits

(Course under development at time of printing.)

Special Populations' Practicum

PSY 497 5 Credits

(Course under development at time of printing.)

Senior Seminar

PSY 498 (SS) 5 Credits

This course provides students with the experience of applying behavioral science concepts outside a classroom setting. Students will arrange a placement in a community setting in which to develop and implement a service project.

Prerequisites: PSY 201, PSY 202, PSY 311-PSY 317, and PSY 411-PSY 414.

Independent Study

PSY 499 1-5 Credits

Human Nutrition

SCI 201 (NS) 5 Credits

This course explores issues related to nutrition. It introduces students to nutrition guidelines and assessment. Nutrition is also discussed in context of life cycle and health, body composition and weight management, metabolism, alternative diets, food safety, and eating disorders. Nutrition related issues, such as malnutrition and hunger, are illustrated in order to develop an international perspective on the nutrition and health challenges facing contemporary world.

Environmental Science

SCI 215 (NS) 5 Credits

This course explores environmental change on a global scale, emphasizing the fundamental concepts of matter, energy, and ecology as applied to contemporary concerns. Environmental issues impacting more than two dozen countries are illustrated in order to develop an international perspective on the environmental challenges facing our planet.

Astronomy

SCI 302 (NS) 5 Credits

An overview of astronomy for students who have taken no previous college science courses. Beginning with an examination of the earth and its moon, the course will move through the solar system and discuss its formation. A study of the sun will lead to a discussion of stars in general and the Milky Way galaxy, followed by an exploration of the large-scale structure and dynamics of the universe as a whole.

Oceanography

SCI 303 (NS) **5 Credits**

This course explores the field of oceanography by integrating current information and basic scientific principles used in the study of the oceans.

Meteorology

SCI 304 (NS) **5 Credits**

This course will examine the Earth's atmosphere, with emphasis on weather observations and forecasting. Topics include: physical processes involved in weather phenomena, such as highs, lows, fronts, clouds, storms, jet streams, and air pollution.

Sociology of Work

SOC 405 **5 Credits**

Sociology of Work examines the structural and social organization of work, including the effects of demographic changes on the contemporary workplace. The course also explores the relationships between the professions and the larger culture.

Introduction to International Studies

SSC 107 (SS) **5 Credits**

An introductory look at the worlds political, economic, and social structures in order to gain a better understanding of how nations interact and why world leaders take particular actions to further the interests of their nations. Emphasis is placed on the impact which world events have on individuals and the lives that they live.

Introduction to American Government

SSC 108 (SS) **5 Credits**

This course is an introductory look at the American government for the beginning political science student. Topics include: Constitutional principles, rights and liberties, the political process, the making of national policy, and the nature of policy-making institutions.

World Civilization I - Prehistory to 1650

SSC 210 (SS) **5 Credits**

This course surveys the development and growth of civilizations from prehistoric times to about 1650, tracing the ideas, events, and institutions that underlie our contemporary world.

World Civilization II - 1650 to the Present

SSC 211 (SS) **5 Credits**

This course traces the development and growth of civilizations from the 17th century to the present, analyzing the ideas, events, and institutions that shaped our contemporary world.

Introduction to American History I

SSC 212 (SS) **5 Credits**

This course surveys the origins and evolution of the American experience from the Age of Discovery to the end of the Civil War. The course examines the events that shaped the American political, intellectual, economic and social scene. Topics addressed include: life in the early colonies, the Revolutionary War, Jeffersonian America, the Industrial Revolution, Westward expansion, the Civil War and Reconstruction.

Introduction to American History II - United States History 1865 to Present

SSC 213 (SS) **5 Credits**

This course examines America's transition from an insular and agrarian continental power to an economic and military superpower. Topics will include the rise of America's industrial economy, progressivism, imperialism, the World Wars, the Great Depression and the Cold War.

The Atomic Age - WWII to Present

SSC 215 (SS) **5 Credits**

An examination of nuclear strategy in the context of international and domestic politics since the development of atomic and hydrogen weapons. The impact of the collapse of the Soviet Union and the formation of a Russian confederation will also be explored in the course. The course gives a global overview of U.S. foreign policy from 1938 to the present, with an emphasis on how the "American character" has helped shape that policy.

Introduction to Political Science

SSC 218 (SS) **5 Credits**

This course is an introduction to the historical, legal, and psychological methods of understanding politics. Questions as fundamental as why people behave as they do in the political process are examined. The course also compares different political ideologies, forms of government, and the role of the individual and the state. A comparison of different governing institutions and processes between the United States and other countries will be made. The course will conclude with a section on the motivations, constraints, and instruments of international politics.

Principles of Microeconomics

SSC 220 (SS) **5 Credits**

This course is an introduction of microeconomic theory with real world applications. Topics include: How households, firms, and governments make decisions of what goods and services to produce, how to produce the goods and for whom to produce them. This course will help you apply the skills and tools learned from theory to current world events.

Principles of Macroeconomics

SSC 221 (SS) 5 Credits
This course is an introduction of macroeconomic theory with real world applications. Topics include: Inflation, unemployment, poverty, deficits, taxes, interest rates, gross domestic product, recession, and international trade. This course will help you apply the skills and tools learned from theory to current world events.

Foundations of Technology in Education

TCI 505 3 Credits
This course is an overview of technology in education, including expanding skills in common classroom applications and developing skills and understanding in the use of learning management systems. Educators will apply technology skills to improve their teaching performance.

Using Technology for Instruction and Assessment

TCI 510 3 Credits
In this course, educators will learn to apply technology skills and to evaluate software to further student learning outcomes. Educators will learn to find and use on-line assessment tools and to evaluate and adapt on-line lesson plans.

Web Publishing for the Classroom

TCI 515 3 Credits
In this course, educators will develop skills to construct educational web pages and apply those skills and strategies to incorporate web page construction for Project Based Learning in their classrooms. WebQuests, WebBytes, and other web-based resources will be explored and guided investigations are used to find and to model best practices in using these web resources to improve student learning.

Digital Images in the Classroom

TCI 520 3 Credits
In this course, educators will learn to acquire, manipulate, and publish digital images for use in the classroom from many sources. Educators will research various methods of acquiring images and learn to incorporate those images into effective lesson and information handouts for students. Copyright issues and other ethical issues will be discussed as educators develop personal philosophy for using images, and other electronic media, in the classroom.

Educational Research Implementation

TCI 525 3 Credits
In this course, educators will build upon foundations of research methodology introduced in the Integrated Core. Evaluation and application of various methods of educational research will be examined in preparation for designing and implementing a research project or a thesis. Educators will learn to use technology in data collection and other research efforts.

Video Technology in the Classroom

TCI 530 3 Credits
In this course, educators will develop skills to plan, capture, edit, and publish video projects for use in the classroom. Digital video, cross-platform video formats, and video publishing will be explored. Guided investigations and utilization of current applications are used to model best practices in using video to improve student learning and to assess student skills and knowledge. Student use of video as a communication tool to meet standards will be examined.

Using Multi-Media in the Classroom

TCI 535 3 Credits
In this course, educators will develop skills to plan and produce multimedia projects for use in the classroom. Other skills topics that will be developed include advanced slideshow features, publishing to CD ROM, and alternative multimedia products for the classroom. Educators will also develop lesson plans for student multimedia projects and develop rubrics to guide and evaluate these projects. Student skills and techniques in the use of multimedia for presentations will be examined.

Technology and Issues in Education

TCI 540 3 Credits
In this course, educators will research, analyze, and synthesize current issues in education and how these issues may be addressed with technology. Local, state, and national standards; diversity and gender concerns; grant writing and technology funding; and high stakes testing will be examined. Educators will consider integrated learning systems, adaptive technologies, and computer aided instruction as means to facilitate student learning.

Master's Degree Project and Presentation

TCI 600 3 Credits

Master's Degree Thesis and Presentation

TCI 610 3 Credits

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