

Accounting Business  
Communications  
Counseling  
Education Management  
Leadership  
Project Management  
Psychology  
Technology

2011–2012  
**CATALOG**

**CityUniversity**  
of Seattle

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*www.CityU.edu*

# CITY UNIVERSITY OF SEATTLE CATALOG

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The contents of the 2011-2012 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](http://www.CityU.edu) or Portal at [my.CityU.edu](http://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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## Welcome to City University of Seattle.

I am and the entire CityU community is committed to enabling you to achieve your professional ambitions. Throughout your studies, we will engage you in learning and applying the “best practices” of your desired profession. We will also expose you to the ever-changing world that shapes and influences your profession and our collective future. You will be challenged to become a positive contributor to both. Once you have completed your studies, your CityU degree will represent mastery of your chosen profession and will reflect an achievement of academic excellence.

The university will strive to make your learning experience here a superlative one. Our courses of study blend the latest in technology with the most forward-thinking in business, education and leadership practices. As you progress in your studies, you will have many opportunities to interact with a diversity of learners who range from accomplished professionals – to aspiring students who, like you, have chosen City University of Seattle for its commitment to access and high educational standards.

For three decades the university has been privileged to serve and award degrees to more than 46,000 students worldwide. We are delighted CityU is your university of choice. We respect your ambitions and will do all we can to help you fulfill them.

It is my pleasure to welcome you to City University of Seattle.

A handwritten signature in black ink that reads "Lee Gorsuch". The signature is written in a cursive, flowing style.

Lee Gorsuch

*President*

# ACADEMIC CALENDAR

2011/2012	SUMMER 2011/12	FALL 2011/12	WINTER 2012	SPRING 2012
<b>Last Day of Registration</b>	June 20, 2011	September 20, 2011	December 20, 2011	March 20, 2012
<b>Late Registration</b>	June 21 2011 - July 8, 2011	Sept 21 2011 - Oct 7, 2011	Dec 21, 2011- Jan 6, 2012	March 21 2012 - April 6, 2012
<b>First Day of Quarter</b>	July 1, 2011	October 1, 2011	January 1, 2012	April 1, 2012
<b>Last Day to Officially Withdraw from Class</b>	80% mark of the course	80% mark of the course	80% mark of the course	80% mark of the course
<b>Last Day of Quarter</b>	September 30, 2011	December 31, 2011	March 31, 2012	June 30, 2012
<b>Canada Day (Canadian Holiday)</b>	July 1, 2011			
<b>Independence Day (U.S. Holiday)</b>	July 4, 2011			
<b>Heritage Day (Canadian Holiday)</b>	August 1, 2011			
<b>Labor Day (U.S. and Canadian Holiday)</b>	September 5, 2011			
<b>Thanksgiving (Canadian Holiday)</b>		October 10, 2011		
<b>Veteran's Day (U.S. Holiday)</b>		November 11, 2011		
<b>Remembrance Day (Canadian Holiday)</b>		November 11, 2011		
<b>Thanksgiving (U.S. Holiday)</b>		November 24-25, 2011		
<b>New Year's Day (U.S. &amp; Canadian Holiday)</b>			January 1, 2012	
<b>Martin Luther King Day (U.S. Holiday)</b>			January 16, 2012	
<b>President's Day (U.S. Holiday)</b>			February 20, 2012	
<b>Alberta Family Day (Alberta Holiday)</b>			February 20, 2012	
<b>Victoria Day (Canadian Holiday)</b>				May 21, 2012
<b>Memorial Day (U.S. Holiday)</b>				May 28, 2012
<b>Commencement Ceremony</b>				TBA

## Session Start Dates for Refunds (does not correlate to first day of class)

	Summer 2011/12	Fall 2011/12	Winter 2012	Spring 2012
<b>10 Week</b>	July 1, 2011	October 1, 2011	January 1, 2012	April 1, 2012
<b>10 Week Distance Learning</b>	July 11, 2011	October 10, 2011	January 9, 2012	April 9, 2012
<b>20 Week Distance Learning</b>	July 11, 2011	October 10, 2011	January 9, 2012	April 9, 2012
<b>5 Week One</b>	July 1, 2011	October 1, 2011	January 1, 2012	April 1, 2012
<b>5 Week One Distance Learning</b>	July 11, 2011	October 10, 2011	January 19, 2012	April 9, 2012
<b>5 Week Two / 5 Week Two Distance Learning</b>	August 22, 2011	November 21, 2011	February 20, 2012	May 21, 2012

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# PROFILE OF THE UNIVERSITY

## Governing Board & Administration

### Board of Governors

Hiep Q. Quach, M.B.A. .... Chair  
Wayne W. Hansen, J.D. .... First Vice Chair  
Cynthia Chirof, M.B.A. .... Second Vice Chair  
Andrea B. Riniker ..... Treasurer  
Jerry W. Schwartz, J.D., M.B.A., L.L.M. .... Secretary  
Randy J. Aliment, J.D. .... Member  
Thomas R. Clevinger, Exec. M.A. .... Member  
Majdi (Mike) Daher ..... Member  
Henry P. Kirk, Ed.D. .... Member  
Erlinda J. Martinez, Ed.D. .... Member  
Paul F. Muttu ..... Member  
Robert C. Randolph, J.D. .... Member  
Vi Tasler ..... Emeritus  
Larry W. Campbell, M.B.A. .... Honorary Member  
Valentin Zlatev, Ph.D. .... Honorary Member

### Office of the President

Lee Gorsuch, M.S. .... President  
Lisa Corcoran ..... Executive Assistant  
Elizabeth Fountain, Ph.D. .... Director, Office of Institutional Effectiveness  
Christopher Ross ..... Vice President of University Advancement

### Office of Finance and Administration

Bruce Bryant ..... Chief Financial Officer / Vice President of Finance and Administration  
Maria Krey, C.P.A. .... Director, Finance  
Timothy Sprake, M.S. .... Director, Human Resources  
Kevin Brown ..... Director, Information Technology

### Office of Academic Affairs

Steven Olswang, Ph.D. .... Provost  
Elizabeth Fountain, Ph.D. .... Associate Provost  
Judy Hinrichs, M.Ed. .... Dean, Gordon Albright School of Education/  
Division of Arts and Sciences  
Kurt Kirstein, Ed.D. .... Dean, School of Management  
Tom Cary, J.D. .... Associate Dean, School of Management  
Craig Scheiber, Ed.D. .... Associate Dean, Gordon Albright School of Education  
Mary Mara, M.L.I.S. .... Director, Library Services  
Kelly Flores, M.A. .... Director, Curriculum and Faculty Development Support Services

### Office of Admissions/Student Services

Melissa Mecham, Ed.D. .... Vice President, Admissions and Student Services  
Mary R. Belknap, M.Ed. .... Registrar  
Jean Roberts ..... Director, Student Financial Services  
Robert Martin ..... Senior Director, Advising  
Alysa Borelli, M.A.M. .... Director, Recruiting  
Sabine Saway, M.B.A. .... Director, International Student Office  
Toby Willis, M.Ed. .... Director, Site Operations

### International Division

Ing. Jan Rebro, M.B.A., Ph.D. .... Vice President, European Operations  
David Griffin, M.A. .... Dean, Academic Affairs - Europe  
Manuel Menendez, III ..... Senior Advisor  
Mariella Remund, Ph.D. ... Regional Director, Academic Affairs - China  
Yanan Xu, M.B.A. .... Director, China Program



## Mission, Vision, and Values

As a private not-for-profit institution of higher education, City University of Seattle's mission is to change lives for good by offering high quality and relevant lifelong education to anyone with the desire to learn. CityU's vision is education access worldwide, via a network of partners and programs on-site and/or on-line. Its five core values are represented as follows:

**Flexibility** - designing and delivering programs convenient for students;

**Accessibility** - providing educational opportunities to anyone, anywhere;

**Innovation** - continually creating new educational opportunities;

**Relevance** - teaching today what can be applied tomorrow; and

**Global Perspectives** - acting locally while thinking globally.

## History and Philosophy

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's 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
- The 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.

City University of Seattle now awards degrees and certificates at the undergraduate and graduate levels in dozens of academic fields, and offers instruction in locations throughout the state of Washington, the Canadian provinces of British Columbia and Alberta, and the countries of Australia, Bulgaria, China, the Czech Republic, Greece, Mexico, Romania, Slovakia and Switzerland. Many of its programs are offered via Distance Education and other innovative means of delivery. The dispersion of instructional sites and the use of a variety of delivery systems are consistent with the University's mission and vision. 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.

## Core Themes and Strategic Goals

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 is updated annually, serving as a road map to fulfilling its mission and achieving its vision. In 2010 the university incorporated a set of Core Themes derived directly from its mission. These Core Themes guide and inform all the university's strategic and operational activities, including the determination of annual goals and objectives for its performance.

### In 2010, CityU's Board of Governors approved the following Core Themes:

Core Theme One: Excelling in Learning and Teaching

Core Theme Two: Expanding Student Access

Core Theme Three: Strengthening Global Connection

Core Theme Four: Enhancing University Sustainability

### City University of Seattle adopted the following strategic goals in 2011:

Goal One: Excel in Applied and Engaged Learning and Teaching

Goal Two: Be a Higher Education Innovator

Goal Three: Expand Domestic Access

Goal Four: Be a Leader in International Education

Goal Five: Advance University Sustainability

These core themes and strategic goals combine to ensure the university thrives in its ability to fulfill its mission in the near and long terms.

## 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.

City University of Seattle's School of Management is currently a candidate for accreditation with the Association of Collegiate Business Schools and Programs (ACBSP). More information can be obtained at [www.acbsp.org](http://www.acbsp.org).

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, Canada, 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.

In Alberta, Canada, programs are offered pursuant to the written approval of the Minister of Advanced Education and Technology effective September 1, 2009 having undergone a quality

# PROFILE OF THE UNIVERSITY

assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Locations in Australia, Bulgaria, Czech Republic, Greece, Romania, Slovakia, Switzerland, 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 Associate Provost, the Dr. Vi Tasler Library, Curriculum and Faculty Development Support Services, and Academic Administration. Academic Deans, who report directly to Provost, supervise a cadre of experienced Program Directors and Coordinators who in turn appoint and supervise close to 900 Teaching Faculty worldwide. Programs offered outside the U.S. are supervised by appropriate regional Deans or Directors of Academic Affairs or local Program Directors or Coordinators who ensure academic quality and provide operational oversight.

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, 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 Vice President of European Operations reports directly to the President. The position is accountable for the quality and sustainability of the University's program offerings in Europe, including direct supervision of all partnership agreements in the region.

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 Strategic Planning Committee, 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 Program Coordinators, 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 evaluations of instruction and course quality. 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 partners with 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's degree completion opportunities to transfer and technical students.

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.

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.

For a full list of transfer and partnership institutions, visit [www.CityU.edu](http://www.CityU.edu).

## Servicemembers Opportunity Colleges (SOC)

City University of Seattle is a member of the Servicemembers Opportunity Colleges (SOC) Consortium and the SOC Degree Network System.

### Servicemembers Opportunity Colleges Consortium

Servicemembers Opportunity Colleges (SOC), established in 1972, is a consortium of national higher education associations and more than 1,900 institutional members. SOC Consortium institutional members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense (DoD) and Coast Guard, and veterans. A list of current SOC Consortium member institutions can be found on the SOC Web site at [www.soc.aascu.org](http://www.soc.aascu.org).

### SOC Degree Network System

The SOC Degree Network System (DNS) consists of a subset of SOC Consortium member institutions selected by the military Services to deliver specific Associate and Bachelor's degree programs to servicemembers and their families. Institutional members of the SOC DNS agree to special requirements and obligations that provide military students, their spouses and college-age children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOC operates the 2- and 4-year Degree Network System for the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOCCOAST). Refer to the SOC Degree Network System-2 and -4 Handbooks to view Associate and Bachelor's degree programs, location offerings, and college information. An electronic version of the Handbook is posted on the SOC Web site, [www.soc.aascu.org](http://www.soc.aascu.org), on the SOCAD, SOCNAV, SOCMAR, and SOCCOAST home pages.

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.

## 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. 1st 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, communications, and the behavioral sciences. The University's faculty develop and revise programs in accord with recent scholarship and best practices in the professions, and 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 provided 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](http://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](mailto:CustomerService@Cityuexpress.com).

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 provided online through Nuskule, Inc. located in Montreal, QC.

Students are able to:

- Order textbooks at any time by visiting [www.cityubookstore.ca](http://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](mailto:info@cityubookstore.ca)

# PROFILE OF THE UNIVERSITY

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.

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

## Library Resources and Services

The mission of the City University of Seattle Vi Tasler Library is to promote the university's educational goals by identifying, acquiring, organizing, publicizing, and providing access to resources and services that encourage and support lifelong learning. The Library staff strives to deliver relevant information resources, services, and related instruction to CityU students and faculty whenever and wherever they are learning and teaching.

The following services and resources are available through CityU's library:

- Librarians available by e-mail, instant message, phone, or in person to help students and faculty use library resources, formulate search strategies, and locate research materials.
- Online access to full-text research databases, electronic books, and other resources that support all degree programs.
- Online tutorials and course-integrated instruction designed to help students learn how to find, evaluate, and use information effectively.
- An interlibrary loan service that provides students with materials borrowed from other libraries, including electronic delivery of requested articles.
- The mailing of books from the library's physical collection to students in the United States and Canada.

Students are served from the City University of Seattle. Vi Tasler Library located in Bellevue, Washington. Access to all of the library's resources, services, and policies is available through the student portal. Select resources and services are also available through every Blackboard course shell and the university's Web site at <http://www.cityu.edu/library>. The library's online collection includes more than 30,500 electronic books and 45 online databases containing over 42,000 different full-text periodical titles. The physical holdings at the CityU Library include approximately 26,000 print books, 3,200 videotapes, and 120 print and microfiche journal titles.

Visit the City University of Seattle Website or portal for more information about library services.

### Vi Tasler Library

*Physical address:*

150 - 120th Avenue NE, Bellevue, WA 98005

*Mailing address:*

11900 NE 1st Street, Bellevue, WA 98005

In Slovakia, City University of Seattle and its partner institution, the Vysoká škola manažmentu have established a branch library system that today ranks as one of the most important English language bibliographical resources in Central Europe. The largest library is in Trenčín with a smaller branch in Bratislava. The libraries in Slovakia contain more than 22,000 items including print and audiovisual materials. Information about the Slovakian library branches is available at <http://library.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](http://www.CityU.bg).

## Sites and Access Information

The City University of Seattle International Headquarters in Bellevue houses the Office of the President, the Office of Business and Finance, the Office of Alumni Affairs and Development, 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 Vi Tasler Library.

City University of Seattle administrative and instructional sites have well-equipped classrooms, meeting rooms, and computer lab facilities. 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 or at [www.CityU.edu](http://www.CityU.edu).

### City University of Seattle Administrative and Academic Center

11900 NE 1st 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

Applicants who wish to pursue degree and certificate programs via distance learning must satisfy the same admissions requirements as applicants who plan to attend courses in the classroom.

### Applicants to Programs at Teaching Locations Outside of North America

The same requirements that govern admission to degree and certificate programs at North American teaching locations apply to the University’s overseas teaching locations. Applicants should note, however, that program requirements may differ slightly, as do tuition and fee schedules.

## Admission 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 along with the nonrefundable application fee and all documents relevant to the respective degree or certificate programs. Documents should be submitted to City University of Seattle, Admissions and Student Services, 11900 N.E. 1st Street, Bellevue, WA 98005.
3. Request official transcripts from all previously attended institutions and have them sent to City University of Seattle, Office of the Registrar, 11900 N.E. 1st Street, Bellevue, WA 98005.
4. Meet the English proficiency requirement of the University.

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

**Note to active-duty military students (and eligible dependents):** A Servicemembers Opportunity College (SOC) agreement is valid for seven years from the date of agreement, assuming the student does not take any break longer than two years. After two years of non-enrollment, in any home school or secondary SOC approved school, SOC agreements are no longer valid.

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

## Admission Requirements for All Undergraduate Degree and Certificate Programs

Typically, City University of Seattle’s undergraduate degree and certificate programs are open to applicants who hold high school diplomas or the equivalent, who have demonstrated English proficiency according to CityU standards, and who are able to meet any additional admission requirements specific to the program they plan to enter. Students may need to document that they have fulfilled these requirements.

Note: Undergraduate certificates containing less than 25 quarter credits and graduate certificates containing less than 15 quarter credits are not eligible for U.S. federal funding.

### Admission Requirements Specific to Undergraduate Programs in the School of Management (SOM)

#### *Undergraduate Degrees*

No additional requirements are needed beyond the general admission requirements.

#### *Undergraduate Certificates*

No additional requirements are needed beyond the general admission requirements.

Upon completion of a CityU undergraduate certificate program, the credits earned may be applied to appropriate bachelor’s degree programs if all other admission requirements have been met.

### Admission Requirements Specific to Undergraduate Programs in the Albright School of Education (ASOE)

Academic admission requirements for each degree program in the school are listed first, followed by nonacademic admissions requirements common to all ASOE undergraduate programs.

#### *Admission Requirements for All School of Education Undergraduate Programs*

1. At least 80 hours of supervised work with children during the past three years (ages birth–8 for BA-ECE; ages 4-14 for BA-Ed -Elementary Ed; grades P-12 for BA-Ed-Special Ed, Reading, ELL, Math). Time spent in an Introduction to Teaching course may count towards the 80 hours.
2. Passing scores on each section of the Washington Educators Skills Test-Basic (WEST-B). (For the BA-ECE program, only teacher certification candidates comply.)
3. Computer literacy – basic word processing, Internet and email skills; computer availability.

# ADMISSIONS & ADVANCED STANDING

4. Must meet the Washington State law standards of good moral character and personal fitness. This includes fingerprinting and background checks by law enforcement agencies. (For the BA-ECE program, only teacher certification candidates must comply.)
5. Application portfolio containing the following completed items (forms are available from an ASOE advisor):
  - Application for program admission
  - Resume
  - Personal/educational goal statement
  - Documentation of supervised work with children or district approval form (depending upon program)
  - Three (3) completed personal recommendation forms/letters, addressing the applicant's capabilities, personal qualities, and accomplishments. (These should be brought to the Admissions interview with the portfolio.)
6. Written essay, completed on-site
7. Interview with the faculty program coordinator

## Admission Requirements for Specific Programs

Applicants who choose to participate in certain Washington State-funded programs for teacher certification need an Associate of Arts degree to enter those programs.

### *Bachelor of Arts Degree Program in Early Childhood Education*

An AA degree in early Childhood Education or a minimum of ECE coursework/training, including:

1. Introduction to Education
2. Child Development

### *Undergraduate Certificate Program in Alternative Routes - Secondary Math - Washington State*

1. Bachelor degree or higher in math or related field. (Exception: this statement does not apply to Route 4, which indicates the applicant is a current math teacher on an emergency or conditional certificate.)
2. Must meet criteria established by the Washington Professional Educator Standards Board for admission to the program.
3. Passing scores on the Washington Educators Skills Test – Endorsement (WEST-E) in Mathematics or Middle-Level Math.
4. Experience working with adolescents ages 10-18 (volunteer or paid employment).
5. Career experience working with math.
6. Applicant must not have a valid teaching certificate from any state.

Exceptions to this policy may be made by the school dean.

## Admission Requirements Specific to Undergraduate Programs in the Division of Arts and Sciences (DAS)

### *Undergraduate Degrees*

Bachelor of Arts in Applied Psychology

Bachelor of Science in Communications

1. Applicant 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: describes briefly one or two important life events that have contributed to the applicant's identity and view of the world.
  - Professional experience: describes briefly applicant's past and current experiences working with people.
  - Professional goal statement: states applicant's reasons for wanting to complete a bachelor's degree in Applied Psychology or Communications.

### *Undergraduate Certificate*

No additional requirements are needed beyond the general admission requirements. Upon completion of an undergraduate certificate program, credits earned may be applied to appropriate bachelor's degree programs if all other admission requirements have been met.

## Admission Requirements for All Graduate Degree and Certificate Programs

### **Master's Degree and Certificate Programs**

Admission to all CityU master's degree and certificate programs requires that applicants hold a four-year or approved three-year bachelor's degree or equivalent from an accredited or otherwise recognized institution. Applicants must submit an official transcript providing proof that they hold a bachelor's degree before they will be allowed to register for courses in any master's program. In addition, financial aid processing is not possible without proof of a posted bachelor's degree.

International applicants must submit transcripts proving that they hold a bachelor's degree prior to the issuance of the U.S. Immigration Form I-20 for study in the U.S., or prior to the issuance of the letter of admission for study in Canada.

Applicants holding a bachelor's degree of less than four years, or who do not have an approved three-year degree, may request special admission from the dean of the appropriate school. (Please see the policy on special admission to graduate programs for applicants holding less than an approved bachelor's degree.) In addition to proof of a bachelor's degree, applicants must provide the following:

1. Completed application form
2. Nonrefundable application fee
3. Proof of English proficiency
4. Evidence of completion of program-specific prerequisite courses, as applicable

5. Program specific admissions requirements, as applicable

If the applicant is seeking financial assistance, additional documents may be required.

Exceptions to the admissions criteria must be approved by the dean of the appropriate school. No specific undergraduate major or emphasis is required for entrance into most graduate programs. Standardized entrance exams, such as the GRE, MAT and GMAT, are also not required.

Exceptions to these criteria must be approved by the school dean.

## Doctoral Program

Admission to CityU's doctoral degree program requires that applicants hold a master's degree from an accredited or otherwise recognized institution. Applicants must submit official transcripts.

In addition to proof of a master's degree, applicants must provide the following:

1. Completed application form
2. Nonrefundable application fee
3. Proof of English proficiency
4. Evidence of completion of program-specific pre-requisite courses, as applicable
5. Program specific admission requirements

If the applicant is seeking financial assistance, additional documents may be required.

No specific master's degree is required for entrance into the doctoral program. Standardized entrance exams, such as the GRE, MAT and GMAT, are also not required.

No exceptions will be made for entrance to the doctoral program.

## Requirements for Special Admission to Master's Programs (Applicants without Approved Bachelors' Degrees)

Applicants may pursue master's degrees without four-year baccalaureate degrees from accredited or otherwise recognized institutions in rare instances. Three-year degrees from selected countries are accepted. Other factors may influence acceptance of degrees of less than four years for admission

If an applicant has neither a four-year nor an approved three-year degree, the school dean will determine whether the applicant may be offered "special admission." Applicants holding professional designations may also apply for special admission. When such an application is received, it is first evaluated by the Registrar. It is then reviewed by the school dean, who makes a determination after the following criteria have been met:

- Applicant has completed 135 or more undergraduate credits from an accredited or otherwise recognized institution and has earned at least the minimum cumulative GPA required by the program;

- Applicant has provided three letters from references in managerial or professional positions who can attest that the applicant (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 the graduate level; and (c) maintains high ethical standards;
- Applicant has submitted a written statement outlining a significant project he/she has handled, citing clearly how he/she has exhibited graduate-level skills in communication and problem-solving;
- Applicant has had a personal interview with the dean or designee (by phone when an in-person meeting is not practical). If determined by the dean to be eligible for special admission, the applicant is then provisionally admitted, with full admission pending successful completion of two graduate courses in the program. (i.e., earning a grade of 3.0 or higher in each course).

If determined by the appropriate school dean to be eligible for special admission, the applicant is then provisionally admitted, with full admission pending successful completion of the two required graduate courses in the degree program (i.e. earning a grade of 3.0 or higher in each course).

## Special Provisions within Each School

### *School of Management (SOM)*

No special provisions.

### *Albright School of Education (ASOE)*

Special admission is not available for applicants to the Master in Teaching degree program. Applicants to other education program must have earned a 2.75 cumulative GPA or higher in their undergraduate degree program.

### *Division of Arts and Sciences (DAS)*

No special provisions.

## Admission Requirements Specific to Graduate Programs in the School of Management (SOM)

### *Graduate Degrees*

There are no additional requirements beyond the general admission requirements.

### *Graduate Certificate*

There are no additional requirements beyond the general admission requirements. Upon completion of the graduate certificate program, credits earned may be applied to appropriate graduate degree programs if all other admissions requirements have been met.

# ADMISSIONS & ADVANCED STANDING

## Admission Requirements Specific to Graduate Education Programs in the Albright School of Education (ASOE)

### Graduate Degrees

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 (U.S.) 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 school dean. Please see the policy on special admission to graduate programs for students holding less than approved bachelor's degrees.

### Admission Requirements for all M.Ed. Degree Programs

1. Cumulative GPA of at least 2.75 in a bachelor's degree program.
2. Three letters of reference/recommendation.
3. A writing sample, including goal statement.
4. CV/resume showing education and experience.
5. For certification programs, a history free of convictions for criminal misdemeanors and/or felonies (verified by an FBI/WSP fingerprint check).
6. For certification programs, an interview with the program director or designee may be required.

### Admission Requirements for the MiT Degree Program

1. Three letters of professional reference reporting professional potential.
2. Writing sample of 300 words addressing "Why I want to be a Teacher."
3. Goal statement addressing "My Goals as an Educator."
4. Completion of the Washington Educators Skills Test Basic (WEST-B).
5. Recent (within the last five years) successful experience working with children (i.e., instructional aide, Scouts, church groups, coaching, volunteer activities, etc).
6. Computer literacy – basic word processing, Internet and email skills; computer availability.
7. Must meet the Washington State law standards of good moral character and personal fitness. This includes fingerprinting and background checks by law enforcement agencies.

### Graduate Certificates

Professional certification programs may require additional documentation or academic credentials. Exceptions to this policy may be made by the school dean.

## Admission Requirements Specific to Graduate Programs in the Division of Arts and Sciences (DAS)

### Master of Arts in Counseling Psychology

### Master of Counselling

Additional requirements for admission to the above-mentioned degree programs:

1. Applicants who wish to attend the Master of Counselling program in Alberta must have completed three senior-level undergraduate (or graduate-level) courses in psychology or educational psychology with a grade of at least 2.0 in each course (3.0 for graduate-level courses).
  - Applicants without this course work who have at least five years of professional experience in psychology related to the coursework in the program may be admitted on a provisional basis.
  - If provisionally admitted, the student must remove the basis for the provisional admission prior to completing the program core requirements.
2. A cumulative GPA of at least 2.75 in undergraduate degree program.
3. Three (3) confidential letters of professional reference.
4. 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.
5. CV/resume.
6. Completed, signed background information form, with a history free of convictions for criminal misdemeanors and felonies. Applicants who have such a history may be denied a professional credential at the state level (see RCW 18.130 for US program). The background information form must be submitted prior to the interview process.
7. Interview with the program director/coordinator or designee. The interview will be used to determine whether minimum qualifications have been met for admission to the program.

### Graduate Certificates

No additional requirements are needed beyond the University's general admission requirements.

Exceptions to this policy may be made by the school dean.

## Admission Requirements Specific to Graduate Programs in the Division of Doctoral Studies (DsS )

### Doctor of Education in Leadership

Additional requirements for admission to the above mentioned degree program:

1. A current resume or C.V. demonstrating three or more years of management/leadership experience.
2. Three (3) recommendations or reference who can attest to the applicant's ability to be successful at doctoral level work. At least one reference should be a professional or academic reference.
3. A three-to-five page writing sample in which the applicant must state his or her goals for completing the program.



4. An interview with the Program Director or his/her designee. The interview will be used to determine whether minimum qualifications have been met for admission to the program.

## *Graduate Certificates*

No additional requirements are needed beyond the University's general admission requirements.

Exceptions to this policy may be made by the school dean and/or provost.

## **Admission of International Students to Study in the U.S. and Canada**

### **Admission of Non-F-1 Student Visa-Status International Students to Study in the U.S.**

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

- International student application
- Nonrefundable application fee
- Proof of English proficiency (see English proficiency policy in academic policy section)
- Official transcripts and diplomas from all colleges and universities previously attended, and official certified translations where necessary
- Copy of identification page of the student's passport (including expiration date)
- Copy of the student passport
- Copy of U.S. Immigration Form I-94 if currently in the U.S., or upon arrival

### **Admission of F-1 Student Visa-Status International Students to Study in the U.S.**

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

- Current bank statement and sponsor statement, if applicable

Transfer students are also required to submit:

- Copies of U.S. Immigration Form I-20(s) previously issued
- Completed International Student transfer evaluation form
- 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. Lawful F-1 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. International applicants who want 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
- Nonrefundable application fee made payable in Canadian dollars, sent prior to receipt of the letter of admission
- Proof of English proficiency (see English proficiency policy in academic policies section)
- 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: [www.cic.gc.ca/english/study/index.asp](http://www.cic.gc.ca/english/study/index.asp)

### **Practices Applicable to International Students Studying in Either the U.S. 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 term 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 U.S. or Canada should be sent to the following addresses respectively.

International Student Office  
City University of Seattle  
11900 NE 1st Street  
Bellevue, WA 98005, U.S.A.  
(or)

International Student Office  
City University of Seattle  
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's 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 U.S. need to transfer a minimum of 45 lower-division

# ADMISSIONS & ADVANCED STANDING

undergraduate credits in order to be accepted into a City University of Seattle's bachelor's degree program. Applicants 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, U.S. 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 Office helps international students adjust to life and study in the U.S. 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 on student visas are required to present proof that they have active medical insurance meeting the University established minimum coverage or enroll in the CityU sponsored international student health insurance plan. Details regarding the international student health insurance plan are available by contacting the International Student Office in Bellevue.

## *Employment (U.S./Canada)*

U.S. 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 visiting scholars, they are required to present a letter from their 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, these students may register at City University of Seattle. Additional documentation may be required depending on the desired classes. City University of Seattle does not issue Form I-20 to visiting international students in the U.S. or a letter of admission in Canada. A visiting international student is also required to pay a nonrefundable application fee.

## **Admission of Applicants Not Seeking A Degree or Certificate (Non-Matriculated)**

### *Undergraduate Courses*

Applicants not seeking a degree or certificate who wish to take undergraduate courses must show proof of English proficiency. Their enrollment status will be designated as No Intended Degree.

### *Graduate Courses*

Applicants not seeking a degree or certificate who wish to take master's level courses must show proof of English proficiency and hold a four-year or approved three-year bachelor's degree, or the equivalent, from an accredited or otherwise recognized institution. Their enrollment status will be designated as No Intended Degree.

### *Continuing Education Courses*

Applicants not seeking a degree or certificate who only wish to enroll in continuing education courses are not required to provide documentation unless otherwise noted by individual course entry requirements. Their enrollment status will be designated as Continuing Education. 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 noncollegiate sponsored instructional programs
- Courses evaluated by the American Council on Education (ACE) and other agencies
- Credit earned from an institution that has an approved, joint-delivered, dual-delivery, bilateral or partnered articulation agreement with City University of Seattle
- An assessment of prior experiential learning at the postsecondary level

Credits designated as continuing education by another institution or organization are not accepted in transfer toward CityU degree and certificate programs.

## **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 carry the 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 are unofficial and unacceptable.

City University of Seattle does not solicit transcripts. Legally, students must request official transcripts from former institutions themselves, 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 part of the student's permanent file. Students who want to obtain copies of documents in their files must submit a signed written request to the Office of the Registrar.

## Transcript Submission Requirements

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

**Graduate students** must submit an official transcript documenting conferral of a bachelor's degree before graduate enrollment in a master's program can take place. Graduate students seeking enrollment in a doctoral program must submit an official transcript documenting conferral of a master's degree before enrollment can take place.

**International students** must submit all transcripts prior to the issuance of the U.S. Immigration Form I-20 for study in the U.S., or prior to the issuance of the letter of admission for study in Canada.

**U.S. Veterans** must comply with additional transcript requirements and procedures as outlined in the "U.S. Veteran and Military Assistance" policy located in the Financial Policies and Financial Assistance section.

## Transfer Policies for Undergraduate Degree and Certificate Programs

Students who enter City University of Seattle as candidates for an associate or bachelor's degree or an undergraduate certificate may have already completed courses at other educational institutions, as documented by official transcripts. For any external course to be transferred into an undergraduate program, a student must have achieved a grade of 2.0 (C) or better.

Students also may have participated in events outside the classroom that would qualify as learning experiences worthy of credit. 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 Degrees*

City University of Seattle accepts up to 65 transfer credits from accredited or recognized colleges, universities or other institutions toward associate degree requirements. Of the 65 transfer credits, up to 25 may be awarded through Prior Learning Assessment (PLA) portfolios. To obtain an associate degree, students must earn a minimum of 25 lower-division credits in residency (i.e., CityU courses taken in any delivery format).

The following degree program is an exception.

The Associate of Science program in General Studies – Military Only accepts a maximum of 85 approved quarter transfer credits. Only

one five-quarter credit (5) capstone course, which is the residency requirement, must be taken through the University.

If a student applies upper-division transfer credits toward an associate degree, the credits may not be used again later to fulfill upper-division requirements for a bachelor's degree program.

### *Bachelor's Degrees*

City University of Seattle accepts a maximum of 135 approved quarter credits in credits from accredited or recognized colleges, universities and other institutions toward fulfillment of bachelor's degree requirements. Students may earn advanced standing by transferring up to 90 lower-division quarter credits from two or four-year institutions. The remaining 45 quarter credits of the 135 quarter credits that are transferable must clearly be upper-division credits transferred via course substitution, direct equivalency, course waiver or a PLA portfolio. In most cases, such credits must be equivalent to CityU courses. For more information on these options for gaining program/course credit, please refer to the Course Options for Program Credit section in academic policies.

The following program is an exception.

- The Bachelor of Science program in General Studies accepts a maximum of 135 quarter credits of approved transfer credits. Of these 135 quarter credits, 90 are applied to lower-division and 45 must clearly be upper-division. However, the upper-division credits do not have to be transferred via PLA, course waiver or substitution, or be directly equivalent to City University of Seattle courses.

To complete any bachelor's degree program a student must earn at least 45 upper-division quarter credits in residency (i.e., through CityU courses taken in any delivery format).

In addition to accepting no more than 45 upper-division quarter transfer credits, the following programs have lower-division prerequisite exceptions.

- The Bachelor of Arts program in Applied Psychology accepts only 80 lower-division quarter credits unless lower-division prerequisites have been met.
- The Bachelor of Science program in Accounting accepts only 85 lower-division quarter credits unless the lower-division prerequisite has been met.

### *Undergraduate Certificates*

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

## **Transfer Credit toward Undergraduate Programs from Institutions, Programs, and by Special Means**

### *Transfer Credit from Nationally Accredited Post-Secondary Institutions*

Credits earned at nationally accredited institutions are evaluated by the same criteria as those applied to credits transferred from regionally accredited institutions.

### *Transfer Credit from Technical and Vocational Institutions*

# ADMISSIONS & ADVANCED STANDING

Credits may be transferred from technical and vocational institutes that are not regionally accredited. Similar specialized institutions that have been recognized by CityU are evaluated on the basis of a 16.5-to-1 ratio for lecture/theory classes taken after 1/1/1996, and on a 90-to-1 ratio for laboratory classes and 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 or nationally accredited institutions. Students transferring associate degrees from accredited institutions are accepted for upper-division studies.

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

College Composition	5 quarter credits
College Mathematics	5 quarter credits
Humanities	15 quarter credits
Social Sciences	15 quarter credits
Natural Science/Mathematics	15 quarter credits

Upper-division credit may be used to fulfill general education requirements if these have not already been fulfilled through lower-division/associate degree coursework.

In order to fulfill the college composition requirement, students must achieve a minimum grade of 2.0 in the designated college composition course.

Programs requiring higher level math as a pre-requisite to upper-division study are as follows. Each of the courses listed below also meets the university's college mathematics requirement.

- Bachelor of Science in Accounting: College Algebra (5 quarter credits)
- Bachelor of Science in Business Administration: College Algebra (5 quarter credits)
- Bachelor of Science in Computer Systems: Pre-Calculus (5 quarter credits)
- Bachelor of Science in Information Systems: Pre-Calculus (5 quarter credits)

## *Credit from Non-Accredited, State Approved/Authorized/Licensed Institutions*

Credits earned from state-approved, authorized, or licensed institutions that are not accredited by any recognized accrediting body will be evaluated for transfer on a case-by-case basis.

## *Credit for Directly Equivalent Courses*

Direct equivalency 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. If the University's credentials evaluation team cannot determine direct equivalency for a course, the student must petition to receive transfer credit.

If a course is approved as a direct equivalent, credit is granted and the student need not take the corresponding CityU course. Students may petition to receive transfer credit for any course.

## *Credit for Noncollegiate-Sponsored Instruction*

In the evaluation of awarding credit for noncollegiate-sponsored instruction, City University of Seattle follows the recommendations of the Office of Educational Credit of the American Council on Education (ACE) and of various state education departments' programs on noncollegiate-sponsored instruction. Upon request, the University may also do an internal evaluation of noncollegiate-sponsored instruction undertaken through local businesses, public agencies, health care and hospital facilities, and by any organizations that regularly conduct formal, evaluated, in-house courses relevant to CityU degree programs.

## *Credit from Military Service Schools and Training*

Education acquired through military service schools that offer college-level work, as evaluated by the ACE Office of Educational Credit, is credited toward undergraduate programs. Other types of military training evaluated by ACE may also be accepted for credit.

Military credits are not evaluated until a student has applied. All military credit requests should be submitted on an AARTS or SMART transcript, and must be sent directly to CityU. SMART transcripts are requested from the student's local Navy College Office, the Marine Corps Education Center, or through <https://smart.navy.mil>. AARTS transcripts are requested through <https://aarts.army.mil>.

## *Credit from Diploma Nursing Schools*

Registered nurses applying to City University of Seattle bachelor's degree programs may be awarded up to 90 lower-division 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 EC exams.

## *Credit from 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 PLA program to enable students to earn credit 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.

City University of Seattle awards 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 credits may be obtained in ways other than formal classroom instruction or supervised, outside-the-classroom learning.

Students who have been away from formal education for a time may find that the PLA program assists them in re-entering academic life. Researching and writing a PLA portfolio directs a self-assessment to where one is educationally and where one needs to focus.

# ADMISSIONS & ADVANCED STANDING

Associate degree candidates may earn up to 20 quarter credits via a PLA portfolio. Bachelor's degree candidates may earn up to 45 quarter credits via a PLA portfolio. Students may earn credit 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 director.

## Transfer Credit toward Undergraduate Programs by Examination

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

### *College Entrance Examination Board Advanced Placement (AP) Examinations*

The AP Exams were designed by the College Entrance Examination Board (College Board) to enable students to pursue college-level studies while still in secondary school. They are specifically intended to stimulate both students and teachers to higher achievement and to help eliminate the needless duplication of studies later in college. Exams are available in more than 30 different areas, such as biology, calculus, chemistry, classics, European history and psychology.

AP exams are graded on a five-point scale in which one (1) is the lowest and five (5) is the highest. Students must achieve a score of three (3) or higher to receive credit at City University of Seattle.

### *College Level Examination Program (CLEP)*

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

Through CLEP exams it is possible to earn up to 90 lower-division credits. City University of Seattle does not accept CLEP exams for upper-division credit, and CLEP exams that duplicate lower-division coursework previously transferred for credit are not accepted. CLEP exams 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 are administered. CLEP sponsors two types of exams—general and subject.

#### 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	50
Humanities	9	50
College Mathematics	9	50
Natural Sciences	9	50
Social Science & History	9	50

General exams 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 undergraduate courses common to U.S. institutions of higher education. Subject exams stress understanding, the ability to perceive relationships, and the student's grasp of principles, concepts and factual materials in individual subjects.

Subject Examinations consist of multiple-choice questions covering more than 30 college-level subjects. To receive credit at City University of Seattle for these exams, students must earn at least the minimum score recommended by the ACE Guide. The awarding of City University of Seattle credit follows College Board recommendations.

### *Excelsior College Examinations (EC Exams)*

The battery of EC Exams currently consists of approximately 50 exams designed for the recognition of college-level learning acquired outside the classroom. Formerly administered by ACT-PEP, EC Exams 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 program.

The tests are composed of multiple-choice, essay, and mixed-format items. EC Exams are available in many areas of the arts and sciences, business, education and nursing. Scoring is designed to estimate the level of student knowledge of the subject matter.

### *Defense Activity for Non-Traditional Education Support (DANTES)*

The DANTES program administers most of the educational support activities originally undertaken by the U.S. Armed Forces Institute on behalf of the Department of Defense, 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

### *Transfer Credit from Thirteenth-Year International Programs*

Applicants who hold thirteenth-year credentials, such as the Matura,

# ADMISSIONS & ADVANCED STANDING

Abitur, Advanced Levels (A-Levels) as tested through Cambridge International Examinations of Cambridge University, and the International Baccalaureate, may receive transfer credit toward advanced standing. Appropriate thirteenth-year transfer credits may fulfill up to 25 of the 30 required lower-division general education quarter credits for an associate degree; and up to 45 of the 55 required lower-division general education quarter credits for a bachelor's degree.

## Transfer Policies for Graduate Degree Programs

### Graduate Degree

Students who have previously completed graduate coursework at other recognized institutions may transfer a maximum of 12 quarter credits toward a City University of Seattle master's degree program, depending on the program. All transfer credits must reflect grades of 3.0 (B) or better. The 12 quarter credits may be through direct equivalency, course substitution or course waiver (or any combination of these), and must be equivalent to City University of Seattle courses, as determined by similar course numbers, titles or content.

Direct equivalency refers to a course successfully completed at another recognized institution and judged to be the same as a CityU course in terms of content, duration, level and credit value. If the University's credentials evaluation team cannot determine direct equivalency for a course, the student must petition to receive transfer credit. If a course is approved as a direct equivalent, credit is granted, eliminating the need to take the course at CityU. Students may petition to receive transfer credit for any course. (For detailed information on course waivers and substitutions, please refer to the policy on course options for program credit via waiver, substitution and direct equivalency in the Academic Policies section.)

To earn a graduate degree, a student must take all required credits in residency (i.e., via CityU courses taken in any delivery format) except for the 12 quarter transfer credits.

### Graduate Certificate

For a graduate certificate, up to 25 percent of the program credits may be accepted in transfer. Please see Graduate Degree section above for more information on types of transfer credit.

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

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

### School-Specific Transfer Credit Restrictions

The programs listed below have specific transfer credit restrictions in addition to the general guidelines list above.

#### *School of Management (SOM)*

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 degree-equivalent as determined by the dean. In the U.S. MBA program, up to six (6) of

the maximum 12 credits transferred may be in electives.

#### *Albright School of Education (ASOE)*

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

- Credits were earned at a regionally accredited institution or a school recognized by the Ministry of Education, if foreign;
- Credits older than six years have been approved by the dean;
- Credits are for 500-level courses or the equivalent, as noted on the external transcript or as stated in the external institution's catalog;
- Credits satisfy the requirements of the specific program.

Of the maximum 12 transferable quarter credits, up to six may be used to satisfy the M.Ed. elective requirement, depending on the program. The additional six (6) transfer quarter credits will be accepted only if the Registrar verifies that they are directly equivalent to prescribed M.Ed. course requirements.

#### *Division of Arts and Sciences (DAS)*

Coursework transferred into the Master of Arts program in Counseling Psychology (U.S.), and the Master of Counseling program (Canada) must be directly equivalent to the appropriate City University of Seattle course, or degree-equivalent as determined by the program director for the division. Credits older than six years must be approved by the dean.

#### *Division of Doctoral Studies (DDS)*

Students who have completed doctoral course work at other recognized institutions may transfer a maximum of 12 quarter credits toward a doctoral degree program upon approval of the Program Director. This applies only to the Concentration portion of the program. Credits older than six (6) years must be approved by the dean.

## Student Identification Numbers

By law and for security purposes, applicants and students are assigned eight-digit identification numbers to replace their social security numbers as a means of determining identification at CityU. Effective July 1, 2009 only the last four digits of social security numbers appear on most transcripts, to serve as a means of confirming identification against other existing records. Students' social security numbers are treated confidentially and are not used to establish or confirm student identification with external parties.

CityU identification numbers are required to:

- view City University of Seattle grades and other records on the web site
- register online
- gain online library access
- receive other conveniences as they become available.

Students who need assistance obtaining their identification numbers should contact their student 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 2011/2012 (July 1, 2011 - June 30, 2012) 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*

Students may pay in person during normal business hours Monday through Friday 8:00 am to 5:00 pm. In the U.S. payment in person is accepted only at the CityU Bellevue location (11900 NE 1st Street). In Canada, payment in person is accepted only at the Vancouver, British Columbia location (789 W. Pender Street, Suite 310).

### *Paying by Mail*

All students except for Canadian students send payment to:

City University of Seattle  
Attn: Business Office  
11900 NE 1st 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*

In the U.S., contact the Business Office to make a payment by phone. In Canada, contact the Vancouver, British Columbia or Calgary, Alberta site to make a payment by phone. We accept: VISA, MasterCard, American Express, and Discover Card.

### *Paying Online*

Visit the my.CityU.edu portal 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.

# FINANCIAL POLICIES & FINANCIAL ASSISTANCE

## 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.



# FINANCIAL POLICIES & FINANCIAL ASSISTANCE

## 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 of Seattle 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 the 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.

# FINANCIAL POLICIES & FINANCIAL ASSISTANCE

## *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 Direct 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 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 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. Students are notified of their eligibility with a Student Financial Services Award Letter. Students must notify the Office of Student Financial Aid either by accepting or rejecting the funds offered. Students who neglect accepting 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 loan servicer(s) to obtain information on rights and requirements for deferment of their prior student loans. Students are responsible for informing their loan servicer(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.

# FINANCIAL POLICIES & FINANCIAL ASSISTANCE

## 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  
<http://www.gibil.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.

### *Other Foreign Veteran's*

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 awarded each quarter. Decisions are impartial and are made by a Scholarship Committee.

Students must apply to and be accepted by City University of Seattle to be eligible for a scholarship. Applications may be obtained from the following website: <http://cityu.edu/admissions/scholarships>.

City University of Seattle scholarships may be applied towards 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.

# FINANCIAL POLICIES & FINANCIAL ASSISTANCE

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](http://www.CityU.edu/adm_tuition.htm) or the portal at [my.CityU.edu](http://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 2011-2012 (July 1, 2011 – June 30, 2012).

REGULAR TUITION	U.S.
<b>School of Management</b>	
Undergraduate 100/200 Level per Credit	\$347
Undergraduate Business 300/400 Level per Credit	\$382
Undergraduate Information Systems 300/400 Level per Credit	\$433
Graduate Business and Leadership Programs per Credit	\$633
Graduate Information Security Programs per Credit	\$656
<b>Albright School of Education</b>	
Undergraduate per Credit	\$324
Professional Certification Programs per Credit	\$233
Non-Certification Programs per Credit	\$473
MIT with Teacher Certification per Credit	\$531
Graduate Certification Programs per Credit	\$632
Executive Leadership per Credit	\$632
<b>Division of Arts and Sciences</b>	
Undergraduate 100/200 Level per Credit	\$347
Undergraduate 300/400 Level per Credit	\$382
Graduate per Credit	\$546
<b>Division of Doctoral Studies</b>	
Doctoral Program per Credit	\$632
<b>SPECIALTY TUITION</b>	
Full-time Active Duty Military Undergraduate per Credit	\$166
Full-time Active Duty Military Graduate per Credit	\$306
SOE Community College Partnership Rate Washington per Credit	\$305
English Language Program (ELP) per Course	\$595
Academic English Language Support Course Fee per ELP Course	\$800
English Language Writing Support per Course	\$250

# FINANCIAL POLICIES & FINANCIAL ASSISTANCE

<b>FEES AND CHARGES</b>	
Application Fee	\$50
Audit Alumni per Course	\$300
Challenge Course Fee	\$300
Diploma Re-Issue Fee	\$50
English Language Testing Fee	\$30
ELP Instructional Fee per Course	\$100
Final Degree Audit Application Fee	\$100
Late Registration Fee	\$100
Official Transcript Fee per Copy	\$10
Placement File Service Fee - School of Education	\$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%

<b>REGULAR TUITION</b>	<b>CANADA</b>
<b>School of Management</b>	
Graduate Teach-Out per Credit	\$586
<b>Albright School of Education</b>	
Graduate per Credit	\$441
<b>Division of Arts and Sciences</b>	
Graduate per Credit	\$525
<b>FEES AND CHARGES</b>	
Application Fee	\$50
Audit Alumni per Course	\$300
Challenge Course Fee	\$300
Diploma Re-Issue Fee	\$50
English Language Testing Fee	\$30
ELP Instructional Fee per Course	\$100
Final Degree Audit Application Fee	\$100
Late Registration Fee	\$100
Official Transcript Fee per Copy	\$10
Placement File Service Fee - School of Education	\$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%

# ACADEMIC POLICIES

## Academic Policy

City University of Seattle reserves the right to develop new academic policies or change existing ones pertaining to the relationship between the school and its 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. Students may request exceptions to most academic policies by petitioning the school dean or provost, although this procedure does not guarantee that the request will be granted.

## 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 Academic Progress

Students are required to make satisfactory academic progress in the degree and/or certificate programs in which they have enrolled. Satisfactory academic 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 advisor (and financial aid counselor, if applicable) no later than the 80 percent completion point of the course. Course withdrawal requests received after the 80 percent completion point 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.

The process of withdrawing from one course and adding another course at the same time (drop/add) 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.
- Tuition refunds for changes in registration that take place after the first week of the session 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 and technical complications, and will be made by the dean or the Course Withdrawal Committee.

## 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 quarter 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.

### *U.S. Veterans*

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

### *Active-Duty U.S. Military Students (and Eligible Dependents)*

Active-duty U.S. 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, at any home school or secondary SOC approved school, SOC agreements are no longer 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, in addition to any other admission requirements of their prospective program. English proficiency policy is overseen by the Office of Academic Affairs. 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, the 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 administered at City University of Seattle. Scores for all other tests taken at or outside of City University of Seattle must be authenticated by the test publisher. Students who take ACCUPLACER and do not meet the minimum average score requirements may be retested once within a two-week period, but not on the same day that the first examination was taken. After the initial testing, students may take ACCUPLACER once every 70 – 90 days. The required ACCUPLACER scores must be earned in a single testing session. Students may not use a combination of test scores from different testing dates to meet the requirements.

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.

## **Language-Assisted Undergraduate or Certificate Degree Programs**

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

1. Completion of Level 5 of CityU's English language program or the appropriate level of a CityU-recognized English language program.
2. Completion of at least 30 quarter degree credits (or 20 semester degree credits) at an accredited or CityU-recognized institution in an English-speaking country where the language of instruction was English, with satisfactory academic progress (cumulative GPA 2.0 or better).
3. Completion of at least 30 quarter degree credits (or 20 semester degree credits) in American Council on Education (ACE)-recommended courses with the U.S. Armed Forces.
4. A TOEFL ITP score of at least 510 or an equivalent (see TOEFL score equivalents below).

## **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.
2. Graduation from high school after attending a high-school exchange program that required study in an English-speaking country for at least two years, where the language of instruction was English.
3. Completion of at least 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, with and satisfactory academic progress (cumulative GPA of 2.0 or better).
4. Completion of at least 45 quarter degree credits (or 30 semester degree credits) in American Council on Education (ACE)-recommended courses with the U.S. Armed Forces.
5. Previous completion of at least 45 quarter degree credits from City University of Seattle regardless of location, with a cumulative GPA of 2.0 or better.
6. An undergraduate or a graduate degree from an accredited or CityU-recognized institution in an English-speaking country where the language of instruction was English.
7. An undergraduate or graduate degree from CityU regardless of location.
8. Completion of Level 6 of the City University of Seattle language program or the equivalent level of a City University of Seattle-recognized English language program.
9. A TOEFL ITP score of at least 540 or an equivalent (see TOEFL score equivalents below).

## **Graduate Degree or Certificate Programs**

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

1. An undergraduate or graduate degree from an accredited or City University of Seattle-recognized institution in an English-speaking country where the language of instruction was English
2. An undergraduate or graduate degree from City University of Seattle regardless of location.
3. A TOEFL ITP score of at least 567 or an equivalent (see TOEFL score equivalents below).

## **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. An undergraduate or graduate degree from an accredited or City University of Seattle-recognized institution in an English-speaking country where the language of instruction was English.
2. An undergraduate or graduate degree from City University of Seattle regardless of location.

# ACADEMIC POLICIES

- A TOEFL ITP score of at least 550 or an equivalent (see TOEFL score equivalents below).

## Language Assisted Graduate Degree or Certificate 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:

- Completion of Level 6 of City University of Seattle's English language program or the appropriate level of a City University of Seattle-recognized English language program.
- Completion of at least 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, with satisfactory academic progress (cumulative GPA 2.0 or better).
- Completion of at least 45 quarter degree credits (or 30 semester degree credits) in American Council on Education (ACE)-recommended courses with the U.S. Armed Forces.
- A TOEFL ITP score of at least 540 or an equivalent (see TOEFL score equivalents below).

## English Language Program

Placement into the City University of Seattle English language program will be based on a TOEFL score, or an equivalent examination score as follows (see TOEFL score equivalents below):

TOEFL ITP	Minimum Score
Level 6	510
Level 5	480
Level 4	450
Level 3	420
Level 2	350

ACCUPLACER ESL		
	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 ACCUPLACER examination chart above shows the minimum scores required for each level, rounded up or down to the nearest whole point.

The minimum average is derived from the scores of the following ACCUPLACER ESL examinations: Reading Skills, Sentence Meaning, and Language Usage. Students who do not meet the minimum average scores may be retested once within a two-week period, but not on the same day that the first examinations were taken. After the initial testing, students may take ACCUPLACER once every 70-90 days. The minimum average ACCUPLACER score must be earned in a single testing session. 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 (see chart above). 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 was below 90. Therefore the student would be placed in Level 5. Because the minimum average score is derived from a single testing session, if a student receiving 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 English Exam Score Table

	Assisted Undergraduate Programs	Undergraduate Programs	Assisted Graduate Programs	Graduate Programs
TOEFL ITP & PBT (sections 1-3 only) Paper-based Test	510	540	540	567
TOEFL CBT	180	207	207	227
TOEFL IBT	64	76	76	87
ACCUPLACER	70 or above in Reading Comprehension and 3 or above in Writing	80 or above in Reading Comprehension and 4 or above in Writing	80 or above in Reading Comprehension and 4 or above in Writing	95 or above in Reading
University of Cambridge ESOL Exams	B2 ALTE Level 3 First Certificate in English	B2 ALTE Level 3 First Certificate in English	C1 ALTE Level 4 Certificate in Advanced English	C2 ALTE Level 5 Certificate in Proficiency in English
IELTS (International English Language Testing System)	Band 5.5	Band 6	Band 6	Band 6.5
CAEL (Canadian Academic English Language)	N/A	Overall 60; Writing 60	Overall 60; Writing 60	Overall 70; Writing 70
The EKIE Test in Practical English Proficiency	N/A	EKIE Grade Pre-1	EKIE Grade Pre-1	EKIE Grade 1
WEST-B (Washington Educator Basic Skills Test)	N/A	OSPI passing scores on Reading and Writing Sections	OSPI passing scores on Reading and Writing Sections	N/A
ELPT (English Language Proficiency Test)	N/A	Listening Level H and Reading Level H	Listening Level H and Reading Level H	N/A



## 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.

For courses built around internship, practica, research projects, thesis, experiential and performance-based learning one quarter credit is awarded for a minimum of thirty-hours of engagement in learning activities that are directly related to producing evidence of achievement of defined learning outcomes. Learning activities include but are not limited to direct instruction, mentoring, work on completing course assignments, practice hours required by internship or student teaching, production and/or display of artifacts demonstrating student learning, etc.

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 hour credits equals nine quarter credits.)

## Definitions and Requirements of Academic Program Components, Residency and Class-Year Status

### *Definition of Degree, Degree Program and Program Plan*

A **degree** defines the academic level at which the student has studied (e.g., bachelor, master, doctorate), and the general academic field (e.g., arts, science, teaching) in which study was completed. A **degree program** is the specific curriculum the student must follow to earn the degree. The term degree program normally refers to the courses related to both the degree field and to any major or emphasis pursued within that field.

The official document issued to a student entering a degree program is called a **program plan**. It lists all courses required to complete the student's program, including any general education requirements and electives, as well as major and/or emphasis courses needed. It also indicates the credits assigned to each course and the credits required in each category of the program.

When a student completes a degree program, the university issues the student a diploma. It identifies the degree earned, the major, and a minor or emphasis. It is only issued after completion of all program requirements has been confirmed by the university. (See policy on transcript–diploma–certificate wording for more information on diplomas.)

Examples of degrees offered by City University of Seattle:

- Associate of Science
- Bachelor of Arts
- Master of Business Administration
- Master in Teaching
- Doctor of Education

Examples of degree programs:

- Associate of Science in General Studies
- Bachelor of Arts in Education
- Master of Business Administration – General Management Emphasis
- Master of Arts in Counseling Psychology
- Doctor of Education in Leadership – Educational Leadership Concentration

### *Components of Degree Programs*

Each degree program has specific components that the student must complete before a degree can be posted, in addition to maintaining satisfactory academic progress. These components include:

- A specific major and/or emphasis of study
- Credit requirements for completion of the total program, for the major or emphasis, and for any other categories within the program that have been identified by the university or the sponsoring academic division
- Residency requirements

### *Definition of Major, Minor and Emphasis*

- **Major (undergraduate programs)** – The student's major field of study within the degree field. The courses needed to complete the major are identified by the academic

# ACADEMIC POLICIES

division responsible for the program, and are listed on the program plan issued to the student. For the associate degree, CityU currently offers one major - General Studies. Multiple majors are offered for both the Bachelor of Arts and the Bachelor of Science degrees. Completion of a major requires at least 45 quarter credits.

- **Minor (undergraduate programs)** – A minor field of study in a bachelor's degree program. To earn a minor one must follow a specific course of study identified by an academic division of the university. A minor is not necessarily related to the student's major field, and is not required to complete a degree program. Completion of a minor requires at least 25 quarter credits.
- **Emphasis (undergraduate programs)** – A designated group of courses directly related to the student's major field. The emphasis requires designation of at least 15 quarter credits of study with the number and selection of courses identified by the academic division responsible for the program. The courses identified for the emphasis area are listed on the student's program plan. Some bachelor's degree programs require completion of an emphasis and others do not.
- **Emphasis (graduate programs)** – At the graduate level this term designates the student's major area of study within the master's degree field. Some master's degree programs offer only one emphasis and some offer several. The emphasis requires designation of at least 12 quarter credits of study with the number and selection of courses identified by the academic division responsible for the program.
- **Concentration (graduate programs)** – At the graduate level this term designates the student's specialized area of study within the doctoral degree field. To earn a concentration, the student must complete 30 quarter credits within the subject area, with the selection of courses identified by the academic division responsible for the program.

## *Definition of Upper- and Lower-Division Coursework, Course Numbering and Class-Year Status*

CityU undergraduate programs have specific upper- and lower-division requirements. Lower-division courses are numbered 100-299, and are general in nature. Upper-division courses are numbered 300-499. The subject matter in upper-division courses is more specific, and builds upon knowledge gained from lower-division study. CityU will accept up to 90 lower-division quarter credits in transfer, and up to 45 upper-division quarter credits in transfer. (Please refer to the policies on transferring credit into graduate and undergraduate programs for more information on this subject.)

The total number of undergraduate credits a student has earned at CityU, including transfer credits, determines the student's class-year status. This status is independent of the level of coursework completed. For example, a student may complete several upper-division courses in a degree program, but be less than half-way

through the chosen program. Undergraduate class-year status is determined solely by total credits earned in the program, not by the level of courses taken. Class-year status at CityU is as follows:

- 45 or fewer quarter credits earned = first-year status (freshman)
- 46-90 quarter credits earned = second-year status (sophomore)
- 91-135 quarter credits earned = third-year status (junior)
- 136 or more quarter credits earned = fourth-year status (senior)

## *Credit Requirements for Degree Programs*

- Associate degree – 90 lower-division, undergraduate quarter credits, including 30 in specific general education disciplines and 60 in the major field.
- Bachelor's degree – At least 180 undergraduate quarter credits, including 55 in specific general education disciplines, no more than 90 lower-division credits, and at least 45 upper-division credits in the major field.
- Master's degree – At least 45 graduate quarter credits, for which some or all of the coursework is in the core field of the degree. Other coursework may relate to a specific emphasis within the degree field. Some programs also require completion of internships and/or practica among credit requirements.
- Doctoral degree – At least 90 graduate quarter credits, for which two-thirds of the coursework is in the core field of the degree and includes dissertation requirements. Other coursework may relate to a specific concentration within the degree field.

## *Residency Requirements for Degree Programs*

Courses taken at CityU – that is, taken in residence – are used to fulfill the residency requirement. Residency credits may be earned with courses taken in any delivery format (in class, mixed-mode, through distance learning, or by challenge), and may be administered by any CityU location worldwide. They are different from external credits transferred into a program, and from PLA credits, which give academic credit for knowledge acquired elsewhere. (Please refer to the policies on transferring credit into graduate and undergraduate programs for more information on use of external credits.)

- **Associate Degree** – Of the 90 lower-division quarter credits required, 25 must be earned in residence, and no more than 65 may be transferred into the program. *An exception to this rule is made for the Associate of Science degree program in General Studies-Military Only. In this program only five (5) credits must be earned in residence and up to 85 may be transferred.*
- **Bachelor's Degree** – Of the 180 or more quarter credits required, at least 45 upper-division credits must be earned in residence. No more than 135 credits may be transferred.

- **Master's Degree** – Of the 45 or more quarter credits required, no more than 12 may be transferred, challenged, or substituted and all remaining credits must be taken in residence, regardless of the exact number needed to complete the program. *An exception to this requirement for master's degree programs is made for dual-delivery, bilateral, joint-delivered or partnered articulation programs. Up to 18 quarter credits may be transferred into these programs. All other credits must be earned in residence.*
- **Doctoral Degree** – Of the 90 or more quarter hours credits required, no more than 12 may be transferred, and all remaining credits must be taken in residence, regardless of the exact number needed to complete the program.

### Definition of Certificate, Certificate Program and Certification

A CityU **certificate program** is a course of study in a specified subject, with fewer core credit requirements than a degree program in the same subject, and without the general education or elective requirements of a degree program. Completion of the certificate program results in the issuance of an academic **certificate**, not a diploma.

Certificate programs may be offered at either the undergraduate or graduate level, and vary in the number of credits required for completion. At least 75 percent of the credits in a certificate program must be completed in residence.

Examples of certificate programs at CityU:

- Undergraduate Certificate in Child and Adolescent Services
- Graduate Certificate in Project Management

Completion of a CityU certificate program is different from achieving **professional certification** in a field or area of expertise. Some CityU academic programs (both degree and certificate programs) do prepare students for certification in their profession. *However, completing a CityU academic program does not by itself guarantee professional certification, and the academic record (transcript) of a student does not reflect achievement of professional certification. Professional certification requirements and achievement are determined by organizations external to CityU.*

### Full-Time Credit Load

For undergraduate students, City University of Seattle recognizes ten (10) quarter credits per term to be a full-time load. The maximum allowed is fifteen (15) quarter credits per term. For graduate students, City University of Seattle recognizes six (6) quarter credits per term to be a full-time load. The maximum allowed is nine (9) quarter credits per term unless otherwise defined by an approved program delivery format.

For students in the doctoral program, CityU recognizes six (6) quarter credits per term to be a full-time load. The maximum allowed is twelve (12) quarter credits per term.

### Credit Load for Students Receiving U.S. Veterans Benefits

Undergraduate students with U.S. veteran's benefits have the following credit load requirements:

Enrollment	Quarter Credits/Term
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 U.S. 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 on maximum credit enrollment.

### 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 full-time load and different limitations on 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 per term to be considered full-time. Graduate students must enroll in six (6) quarter credits per term to be considered full-time.

International students must attend three of the four academic terms on a full-time basis 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 term is fifteen (15) quarter credits for undergraduate students and nine (9) quarter credits for graduate students. Requests to exceed these limits may be approved by the school dean or designee on a case-by-case basis.

Undergraduate students may qualify for a credit overload if they currently have a cumulative GPA of at least 2.5 and have earned at least 20 quarter credits at City University of Seattle. Graduate students must have a cumulative GPA of at least 3.25 and have earned at least 12 quarter credits.

At the discretion of the school dean or designee, 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 on a term-by-term basis.

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.

# ACADEMIC POLICIES

## *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 on 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 or mixed-mode: Courses meet 51% or more of the time face-to-face.
- Distance learning: Courses meet less than 51% of the time face-to-face.

### Attendance/Contact Policy for Mixed Mode and Distance Learning Courses

Students taking courses in any format at the University are expected to be diligent in their studies and attend class regularly. Regular class attendance/contact is important in achieving learning outcomes in the course and correlates in many cases with participation. As such it 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 to the final grade.

The U.S. 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 he or she has enrolled but does not intend to continue. If a student vanishes before 60 per cent 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 percent 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 Courses*

Mixed mode courses combine learning in classroom settings and online. When 20 percent or more of a mixed mode course is missed in consecutive sessions and there has been no contact with the instructor, the student 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 (DL) Courses*

Students taking online Distance Learning courses who have missed 20 percent or more of the course in consecutive sessions and have

not been in 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.

### 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 master's courses and has applied for subsequent admission to a master's 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 master's degree programs are considered part of the master's program 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 U.S. 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.

### Course Options for Program Credit via Waiver, Substitution and Direct Equivalency

Students have the option of obtaining program credit for coursework taken at other institutions, or for equivalent experience, via course waiver, course substitution and direct equivalency. Students in bachelor's degree programs may obtain up to nine (9) upper-division and eighteen (18) lower-division quarter credit course substitutions, waivers, direct equivalencies, or any combination of these three, per degree (i.e., 45 upper-division and 90 lower-division quarter credits). Graduate students may obtain up to four (4) such course options (i.e., 12 quarter credits) per degree.

## *Course Waiver*

When appropriate, students may request that the requirement to take a specific course in their academic program be waived (put aside). Course waivers are granted only when students can demonstrate that they have already completed formal coursework or obtained experience which, in the judgment of the program director or designee, is directly related to the course in question and is an adequate substitute. To request a course waiver, a student must submit a Petition for Course Waiver, Substitution or Sequence Change Form.

Note: A course waiver does not grant credit; it simply eliminates the need to take a required course. To compensate for the program credits lost by the waiver of a course, a student must either enroll in another CityU course of equivalent level and credit or transfer it from another institution.

## *Course Substitution*

Course substitution refers to the action of substituting, in place of a course required for the student's academic program, a different CityU course specifically requested by the student, after program approval has been obtained. (One of the most common reasons for course substitution is a change to the student's academic program during a time when the student is not attending CityU.)

A course substitution is different from a course that has been put into a matrix. A course substitution involves a special request by a student to substitute one CityU course for another. A "matrixed" course is a CityU course that has been discontinued but has been designated with a replacement course for all students in a specific academic program. Matrixed courses are considered part of the student's program plan and do not fall into the category described above of course options for program credit.

To request a course substitution when circumstances warrant, a student must submit a Petition for Course Waiver, Substitution or Sequence Change Form.

## *Direct Equivalency*

Direct equivalency refers to a course completed successfully at another recognized institution and judged to be the same as a CityU course in terms of content, level and credit value. All such courses must reflect grades of 2.0 (C) or better for undergraduate programs and 3.0 (B) or better for graduate programs.

If the University's credentials evaluation team cannot determine direct equivalency for a course upon submittal of an official transcript from the other institution, the student must petition to receive this type of credit, using a Petition for Course Waiver, Substitution or Sequence Change Form. If a transferable course is approved as a direct equivalent for a CityU course, credit is granted and the student need not take the CityU course.

Students may petition to receive transfer credit for any course. Please refer to the sections on undergraduate and graduate transfer credit in the Admissions policy section for general information on transferring courses.

## **Course Repetition**

A course that has been failed (whether a No Pass or a decimal grade) must be repeated if it is required for the student's academic

degree/certificate program. However, any required course in which the grade earned is below 2.0 (undergraduate) or 3.0 (graduate) may be repeated.

Students may take the same CityU course a maximum of three times (i.e., they may repeat the course twice). If a student is not able to earn the minimum passing grade by the third attempt (the second repeat), the only remaining way to fulfill the requirement is to complete the course at another institution and transfer it into the student's CityU academic program. This method also requires that the student earn a grade of at least 2.0 (undergraduate) or 3.0 (graduate) when taking the course externally, to satisfy CityU's transfer credit requirements. (If the student can neither pass the course nor transfer it from another institution, but still wants to receive a degree or certificate, a change of academic program may be necessary.)

When a student has taken a required course three times at CityU without passing, an enrollment hold is placed on the student's account, barring further enrollment. The hold will remain in effect for up to one year, or until a transcript is received from another institution showing successful completion of the course. If no transcript is received within one year after the last term in which the course was attempted, the student's academic status is changed to Dismissed, and that designation appears on the student's academic record.

If at a later date the student completes the course with at least a 2.0 (undergraduate) or 3.0 (graduate) at an outside institution, he or she may be readmitted.

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 recently earned grade will be included in the cumulative grade point average.

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

## *Auditing*

Students may wish to repeat a course by auditing it. Audited courses are not graded and do not count as one of the three attempts.

## *Exemptions to Course Repeat Policy*

Final practicum Fcourses, such as student teaching may be attempted at CityU only two times and may not be transferred from outside institutions.

Comprehensive examination courses in the Doctoral program are not eligible for repeat.

Once a degree or 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.

Exceptions to this policy may be made by the appropriate school dean.

## *U.S. Veterans*

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

# ACADEMIC POLICIES

## 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 their student advisor, who will (2) submit a petition for course challenge to the Registrar. The petition will then be sent (3) to the appropriate school dean or designee for approval, construction and administration of the challenge. Finally (4) the petition will be sent back to the Registrar to post the grade and file 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 end-of-term requirements expected of those who have completed the course.

Course challenges may not be taken to substitute for courses attempted at City University of Seattle or already transferred from other institutions.

Course challenges are graded on a pass/no pass basis. If the challenge receives a passing grade, equivalent to a 2.0 or above (undergraduate) or a 3.0 or above (graduate), the course is recorded on the transcript as CityU transfer credit (i.e., it provides credit but does not affect the GPA). No additional charge is assessed. If the challenge is not passed, and the course is required for the student's program, 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.

## Enrollment in Discontinued Programs

Degree/certificate programs may be discontinued (closed) for a variety of reasons. Students enrolled in closed programs will be given the opportunity to complete the original program requirements for a specific period of time after the date of program closure: for undergraduate programs – three (3) years; for graduate programs - two (2) years. (During this period of time the program is in teach-out mode.)

When a program is discontinued, a course teach-out schedule is provided to all eligible students, who also receive an updated program plan with matrix. (A matrix is a chart indicating which current CityU courses are to be used as replacements for discontinued ones in a specific academic program.) Students may remain in the teach-out program as long as they continue in active enrollment – that is, as long as they do not stop out for more than two consecutive terms.

Students who do stop out for more than two consecutive terms from a program that is closed are given a new program plan closely related to their original plan once they return to school. An

exception is made for returning students who have no more than two (2) courses remaining to earn a degree. These students are allowed to complete their original program. The University reserves the right to substitute applicable courses to help the student finish.

## Degree Requirements

### Degree and Certificate Completion Requirements

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

- Fulfilled all admissions requirements.
- Fulfilled all degree and/or certificate requirements.
- Achieved the minimum cumulative GPA for all City University of Seattle coursework of 2.0 for undergraduate programs, 3.0 for graduate programs.
- Fulfilled all financial obligations to City University of Seattle.
- Submitted the degree or certificate audit application and paid the fee, if applying for a degree.
- For doctoral degree programs students must graduate within seven (7) years from the start of the 1st quarter of enrollment.

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 or revises the program plan as needed. However, the responsibility for fulfilling the requirements of a degree or certificate programs rests ultimately with the student.

**Note:** Undergraduate certificates containing less than 25 quarter credits and graduate certificates containing less than 15 quarter credits are not eligible for federal funding.

### Undergraduate General Education Requirements

General education is a fundamental part of an undergraduate education. General education introduces students to a broad range of knowledge in the humanities, social sciences, mathematics, and natural sciences. It also ensures that students develop the requisite skills that make them effective learners in upper division study and contributing citizens of their communities. City University of Seattle constructs its general education requirements in alignment with its mission and commitment to expand educational opportunities around the world.

#### *General Education Distribution Requirements:*

These requirements address the need to expose students to a range of knowledge by requiring a standard distribution of credits across various general study disciplines. Traditionally, the three broad areas of General Education include, but are not limited to, the disciplines below:

## Humanities

- Communications
- Languages
- Music
- Speech
- History\*
- Drama/Theater
- Literature
- Philosophy/ Logic
- Ethics
- Religion

## Social Sciences

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

## Natural Sciences/Mathematics

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

\*History may be applied to Humanities if the institution at which the course was taken has defined it as meeting Humanities or by review of the CityU Registrar and general education director.

The distribution requirements for students pursuing a baccalaureate degree are:

College Composition	5 quarter credits
College Mathematics	5 quarter credits
Humanities	15 quarter credits*
Social Sciences	15 quarter credits*
Natural Sciences/Mathematics	15 quarter credits*

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

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

College Composition is defined as a course that stresses written communication, and must be at least equivalent to the University's designated College Composition course and must be taught in English. College Mathematics must be at least equivalent to the University's designated College Mathematics course. Students must complete courses in at least two separate disciplines within each of the Humanities, Social Sciences, and Natural Sciences/Mathematics distribution areas.

In order to fulfill the College Composition requirement, students must achieve a minimum grade of 2.0 in the designated College Composition course.

Programs requiring higher level mathematics as a pre-requisite to upper-division study are as follows. Each of the courses listed below also meets the university's college mathematics requirement.

- Bachelor of Science in Accounting: College Algebra (5 quarter credits)
- Bachelor of Science in Business Administration: College Algebra (5 quarter credits)
- Bachelor of Science in Computer Systems: Pre-Calculus (5 quarter credits)
- Bachelor of Science in Information Systems: Pre-Calculus (5 quarter credits)

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).

## General Education Learning Outcomes and Skill Development

*City University of Seattle graduates exhibit professional competency and a sense of professional identity.*

Our graduates bring to the workplace the contemporary knowledge and skills intrinsic to success in their professions. They understand the basic values and mission of the fields in which they are working. They are able to use technology to facilitate their work. They have an understanding of basic technical concepts and are able to demonstrate understanding through practical application.

*City University of Seattle graduates have strong communication and interpersonal skills.*

City University of Seattle graduates are able to communicate effectively both orally and in writing. They are able to interact and work with others in a collaborative manner as well as to negotiate difficult interpersonal situations to bring about solutions to problems that benefit all involved.

*City University of Seattle graduates demonstrate critical thinking and information literacy.*

City University of Seattle graduates are able to think critically and creatively, and to reflect upon their own work and the larger context in which it takes place. They are able to find, access, evaluate, and use information in order to solve problems. They consider the complex implications of actions they take and decisions they make.

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*City University of Seattle graduates demonstrate a strong commitment to ethical practice and service in their professions and communities.*

City University of Seattle graduates take responsibility for their own actions and exhibit high standards of conduct in their professional lives. They are aware of the ethical expectations of their profession and hold themselves accountable to those standards. City University of Seattle graduates are also active contributors to their professional communities and associations. They are informed and socially responsible citizens of their communities, as well as of the world.

*City University of Seattle graduates demonstrate diverse and global perspectives.*

City University of Seattle graduates embrace the opportunity to work collaboratively with individuals from a variety of backgrounds, and to learn from the beliefs, values, and cultures of others. They realize that varied viewpoints bring strength and richness to the workplace. City University of Seattle graduates demonstrate an awareness of the interrelation of diverse components of a project or situation.

*City University of Seattle graduates are lifelong learners.*

In a world where knowledge and skills must be constantly updated, City University of Seattle graduates are self-directed and information literate in seeking out ways to continue their learning throughout their lifetimes.

Through this combination of course requirements and embedded outcomes, CityU ensures that it offers undergraduate students exposure to the breadth of knowledge that characterizes general education, and the opportunity to learn the skills and abilities that are essential to engaged citizens in the twenty-first century.

## **Prerequisites for Entry into Upper-Division Coursework**

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

- Successful completion of courses at City University of Seattle designated as meeting college composition and college mathematics requirements
- Transfer of directly equivalent courses from other accredited or recognized institutions
- Achievement of acceptable scores on standardized tests, such as CLEP and DANTEs, in the appropriate subjects
- Course challenges
- PLA

## **Second Degree**

Students who want to earn a second degree at the same academic level as another CityU degree (in progress or already completed) must fulfill all residency requirements for the second degree program. Beyond the first degree, this requires that a student earn

at least 45 additional upper-division CityU credits for a second undergraduate degree program, and 15 additional CityU graduate credits for a second graduate degree program. Examples of two degrees earned at the same academic level:

### *Undergraduate Level*

- Bachelor of Science in Information Systems and Bachelor of Arts in Applied Psychology
- Bachelor of Arts in Education and Bachelor of Science in Business Administration

### *Graduate Level*

- Master of Business Administration and Master of Arts in Leadership
- Master of Business Administration and Master of Science in Information Systems

A second degree produces a second diploma.

## **Degree/Certificate Posting Requirements**

### *Undergraduate and Graduate Degrees: Application for Diploma*

Students who have completed the requirements for an associate, bachelor's or master's degree must submit a degree audit application and pay a fee for the audit and degree-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 is assessed. (The degree audit application fee policy is found in the Finance section of the University catalog.)

### *Undergraduate and Graduate Certificates: Application for Certificate*

Students who have earned undergraduate or graduate certificates must initiate the audit and posting process by submitting a certificate audit application. Certificates will not be posted to students' transcripts if this step is omitted. There is no charge to process certificates.

### *Financial Criteria Applicable to Both Degree and Certificate Candidates*

Degrees and certificates are posted to the transcripts of students who have completed their academic requirements and have submitted a degree or certificate audit application and any applicable fee. Transcripts, diplomas and/or certificates cannot be released to any student with an outstanding obligation to CityU, however, until the student's financial account is cleared.

### *Undergraduate and Graduate Participation in Commencement*

Degree candidates who have submitted their degree audit application and fee and whose degrees have either been posted or are within two courses of completion may participate in Commencement regardless of their financial standing with the University.

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

### Second Major in an Undergraduate Degree Program

Students who want to complete a second major in an undergraduate degree program must complete all coursework required for that major. If residency requirements for the degree have been met within the first major (45 upper-division quarter credits taken in residence at CityU), no residency requirements apply to additional majors. However, students must complete the capstone course for the second major at CityU.

Examples of a second major in an undergraduate degree program:

- Bachelor of Science (degree) – General Studies (first major) and Project Management (second major)
- Bachelor of Arts (degree) – Education (first major) and Applied Psychology (second major)

### Second Minor in an Undergraduate Degree Program

Students who want to complete a second minor in an undergraduate degree program must complete all coursework required for that minor. There is no additional residency requirement.

Example of a second minor in an undergraduate degree program:

- Bachelor of Science (degree) – Marketing (major) – Sustainability (first minor) and Project Management (second minor)

### Second Emphasis in a Graduate or Undergraduate Degree Program

Students who want to complete a second emphasis in any degree program (undergraduate or graduate) must earn all credits required for the emphasis. There is no additional residency requirement.

Examples of a second emphasis in a degree program:

- Bachelor of Science (degree) - Business Administration (major) – Marketing (first emphasis) and General Management (second emphasis)
- Master of Business Administration (degree) – Finance (first emphasis) and Global Management (second emphasis)

If all majors, minors or emphases in a degree program are completed at the same time, they are listed on one diploma. However, if the second major, minor or emphasis is completed at a later time, a second diploma must be issued to document completion of the second part of the program.

Exceptions to this policy may be made by the appropriate school dean.

### Transcript/ Diploma/ Certificate Wording

#### Transcript Wording for Degrees

Effective for Spring term 2010, when degrees are posted, the wording on the transcript includes the degree, major, minor and emphasis, as applicable. When a student has completed an individualized study emphasis within the program, the specialty of the emphasis is named (see examples below). Academic honors are also listed.

#### Diploma Wording for Degrees

A diploma is the official document issued after a student has completed a degree program. The wording on diplomas includes the name of the degree, the major, and either the minor or the emphasis, in that order. If a student has earned both a minor and an emphasis, only the minor is listed. Individualized study emphases are named. The terms *major*, *minor* and *emphasis* are not used.

Academic honors are signified by the addition of a special label designating the specific Latin honor (*summa cum laude*, *magna cum laude* or *cum laude*) for an undergraduate program, and indicating Honors for a graduate program.

Examples of diploma wording:

- Associate of Science / General Studies (degree/ major)
- Bachelor of Science/ Marketing/ Management (degree/ major/ minor)
- Bachelor of Arts/ Applied Psychology/ Criminal Behavior (degree/ major/ emphasis)
- Bachelor of Science/ Business Administration/ Individualized Study-General Management and Marketing (degree/ major/ emphasis with individualized study specialty)
- Master of Business Administration (degree)
- Master of Education/ Guidance and Counseling (degree / emphasis)

#### Wording for Certificates

An official certificate is issued by the University when a student completes a certificate program. For completed undergraduate and graduate certificate programs, the wording on both transcripts and certificates includes the academic level and the major. (On the certificate itself the term major is not used). For example:

- Undergraduate Certificate/ Marketing
- Graduate Certificate/ Project Management

#### Conferral Dates for Degrees and Certificates

Whenever a degree or certificate is posted to the student's academic record, a conferral date is also posted. The conferral date is the date on which the University deems that the student has officially completed the program of study. CityU confers degrees and certificates four times per year, on the last day of each academic term:

# ACADEMIC POLICIES

March 31, June 30, September 30 and December 31. In most cases, a student's degree or certificate conferral date is based on the term in which the student was registered for the final course(s) required for the program of study. Exceptions apply if the final course extends beyond the term of enrollment and the student has been given a temporary grade of Y, or if the student has been given a Z for a course (military leave of absence). In these cases, the conferral date is based on the term in which the course was actually completed rather than the term in which the student registered for the course.

Students whose final program requirement is completed via transfer credit from another institution are given a conferral date based on the latest term of enrollment, whether that enrollment was at City University of Seattle or the other institution.

## Grading System

City University of Seattle uses a decimal grading system for both undergraduate and graduate courses.

- Undergraduate: Passing grades fall within a range from 4.0 (high) to 0.7 (low). Failing grades are 0.6 and below.
- Graduate: Passing grades fall within a range, from 4.0 (high) to 1.6 (low). Failing grades are 1.5 and below.

Failing grades are recorded on the transcript. No credit is earned for these courses. Once a grade has been posted, it may be changed upward but not downward unless the original posting was due to a clerical or technological error.

The grading system also officially includes the following alphabetical grades and status indicators:

- 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)
- R – Temporary status indicated (used only in the doctoral program) until a final grade can be posted, for courses that may permissibly extend beyond one term.
- T – Grade held temporarily pending disciplinary action (effective 2/1/2005, T was replaced by K)
- UW – Unofficial Withdrawal (see description below)
- V – Vanished (student discontinued course attendance without explanation)
- W – Withdrawal (see description below)
- X – Audit (no credit is earned - see description below)
- Y – Temporary status indicator used until a final grade can be posted, for courses that may permissibly extend beyond one term
- Z – Course interrupted by U.S. military service assignment (see description below)

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

### I (Incomplete) and Granting of Extension

An instructor may assign an I for an incomplete grade 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 percent of course requirements, or having approval of the dean or designee. One extension of 30 days may be granted, according to the following chart.

Term	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 for an I

The default grade for an I is 0.0. If the Registrar's Office has received no grade change by the end of the extension, 0.0 becomes the grade for the course. At the instructor's discretion, a 0.0 default grade may be changed.

#### Denial of an I

The request for an I will be denied if:

- The student has not made satisfactory progress by the time the grade is due.
- The request for the I was not documented in writing prior to the deadline for grade submission.
- The student is unable to demonstrate extenuating circumstances. In that case, the grade will be based on the amount of coursework completed. The student may also petition the Registrar for withdrawal from the course, if a final grade has not yet been assigned.

#### Restrictions of an I

Once an I has been assigned, a UW (Unofficial Withdrawal) may not be posted. If no further grade change is submitted, the I will default to a 0.0.

#### P/NP Option (Pass/No Pass)

Undergraduate students may elect to enroll in three (3) courses, for a total of 15 credits, under the P/NP option. 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 P at the undergraduate level a student must have achieved at least 2.0 in the course. Otherwise, an NP is received. Neither P nor NP affects the GPA, but the credits earned with a P count toward total credit requirements for the program.

The P/NP option is not available in graduate programs. For graduate courses that are intentionally designated as P/NP, the student must have achieved at least a 3.0 in the course to earn a P.

## **R Grade (Doctoral Course Continuation)**

A temporary status indicator posted on the transcript at the end of a quarter. The grade is posted and remains in effect until a final grade is submitted. This grade may only be used by the doctoral program for thesis related coursework.

## **UW (Unofficial Withdrawal)**

A UW is assigned to a course by the Registrar when a student has ceased attending class without notifying any representative of the university (e.g., the instructor, the advisor or the Registrar's Office) of his or her intention to withdraw and has attended no more than 30% of the course. The status of UW is not included in the calculation of the grade point average, but it remains on the student's transcript permanently.

In any program, a student without a cumulative GPA (such as a new student) who receives UW's for all courses in a term is placed on probation. If the pattern is repeated for a second consecutive term, the student is again placed on probation. A third consecutive term of UW's results in a suspension, which blocks the individual from further enrollment.

Additionally, if a student receives a UW in any course in three consecutive terms, even though other courses were completed during those terms, the student is placed on probation after the third term, regardless of cumulative GPA.

## **V (Vanished)**

The status of Vanished was previously given when students discontinued attendance in a course without explanation and received neither a grade nor a refund.

## **W (Withdrawal)**

W is assigned when a student officially withdraws from a course. A student may withdraw for any reason without academic penalty, provided written or electronic notice is received by that individual's student advisor, the Registrar's Office, or the financial aid counselor, if applicable, prior to the 80 percent completion point of the course.

When a request for withdrawal is received by the Office of the Registrar, it is carefully reviewed for compliance with federal financial aid regulations before a W is assigned for the course.

## **X (Audit)**

The option of auditing undergraduate and graduate courses is available to degree candidates and others who want to acquire knowledge or skills but do not want to undertake written assignments and examinations. Students must check the Audit category when they register. Auditors receive a notation of X for the course, which has no credit value. The regular tuition fee plus any applicable registration or other fee is charged. Alumni of City University of Seattle may audit courses in their degree programs for a lower fee.

Please see the section on auditing fees in the Finance Policy portion of the catalog for details on auditing fees.

## **Y (Temporary Status Indicator for Courses that Require Extra Time to Complete)**

Certain courses are designed to extend beyond one term, or in rare instances are permitted to do so. In such cases a Y is posted for each term in which the course is ongoing. The Y defaults to a 0.0 or NP, however, if the final grade is not posted within four terms (one year).

## **Z (U.S. Military Service Deployment)**

Special accommodations are afforded to students in U.S. military service who are deployed after starting a course. They may exercise one of the following options:

- Be withdrawn from the course with a 100 percent refund to their student account.
- Receive a status indicator of Z, which holds the course open. The instructor of record must then document the student's progress to date with the Registrar's Office so that any future instructor will grade only the remainder of the course.

Because some students remain deployed over a long period of time and the original course instructors are no longer available upon their return, or the course materials have changed, it is strongly recommended that students withdrawn from their courses altogether with either a 100 percent refund or a zero (0) percent refund and a military credit letter. Each case is considered on an individual basis by the student and his or her advisor.

## **Final Course Grade of 0.0**

Whenever the instructor of record (IOR) issues a grade of 0.0 to a student for poor academic performance, it must be supported by a notation of the last date of contact with the student. For courses taught in any format, a grade of 0.0 is also assigned by the IOR when a student stops attending class without notifying any university representative of the intention to drop the course. If the student has attended more than 30% of the course (three weeks in a 10-week course) before vanishing, the 0.0 grade is posted. However, if the student has attended 30% or less of the course before vanishing, a UW is assigned by the Registrar.

Once a student misses two (2) consecutive classes without explanation, the school attempts to reach the student to determine if s/he intends to drop the course.

## **Transcripts**

Official transcripts of all grades may be obtained by sending a signed, written request and \$10 to the Registrar's Office, by ordering online through the CityU website or portal, or by using the transcript request form on the City University of Seattle web site. For further information please see "Transcript Fee" in the Finance Policy section of this catalog.

## **Student Receipt of Grades**

Students have the ability to view and print out a copy of their grades at any time by going to the CityU portal, <http://my.cityu.edu>, accessing their account on the City University Student Center, then clicking on My Academics - View Unofficial Transcript. All grades that have been posted are viewable.

# ACADEMIC POLICIES

## Grade Point Average (GPA)

The GPA is computed at the end of each term, for both the individual term and cumulatively, for all CityU courses completed by that point. It is based solely on decimally graded courses taken at CityU. (Thus grades of P and NP are not calculated into the GPA.) The GPA is determined by dividing the sum of quality points earned by the total number of CityU credits attempted. In the case of a repeated course, only the most recent grade earned is used when a student's cumulative (overall) GPA is calculated.

## Forgiveness for Grades from a Previous Program

Upon request, the Readmissions Committee will review a student's previous academic record to consider a recomputation of the cumulative GPA. For example, a student who returns after a significant absence and changes academic programs may find that previously taken, low-graded courses are no longer applicable to the new academic program. In this circumstance, while the courses from the former academic program would remain on the transcript, both the grades and credits earned would be suppressed from the cumulative GPA.

Percentage	Decimal 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	
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 Failing grade - graduate level	
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 Failing grade - undergraduate level	F
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	

## Performance

### Scholastic Achievement Honored

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

### Bachelor's Degree Programs – Latin Honors

Within each school, students who complete all required courses in a bachelor's degree program and place in the top 10 percent of their class, as determined by their final cumulative GPA, receive Latin honors when their degrees are posted. Those in the top two (2) percent of their class receive the honor of summa cum laude (with highest honor/praise). Those in the second group, through the top five (5) percent of the class, receive the honor of magna cum laude (with great honor/praise), and those in the third group, through the top ten (10) percent of the class, receive the honor of cum laude (with honor/praise).

The GPA cut-off points for Latin honors are determined by the Office of the Registrar to the third decimal place. These cut-off points are identified annually in July for the awarding of honors through the academic year. They are then posted on the Registrar portion of the CityU portal, and students may also request them by contacting the Registrar's Office directly.

If a student earns two bachelor's degrees in the same academic year, each degree is evaluated separately for honors eligibility. In such cases, the cumulative GPA for each degree is posted separately and honors are awarded accordingly. If a student completes a second major in a different year from the one in which his or her first major was completed, he or she is eligible for honors for the second program, and may attend Commencement a second time.

To have Latin honors recognized at Commencement, students must have completed all program coursework prior to Commencement or be in their final term. All grades for decimally graded courses must have been submitted before the ceremony (i.e., only the grades from P/NP courses may remain outstanding), and students must have earned Latin honors (a cumulative GPA in the top ten (10) percent of the class). Honors are announced when student names are called at Commencement. Latin honors are designated on the diploma by a special label.

Students enrolled in associate degree and undergraduate certificate programs are not eligible for Latin honors.

### Graduate Degree Programs – President's Honors

Students who complete all required City University of Seattle courses in a graduate degree program with a cumulative GPA of 3.9 or higher are awarded President's honors. If a student has earned two degrees in one academic year, each degree is evaluated separately for honors eligibility. In such cases, the cumulative GPA for each degree is posted separately and honors are awarded accordingly. If a student completes a second major in a different year from the one in which the first major was completed, he or she is eligible for honors for the second program, and may attend Commencement a second time.

To have President's honors recognized at Commencement, students must have completed all program coursework prior to Commencement or be in their final term. All grades for decimally graded courses must have been submitted before the ceremony (i.e., only the grades from P/NP courses may remain outstanding), and students must have earned President's honors (a cumulative GPA of 3.9 or better). Honors are announced when student names are called at Commencement. President's honors are designated on the diploma by a special label.

Students enrolled in graduate certificate programs are not eligible for President's honors.

### Undergraduate and Graduate Programs - Dean's List

The Dean's List consists of full-time degree-seeking students only, and is compiled at the end of each term. Students are notified by a congratulatory letter from the Provost. The following rules apply to Dean's List eligibility:

- Undergraduate students must have earned at least 30 decimally graded undergraduate quarter credits from City University of Seattle by the end of the term in question, and graduate students at least 18 graduate quarter credits.
- Undergraduate students must complete at least 10 decimally graded quarter credit hours in a term; graduate students at least six (6).
- Undergraduate students must achieve at least a 3.5 term GPA; graduate students at least a 3.75.

### Academic Standing

Academic standing describes the state of a student's academic progress towards program completion. It encompasses both the positive status of good standing and the negative ones of probation, suspension, provisional readmission and dismissal. Students in "No Intended Degree" status do not have academic standing calculated since they are not in a specific program.

In determining academic standing, the UW notation (Unofficial Withdrawal) acts as a punitive grade, indicating that the student is not making academic progress. The notations I (Incomplete), W (Withdrawal), X (Audit), Y (placeholder for a course of more than one term in length), and Z (course interrupted by military service assignment) are not punitive.

### Good Standing

Undergraduate students must maintain a cumulative GPA of at least 2.0 throughout their enrollment at CityU to maintain good standing at the university. Graduate students must maintain a cumulative GPA of at least 3.0. Students must be in good standing in order to graduate from any program in the university.

# ACADEMIC POLICIES

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## *Probation*

After any term in which an undergraduate student's cumulative GPA falls below 2.0 or a graduate student's cumulative GPA falls below 3.0, the student is placed on probation. Students are notified in writing by the university when they are placed on probation after one or more terms in good standing, and this status also appears on the student's transcript. A status of probation does not interfere with a student's ability to enroll for new courses.

Any student who receives a UW for *any course in three consecutive terms* is placed on probation after the third term, regardless of cumulative GPA. In addition, any student without a cumulative GPA (for example, a new student) who receives UWs for all courses taken in a term is placed on probation. If the pattern is repeated for a second consecutive term, the student is again placed on probation.

## *Suspension*

If a student's cumulative GPA remains below the required level (2.0 for undergraduates, 3.0 for graduates) for three consecutive terms, the student is suspended from enrollment in the academic program. The status "Suspended" appears on the student's transcript after the third term. In addition, any student without a cumulative GPA who receive UWs for all courses for three consecutive terms is suspended after the third term.

A student who has been suspended is blocked from further enrollment. Once a student has been suspended, he or she must request and be granted provisional readmission in order to re-enroll at CityU.

## *Provisional Readmission*

To be readmitted following suspension, a student must submit a written, signed petition to the Readmission Committee within the next four terms (one year). The committee then considers the request, and if it decides to grant it, the student is sent a letter outlining the conditions under which studies may resume. The status "Provisionally Readmitted" appears on the student's transcript. A student who has been provisionally readmitted is still on suspension, and if academic performance does not improve during the next term, and/or if the student does not follow the conditions outlined by the Readmissions Committee, he or she may be dismissed, at the discretion of the Registrar.

## *Dismissal*

If the student does not request provisional readmission within four terms of the suspension (one year), or is not granted provisional readmission after petitioning the Readmission Committee, he or she is dismissed from the academic program. Additionally, if the student is granted provisional readmission, but does not follow the Readmission Committee's guidelines and/or does not improve his or her academic performance during the next term, the student may be dismissed from the academic program. The status of dismissal appears on the student's transcript.

A student who has been dismissed from a program may apply for readmission to the program after one year by sending a written request to the Readmissions Committee.

## *Student's Right to Appeal after Dismissal*

If the student wishes to appeal a dismissal, a letter of appeal may be submitted at the end of one year. It must be sent to the Readmission Committee, which then forwards it to the dean of the appropriate school. The dean's decision is final and is not subject to further appeal.

## **Program Dismissal**

Students are expected by the institution to make satisfactory academic progress toward completion of their declared academic course of study. Failure to make satisfactory academic progress as defined by the University may result in dismissal from the program and/or University.

In addition to academic progress, courses of study that prepare students for professional roles in the community, e.g., teachers, counselors, school administrators, or industry leaders, may have an added expectation of performance requiring candidates to demonstrate a standard of character dictated by the professional ranks that they are studying to enter. Professional programs may refer to these standards as dispositions and/or ethical codes of conduct. Students entering into such a course of study will be held to these standards, as published in the appropriate program handbook upon matriculation into the course of study.

Students enrolled who violate the state dispositions and/or ethical codes of conduct may be dismissed from the program by action of the dean. Prior to such dismissal the student shall be informed of the decision for dismissal and given an opportunity to appeal the decision to the Provost. The decision of the provost shall be final.

## 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 the exception of state certification programs, students themselves usually help arrange for internship placement acceptable to City University of Seattle.

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

Any master's degree candidate who has completed 18 quarter credits at City University of Seattle with a cumulative GPA of at least 3.5 may define and request, in conjunction with the program director or coordinator, an internship experience with a value of 1-9 quarter 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 school dean or designee.

## Requirements for Research Involving Human Subjects

City University of Seattle values the participation of students, faculty, and community members in research efforts that attempt to add to the body of knowledge in business, education, and the social sciences. In so doing, the University adheres to the highest standards of integrity, accountability and responsibility. When student and/or faculty research efforts under the auspices of the University include human participants, City University of Seattle ensures adherence to the requirements of the U. S. Department of Health and Human Services regulations applicable to all human subject research. 45 CFR 46.101 et seq. Canadian students and faculty must also meet requirements for ethical review as outlined by the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans in Canada (1998, amended 2005).

City University of Seattle Institutional Review Board review is required prior to commencement of student and/or faculty research when that research involves Human Subjects. Such research must meet the requirements of valid informed consent, protections of human subject privacy in research, and IRB oversight requirements. It is the policy of City University of Seattle to support and encourage student and faculty research that complies with these regulations.

Students should contact their faculty supervisor when questions of research involving human subjects arise in a course for review procedures.

## Commencement Exercises

Commencement exercises for City University of Seattle in the Americas and Europe are held annually in the month of June. Additional commencements may be held in other regions on an as needed basis.

Students who completed their degree requirements during the preceding summer, fall, winter or spring term are eligible to participate. A student who by the end of the current spring term is within two (2) courses of fulfilling all degree program requirements may also participate.

Any student who wishes to participate in commencement exercises should submit a degree audit application form via hardcopy or online, via my.cityu.edu, by February 15th. This provides adequate time for confirmation of the student's eligibility to participate well in advance of the deadline for printing the commencement program, and prior to the deadline for ordering commencement regalia, announcements and other related items.

Students who have an outstanding financial obligation to the university are not prevented from applying to graduate or participating in commencement exercises unless their account is in third-party collections. However, no diploma or official transcript can be issued until all financial accounts have been cleared.

Exceptions to this policy maybe made by the appropriate school dean or the Vice President of Admissions and Student Services.

# STUDENT RIGHTS & RESPONSIBILITIES

## 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
- Number of credits completed each term
- 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



# STUDENT RIGHTS & RESPONSIBILITIES

- 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)

## *Prevention of "Directory Information" Disclosure at Students' Request*

FERPA gives students the right to prevent the University from disclosing their directory information. A signed form requesting such blockage must be submitted to the Office of the Registrar. Likewise, the same process is necessary to remove the blockage. Regardless, the University is legally required to release enrollment and related information to certain organizations, i.e. the U.S. Department of Education for students receiving federal aid, the F.B.I., the U.S.I.S., Immigration and Customs Enforcement, Department of Homeland Security, and others.

The University cannot assume either the responsibility to contact students for subsequent permission to release information, or the liability for any negative outcome due to withholding the release of information. Therefore, students should be aware that if they sign a form to block the release of directory information, it will apply to any and every external party, including financial institutions, employers or others who may contact the University. Requests will be honored within one week of the date received by the Office of the Registrar and will remain in effect unless revoked in writing by students.

## **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 health care 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 aids 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.

# STUDENT RIGHTS & RESPONSIBILITIES

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

Regarding 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 Vice President of Admissions and Student Services. 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 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 Vice President of Admissions and Student Services or designee as soon as a problem is recognized.
2. The aggrieved party and the Vice President of Admissions and Student Services or designee meet and an appropriate form is provided for the aggrieved party.
3. Once the form is completed, the Vice President of Admissions and Student Services or designee conducts an investigation and prepares a report of findings.
4. The Vice President of Admissions and Student Services or 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 faculty, staff and a member of one's peer group (student) 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 (10) 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 faculty and staff to refer a student grievance to the Vice President of Admissions and Student Services or designee for compliance with this procedure.

## Grade Appeals

City University of Seattle requires 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 appeal a grade only after taking steps to resolve the issue through written communication with the instructor. If the student is not satisfied with the instructor's response, the student may request that the program director review the matter (for North American students). The program director must respond in writing. If mutual resolution is not reached, the student may file a formal grade appeal. The written appeal must be submitted no later than five (5) weeks after the disputed grade was posted.

In Europe, students not satisfied with the instructor's response must then initiate a formal grade appeal.

The outcome of a grade appeal is not based on the difficulty of coursework, 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.

Requests to initiate a grade appeal are to be sent to the chair of the University's grade appeals committee (U.S. and Canada) or to the Grade Grievance Director (Europe). The student will be notified in writing of the outcome of this process.

### Student's Right to Appeal Decision of Committee

If the student wishes to appeal the committee's decision, it is then reviewed by the Provost or his designee, whose decision is final.

# STUDENT RIGHTS & RESPONSIBILITIES

## 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 Admissions and Student Services.

Allegations of misconduct and summary suspensions referred to the Vice President of Admissions and 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 (concealed, permitted, or otherwise), explosives, dangerous chemicals or any other weapons on any University site or at any University-sponsored or sanctioned function. Exceptions to the rule forbidding possession of firearms may be granted to uniformed police officers by the Vice President of Admissions and Student Services.;
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 University 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.

# STUDENT RIGHTS & RESPONSIBILITIES

## *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.

# STUDENT RIGHTS & RESPONSIBILITIES

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.

## Peer-to-Peer File Sharing

City University of Seattle provides access to its computing facilities and equipment, its information technology system, and connectivity to the internet, for the purpose of advancing and enhancing the educational objectives of its programs. Systems usage is restricted to educational activities directly tied to program objectives and incidental personal communications. Use of CityU information technology systems for unauthorized peer-to-peer file sharing, including but not limited to the downloading and/or distribution of copyrighted material, is strictly prohibited.

Any unauthorized use of CityU's information technology system could result in removal from access to the system, or institutional discipline, including suspension and dismissal. Reproduction or distribution of copyrighted works, including but not limited to images, text or software, without permission of the owner, is an infringement of U.S. Copyright Law and is subject to civil damages and criminal penalties including fines and imprisonment.

## 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. Various methods of plagiarism detection may be used by any faculty member in any City University of Seattle course.

### 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.

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- 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 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. A student may not withdraw from a course after being informed that a scholastic honesty allegation has been filed for that course, whether the communication was by letter, email, or some other means.

### Violation Sanctions

In cases where a violation is found to have occurred, 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.

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- 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.





## Bachelor of Arts in Early Childhood Education

The Bachelor of Arts in Early Childhood Education is designed for individuals who wish to increase their career opportunities in the field of early childhood education. Depending on the area of interest, students may choose to specialize in Early Childhood Program Administration, Teacher Certification, Language and Literacy, Special Education, Infants and Toddlers, or Bilingual-Bicultural issues. The program is aligned with the National Association for the Education of Young Children (NAEYC) and the Washington State Early Childhood and Early Childhood Special Education certification standards. Graduates selecting the teacher certification emphasis earn an initial teaching certificate for grades P-3.

**Total Required Credits  
180 Credits**

**Required Prerequisites/General Education  
Transfer Requirements ..... 90 Credits**

This program is designed for those with an Associate's degree in Early Childhood Education. Some applicants without the degree (but with 90 transferable credits and significant ECE coursework or experience) may be accepted with Program Coordinator approval. Please contact an advisor for more details or if you have questions.

<b>College Mathematics</b>	(5 credits)
<b>College Writing</b>	(5 credits)
<b>Humanities</b>	(15 credits)
<b>Social Science</b>	(15 credits)
<b>Natural Science /Mathematics</b>	(15 credits)
<b>Emphasis/Elective Requirements</b>	(30 credits)

All B.A. in Early Childhood Education students will take the ECE core and then select from one of three options:

- Program Administration Emphasis
- Early Childhood Education Emphasis
- Early Childhood Education Emphasis with Teacher Certification (Washington State P-3 Certification)

**ECE Core Requirements (All Students) ..... 60 Credits**

<b>ECE 301</b>	Foundations in Early Childhood Education
<b>ECE 302</b>	Cognitive Development and Brain Research
<b>ECE 303</b>	Legal Issues in Early Childhood Education
<b>ECSP 421</b>	Children with Special Needs
<b>ECSP 422</b>	Developmental Assessment and Early Intervention
<b>ECE 304</b>	Technology in Early Learning
<b>ECE 400</b>	Pre-Primary and Primary Curriculum and Instruction
<b>ECE 305</b>	Diversity and Anti Bias Issues
<b>ECE 401</b>	Language Acquisition and Literacy Development
<b>ECE 402</b>	Children's Literature
<b>ECE 403</b>	Literacy Instruction and Assessment
<b>ECE 306</b>	Family, Culture and Community Connections
<b>ECE 404</b>	Social Studies for Early Learners
<b>ECE 405</b>	Health, Safety and Physical Fitness for Early Childhood Education
<b>ECE 406</b>	Math Concepts and Methods for Early Learning

<b>ECE 307</b>	Classroom Environment and Behavior Management
<b>ECE 308</b>	Creativity, Play and Early Learning
<b>ECE 407</b>	Science and Early Learning

**Emphasis/Elective Requirements (All Students) ..... 30 Credits**

All students will complete 30 additional credits. Courses required will depend on the emphasis chosen.

## Bachelor of Arts in Early Childhood Education with Program Administration Emphasis

**Total Required Credits ..... 180 Credits**

**Required Prerequisites ..... 90 Credits**

**ECE Core Requirements ..... 60 Credits**

**Program Administration Emphasis ..... 30 Credits**

<b>ECE 463</b>	Early Childhood Education Programs, Foundations and Design
<b>ECE 464</b>	Early Childhood Professional Leadership
<b>ECE 465</b>	Conflict Resolution and Effective Communication
<b>ECE 466</b>	Financial and Legal Aspects of Early Childhood Education Management
<b>ECE 467</b>	Staff Development in Early Childhood Education Programs
<b>ECE 468</b>	Grant Writing and Fund-Raising

## Bachelor of Arts in Early Childhood Education with Early Childhood Education Emphasis

**Total Required Credits ..... 180 Credits**

**Required Prerequisites ..... 90 Credits**

**ECE Core Requirements ..... 60 Credits**

**Electives:** Choose two 15 credit blocks below or General Education block as noted ..... 30 Credits

## Bachelor of Arts in Early Childhood Education with Early Childhood Education : Washington State P-3 Certification

**Total Required Credits ..... 180 Credits**

**Required Prerequisites ..... 90 Credits**

**ECE Core Requirements ..... 60 Credits**

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**Electives:** Choose one 15 Emphasis Area from below or General Education block as needed ..... 15 Credits

**Field Service / Internships:** (for teacher cert) ..... 15 Credits

- ECE 430 Early Childhood Education Internship I
- ECE 431 Early Childhood Education Internship II
- ECE 432 Early Childhood Education Internship III
- ECE 433 Early Childhood Education Student Teaching

## Emphasis Areas for the Bachelor of Arts in Early Childhood Education

**Special Education** ..... 15 Credits

- ECSP 424 Special Education Laws, Issues and Practices
- ECSP 425 Characteristics and Needs of Exceptional Children
- ECSP 426 Classroom Management and Behavior Support
- ECSP 427 Environments and Strategies for Exceptional Children
- ECSP 428 Early Childhood Education/Spec. Ed. Teaming, Collaboration and Transitions

**Language and Literacy**..... 15 Credits

- ECE 440 Literacy Instruction for all Early Learners
- ECE 441 Early Literacy Diagnosis and Assessment
- ECE 442 Literacy Support and Instructional Topics
- ECE 443 Language and Literacy Development for English Language Learners
- ECE 444 Clinical Experience in Early Language Development

**Infant-Toddler (non-teacher cert students only)**..... 15 Credits

- ECE 410 Quality Programs for Infants and Toddlers
- ECE 411 Infant/Toddler Socio-Emotional Health
- ECE 412 Developmentally Appropriate Practices for Infants and Toddlers
- ECE 413 Family Cultures of Infants and Toddlers
- ECE 414 Infant-Toddler Independent Study

**Bilingual – Bicultural** ..... 15 Credits

- ECE 450 Introduction to the Young English Language Learner
- ECE 451 Identity and Cultural Pluralism
- ECE 452 Bilingual Theory in Early Childhood Education
- ECE 453 Teaching Methods for English Language Learners
- ECE 454 Bilingual Bicultural Independent Study

## General Education Courses

Students may take courses as needed to meet General Education requirements. Talk to an advisor

- PSY 413 Neuropsychology
- SCI 302 Astronomy
- SCI 303 Oceanography
- PSY 412 Sociology of the Family
- PSY 416 Psychology of Gender
- COM 320 Organizational Communication
- COM 319 Interpersonal Communication
- COM 419 Intercultural Communication

Electives in addition to the preapproved offerings must be pre-approved by program director

For Washington State Residency Teacher Certification, candidates must submit an official college transcript that fulfills the Issues of Abuse content requirement per WAC 181-79A-030 6 .

## Bachelor of Arts in Education

The Bachelor of Arts in Education program prepares teacher candidates who make a positive impact on student learning based on student needs and in relation to state learning standards. Candidates continuously improve their performance by refining their skills as reflective practitioners through course work and field experiences; by working collaboratively with colleagues, families, and community resources; and by engaging in career-long professional development. Graduates earn a Bachelor of Arts in Education degree, initial teacher certification, primary endorsement in Elementary Education (K-8) or Special Education (P-12), and may opt to complete a second endorsement in Elementary Education (K-8), Special Education P-12), English Language Learners (P-12), Mathematics (5-12), or Reading (P-12).

Program Entry Requirements: (1) WEST-B Pass; (2) 2.75 or higher incoming GPA; (3) Entry Portfolio; (4) Entry Interview; (5) Other program-specific requirements.

## Bachelor of Arts in Education - Required Prerequisites

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

**Lower - Division Requirements (Prerequisites)**.....90 Credits

**College Writing /Humanities** ..... 5 Credits

**College Composition I**

**Humanities**..... 20 Credits

**College Composition II**

**Oral Communications - Speech**

**Creative Arts I**

**Creative Arts II**

**Social Sciences**..... 15 Credits

**General Psychology**

**Developmental Psychology**

**US History or World Civilization**

**Natural Sciences** ..... 20 Credits

**Life Science**

**Physical Science**

**Lab**

**Natural Science Elective**

**College Mathematics**

**Math for Elementary Teachers**

**Academic Content Area: HU, SS or NS \*\*\*** ..... 30 Credits  
**Theory & Practice in Education**.....1 Credit

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

## Bachelor of Arts in Education Elementary Education-Washington

**Total Required Credits**180 Credits  
**Lower – Division Requirements (Prerequisites)** .....90 Credits

**Note:** Take all general prerequisites for the Bachelor of Arts in Education.

**Elementary Education Core Requirements** ..... 11 Credits

- EDE 307** Special Education & Special Programs
- EDE 410A** Content: Inquiry in Science & Social Studies Methods
- EDE 403** Health & Fitness Methods
- EDE 370A** Content: Creative Arts Concepts

**Combined Requirements** ..... 43 Credits

- EDU 320A** Content: Instructional Strategies P-12
- ESP 423** Curriculum Modifications & Adaptation
- EDU 313** Multicultural Education
- EDU 404A** Content: Student Assessment & Evaluation
- EDU 383A** Content: Classroom Management
- ERL 406** Language Acquisition & Literacy Development
- EDE 400** Math Content: Making Meaning for Math Teachers
- ERL 407** Literacy Instruction & Assessment
- EDU 308** American School Law & Issues in Special Populations\*
- ERL 440A** Content: Literacy Integration
- EDE 406A** Content: Mathematics Concepts
- EDU 317** Integrated Technology
- EDU 495** Positive Impact on Student Learning: Project

**Undergraduate Electives-** must take courses from approved program list\*\* .....20 Credits

**Internship and Student Teaching** ..... 16 Credits

- EDU 350** Introduction to Field Experience
- EDU 351** Internship I
- EDU 361** Seminar I
- EDU 352** Internship II
- EDU 362** Seminar II
- EDU 353** Internship III
- EDU 363** Seminar III
- EDU 470** Internship IV\*
- EDU 471** Seminar IV
- EDU 480** Student Teaching in Elementary Education
- EDU 481** Seminar: Student Teaching in Elementary Education
- EDU 320B** Performance: Instructional Strategies P-12
- EDE 406B** Performance: Mathematics Concepts
- EDE 410B** Performance: Inquiry in Science & Social Studies Methods
- EDE 370B** Performance: Creative Arts Concepts

- ERL 440B** Performance: Literacy Integration
- EDU 404B** Performance: Student Assessment & Evaluation
- EDU 383B** Performance: Classroom Management
- EDU 490** Portfolio Review I
- EDU 491** Portfolio Review II

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

\*\*Approved Elective BAED Elementary list is available through the student advisor.

## Bachelor of Arts in Education Elementary Education and English Language Learners-Washington

**Total Required Credits**.....190 Credits  
**Lower – Division Requirements (Prerequisites)** .....90 Credits

**Note:** Take all general prerequisites for the Bachelor of Arts in Education.

**Elementary Education Core Requirements** ..... 11 Credits

- EDE 307** Special Education & Special Programs
- EDE 410A** Content: Inquiry in Science & Social Studies Methods
- EDE 403** Health & Fitness Methods
- EDE 370A** Content: Creative Arts Concepts

**English Language Learners Core Requirements** ..... 20 Credits

- ESL 431** History of Bilingual Education and Advocacy
- ESL 421** Linguistics and Language Acquisition
- ESL 426** ELL Methodology: Writing
- ESL 415** Methodology: Reading
- ESL 434** Learning Strategies and Assessment

**Combined Requirements** ..... 43 Credits

- EDU 320A** Content: Instructional Strategies P-12
- ESP 423** Curriculum Modifications & Adaptation
- EDU 313** Multicultural Education
- EDU 404A** Content: Student Assessment & Evaluation
- EDU 383A** Content: Classroom Management
- ERL 406** Language Acquisition & Literacy Development
- EDE 400** Math Content: Making Meaning for Math Teachers
- ERL 407** Literacy Instruction & Assessment
- EDU 308** American School Law & Issues in Special Populations\*
- ERL 440A** Content: Literacy Integration
- EDE 406A** Content: Mathematics Concepts
- EDU 317** Integrated Technology
- EDU 495** Positive Impact on Student Learning: Project

**Internship and Student Teaching** ..... 26 Credits

- EDU 350** Introduction to Field Experience
- EDU 351** Internship I
- EDU 361** Seminar I
- EDU 352** Internship II

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<b>EDU 362</b>	Seminar II
<b>EDU 353</b>	Internship III
<b>EDU 363</b>	Seminar III
<b>EDU 470</b>	Internship IV*
<b>EDU 471</b>	Seminar IV
<b>EDU 480</b>	Student Teaching in Elementary Education
<b>EDU 481</b>	Seminar: Student Teaching in Elementary Education
<b>EDU 485</b>	Student Teaching in Specialized Content
<b>EDU 486</b>	Seminar: Student Teaching in Specialized Content
<b>EDU 320B</b>	Performance: Instructional Strategies P-12
<b>EDE 406B</b>	Performance: Mathematics Concepts
<b>EDE 410B</b>	Performance: Inquiry in Science & Social Studies Methods
<b>EDE 370B</b>	Performance: Creative Arts Concepts
<b>ERL 440B</b>	Performance: Literacy Integration
<b>EDU 404B</b>	Performance: Student Assessment & Evaluation
<b>EDU 383B</b>	Performance: Classroom Management
<b>EDU 490</b>	Portfolio Review I
<b>EDU 491</b>	Portfolio Review II
<b>ESL 467</b>	Performance: English Language Learners

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

## Bachelor of Arts in Education Elementary Education and Mathematics- Washington

**Total Required Credits.....191 Credits**

**Lower – Division Requirements (Prerequisites) .....90 Credits**

**Note:** Take all general prerequisites for the Bachelor of Arts in Education.

**Elementary Education Core Requirements .....11 Credits**

<b>EDE 307</b>	Special Education & Special Programs
<b>EDE 410A</b>	Content: Inquiry in Science & Social Studies Methods
<b>EDE 403</b>	Health & Fitness Methods
<b>EDE 370A</b>	Content: Creative Arts Concepts

**Mathematics Core Requirements.....24 Credits**

<b>EML 410</b>	History of Mathematics
<b>EML 435</b>	Mathematics: Number Sense and Theory
<b>EML 445</b>	Mathematics:Geometry and Measurement
<b>EML 455</b>	Mathematics:Linear Algebra
<b>EML 465</b>	Mathematics:Calculus
<b>EML 475</b>	Mathematics:Discrete Mathematics
<b>EML 485</b>	Mathematics:Probability and Statistics
<b>EML 490</b>	Teaching Math: Bringing it all Together

**Combined Requirements .....40 Credits**

<b>EDU 320A</b>	Content: Instructional Strategies P-12
<b>ESP 423</b>	Curriculum Modifications & Adaptation
<b>EDU 313</b>	Multicultural Education
<b>EDU 404A</b>	Content: Student Assessment & Evaluation

<b>EDU 383A</b>	Content: Classroom Management
<b>ERL 406</b>	Language Acquisition & Literacy Development
<b>ERL 407</b>	Literacy Instruction & Assessment
<b>EDU 308</b>	American School Law & Issues in Special Populations*
<b>ERL 440A</b>	Content: Literacy Integration
<b>EDE 406A</b>	Content: Mathematics Concepts
<b>EDU 317</b>	Integrated Technology
<b>EDU 495</b>	Positive Impact on Student Learning: Project

**Internship and Student Teaching .....26 Credits**

<b>EDU 350</b>	Introduction to Field Experience
<b>EDU 351</b>	Internship I
<b>EDU 361</b>	Seminar I
<b>EDU 352</b>	Internship II
<b>EDU 362</b>	Seminar II
<b>EDU 353</b>	Internship III
<b>EDU 363</b>	Seminar III
<b>EDU 470</b>	Internship IV*
<b>EDU 471</b>	Seminar IV
<b>EDU 480</b>	Student Teaching in Elementary Education
<b>EDU 481</b>	Seminar: Student Teaching in Elementary Education
<b>EDU 485</b>	Student Teaching in Specialized Content
<b>EDU 486</b>	Seminar: Student Teaching in Specialized Content
<b>EDU 320B</b>	Performance: Instructional Strategies P-12
<b>EDE 406B</b>	Performance: Mathematics Concepts
<b>EDE 410B</b>	Performance: Inquiry in Science & Social Studies Methods
<b>EDE 370B</b>	Performance: Creative Arts Concepts
<b>ERL 440B</b>	Performance: Literacy Integration
<b>EDU 404B</b>	Performance: Student Assessment & Evaluation
<b>EDU 383B</b>	Performance: Classroom Management
<b>EDU 490</b>	Portfolio Review I
<b>EDU 491</b>	Portfolio Review II

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

\*\*College Mathematics General Education requirements are met in upper division.

## Bachelor of Arts in Education Elementary Education and Reading- Washington

**Total Required Credits.....180 Credits**

**Lower – Division Requirements (Prerequisites) .....90 Credits**

**Note:** Take all general prerequisites for the Bachelor of Arts in Education.

**Elementary Education Core Requirements .....11 Credits**

<b>EDE 307</b>	Special Education & Special Programs
<b>EDE 410A</b>	Content: Inquiry in Science & Social Studies Methods
<b>EDE 403</b>	Health & Fitness Methods
<b>EDE 370A</b>	Content: Creative Arts Concepts

# GORDON ALBRIGHT SCHOOL OF EDUCATION

## Reading Core Requirements ..... 10 Credits

- ERL 413 Integrating Literacy in the Content Areas
- ERL 414 Literacy Applications in the Classroom

## Combined Requirements ..... 43 Credits

- EDU 320A Content: Instructional Strategies P-12
- ESP 423 Curriculum Modifications & Adaptation
- EDU 313 Multicultural Education
- EDU 404A Content: Student Assessment & Evaluation
- EDU 383A Content: Classroom Management
- ERL 406 Language Acquisition & Literacy Development
- EDE 400 Math Content: Making Meaning for Math Teachers
- ERL 407 Literacy Instruction & Assessment
- EDU 308 American School Law & Issues in Special Populations\*
- ERL 440A Content: Literacy Integration
- EDE 406A Content: Mathematics Concepts
- EDU 317 Integrated Technology
- EDU 495 Positive Impact on Student Learning: Project

## Internship and Student Teaching ..... 26 credits

- EDU 350 Introduction to Field Experience
- EDU 351 Internship I
- EDU 361 Seminar I
- EDU 352 Internship II
- EDU 362 Seminar II
- EDU 353 Internship III
- EDU 363 Seminar III
- EDU 470 Internship IV\*
- EDU 471 Seminar IV
- EDU 480 Student Teaching in Elementary Education
- EDU 481 Seminar: Student Teaching in Elementary Education
- EDU 485 Student Teaching in Specialized Content
- EDU 486 Seminar: Student Teaching in Specialized Content
- EDU 320B Performance: Instructional Strategies P-12
- EDE 406B Performance: Mathematics Concepts
- EDE 410B Performance: Inquiry in Science & Social Studies Methods
- EDE 370B Performance: Creative Arts Concepts
- ERL 440B Performance: Literacy Integration
- EDU 404B Performance: Student Assessment & Evaluation
- EDU 383B Performance: Classroom Management
- EDU 490 Portfolio Review I
- EDU 491 Portfolio Review II

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035

## Bachelor of Arts in Education Elementary Education and Special Education-Washington

**Total Required Credits.....189 Credits**

## Lower – Division Requirements (Prerequisites) .....90 Credits

**Note:** Take all general prerequisites for the Bachelor of Arts in Education.

## Elementary Education Core Requirements ..... 11 Credits

- EDE 307 Special Education & Special Programs
- EDE 410A Content: Inquiry in Science & Social Studies Methods
- EDE 403 Health & Fitness Methods
- EDE 370A Content: Creative Arts Concepts

## Special Education Core Requirements ..... 19 Credits

- ESP 370A Content: Exceptionality in Special Education
- ESP 408 Student Assessment and Evaluation
- ESP 409A Content: Fundamentals of the IEP Process
- ESP 373 Special Education: Low-Incidence Students
- ESP 376 Autism
- ESP 405 Behavior Analysis and Management

## Combined Requirements ..... 43 Credits

- EDU 320A Content: Instructional Strategies P-12
- ESP 423 Curriculum Modifications & Adaptation
- EDU 313 Multicultural Education
- EDU 404A Content: Student Assessment & Evaluation
- EDU 383A Content: Classroom Management
- ERL 406 Language Acquisition & Literacy Development
- EDE 400 Math Content: Making Meaning for Math Teachers
- ERL 407 Literacy Instruction & Assessment
- EDU 308 American School Law & Issues in Special Populations\*
- ERL 440A Content: Literacy Integration
- EDE 406A Content: Mathematics Concepts
- EDU 317 Integrated Technology
- EDU 495 Positive Impact on Student Learning: Project

## Internship and Student Teaching ..... 26 Credits

- EDU 350 Introduction to Field Experience
- EDU 351 Internship I
- EDU 361 Seminar I
- EDU 352 Internship II
- EDU 362 Seminar II
- EDU 353 Internship III
- EDU 363 Seminar III
- EDU 470 Internship IV\*
- EDU 471 Seminar IV
- EDU 480 Student Teaching in Elementary Education
- EDU 481 Seminar: Student Teaching in Elementary Education
- ESP 485 Student Teaching in Special Education
- ESP 486 Seminar: Student Teaching in Special Education
- ESP 465 Transitions, Teaming and Collaboration
- ESP 370B Performance: Exceptionality in Special Education
- ESP 409B Performance: Fundamentals in the IEP Process
- EDE 410B Performance: Inquiry in Science & Social Studies Methods
- EDE 370B Performance: Creative Arts Concepts
- EDU 320B Performance: Instructional Strategies P-12

# GORDON ALBRIGHT SCHOOL OF EDUCATION

<b>EDE 406B</b>	Performance: Mathematics Concepts
<b>ERL 440B</b>	Performance: Literacy Integration
<b>EDU 404B</b>	Performance: Student Assessment & Evaluation
<b>EDU 383B</b>	Performance: Classroom Management
<b>EDU 490</b>	Portfolio Review I
<b>EDU 491</b>	Portfolio Review II

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

## Bachelor of Arts in Education

### Special Education -Washington

**Total Required Credits..... 180 Credits**

**Lower – Division Requirements (Prerequisites) .....90 Credits**

**Note:** Take all general prerequisites for the Bachelor of Arts in Education.

**Special Education Core Requirements ..... 19 Credits**

<b>ESP 370A</b>	Content: Exceptionality in Special Education
<b>ESP 408</b>	Student Assessment and Evaluation
<b>ESP 409A</b>	Content: Fundamentals of the IEP Process
<b>ESP 373</b>	Special Education: Low-Incidence Students
<b>ESP 376</b>	Autism
<b>ESP 405</b>	Behavior Analysis and Management

**Combined Requirements .....43 Credits**

<b>EDU 320A</b>	Content: Instructional Strategies P-12
<b>ESP 423</b>	Curriculum Modifications & Adaptation
<b>EDU 313</b>	Multicultural Education
<b>EDU 404A</b>	Content: Student Assessment & Evaluation
<b>EDU 383A</b>	Content: Classroom Management
<b>ERL 406</b>	Language Acquisition & Literacy Development
<b>EDE 400</b>	Math Content: Making Meaning for Math Teachers
<b>ERL 407</b>	Literacy Instruction & Assessment
<b>EDU 308</b>	American School Law & Issues in Special Populations*
<b>ERL 440A</b>	Content: Literacy Integration
<b>EDE 406A</b>	Content: Mathematics Concepts
<b>EDU 317</b>	Integrated Technology
<b>EDU 495</b>	Positive Impact on Student Learning: Project

**Undergraduate Electives-** must take courses from approved program list\*\* ..... 12 Credits

**Internship and Student Teaching ..... 16 Credits**

<b>EDU 350</b>	Introduction to Field Experience
<b>EDU 351</b>	Internship I
<b>EDU 361</b>	Seminar I
<b>EDU 352</b>	Internship II
<b>EDU 362</b>	Seminar II
<b>EDU 353</b>	Internship III
<b>EDU 363</b>	Seminar III
<b>EDU 470</b>	Internship IV*
<b>EDU 471</b>	Seminar IV

<b>ESP 485</b>	Student Teaching in Special Education
<b>ESP 486</b>	Seminar: Student Teaching in Special Education
<b>ESP 465</b>	Transitions, Teaming and Collaboration
<b>ESP 370B</b>	Performance: Exceptionality in Special Education
<b>ESP 409B</b>	Performance: Fundamentals in the IEP Process
<b>EDU320 B</b>	Performance: Instructional Strategies P-12
<b>EDE 406B</b>	Performance: Mathematics Concepts
<b>ERL 440B</b>	Performance: Literacy Integration
<b>EDU 404B</b>	Performance: Student Assessment & Evaluation
<b>EDU 383B</b>	Performance: Classroom Management
<b>EDU 490</b>	Portfolio Review I
<b>EDU 491</b>	Portfolio Review II 0

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

\*\*Approved Elective BAED Elementary list is available through the student advisor.

## Bachelor of Arts in Education

### Special Education and English Language Learners-Washington

**Total Required Credits..... 198 Credits**

**Lower – Division Requirements (Prerequisites) .....90 Credits**

**Note:** Take all general prerequisites for the Bachelor of Arts in Education.

**Special Education Core Requirements..... 19 Credits**

<b>ESP 370A</b>	Content: Exceptionality in Special Education
<b>ESP 408</b>	Student Assessment and Evaluation
<b>ESP 409A</b>	Content: Fundamentals of the IEP Process
<b>ESP 373</b>	Special Education: Low-Incidence Students
<b>ESP 376</b>	Autism
<b>ESP 405</b>	Behavior Analysis and Management

**English Language Learners Core Requirements ..... 20 Credits**

<b>ESL 431</b>	History of Bilingual Education and Advocacy
<b>ESL 421</b>	Linguistics and Language Acquisition
<b>ESL 426</b>	ELL Methodology: Writing
<b>ESL 415</b>	Methodology: Reading
<b>ESL 434</b>	Learning Strategies and Assessment

**Combined Requirements ..... 43 Credits**

<b>EDU 320A</b>	Content: Instructional Strategies P-12
<b>ESP 423</b>	Curriculum Modifications & Adaptation
<b>EDU 313</b>	Multicultural Education
<b>EDU 404A</b>	Content: Student Assessment & Evaluation
<b>EDU 383A</b>	Content: Classroom Management
<b>ERL 406</b>	Language Acquisition & Literacy Development
<b>EDE 400</b>	Math Content: Making Meaning for Math Teachers
<b>ERL 407</b>	Literacy Instruction & Assessment
<b>EDU 308</b>	American School Law & Issues in Special Populations*
<b>ERL 440A</b>	Content: Literacy Integration

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<b>EDE 406A</b>	Content: Mathematics Concepts
<b>EDU 317</b>	Integrated Technology
<b>EDU 495</b>	Positive Impact on Student Learning: Project

## Internship and Student Teaching ..... 26 Credits

<b>EDU 350</b>	Introduction to Field Experience
<b>EDU 351</b>	Internship I
<b>EDU 361</b>	Seminar I
<b>EDU 352</b>	Internship II
<b>EDU 362</b>	Seminar II
<b>EDU 353</b>	Internship III
<b>EDU 363</b>	Seminar III
<b>EDU 470</b>	Internship IV*
<b>EDU 471</b>	Seminar IV
<b>ESP 485</b>	Student Teaching in Special Education
<b>ESP 486</b>	Seminar: Student Teaching Special Education
<b>EDU 485</b>	Student Teaching in Specialized Content
<b>EDU 486</b>	Seminar: Student Teaching in Specialized Content
<b>ESP 465</b>	Transitions, Teaming and Collaboration
<b>ESP 370B</b>	Performance: Exceptionality in Special Education
<b>ESP 409B</b>	Performance: Fundamentals in the IEP Process
<b>EDU 320B</b>	Performance: Instructional Strategies P-12
<b>EDE 406B</b>	Performance: Mathematics Concepts
<b>ERL 440B</b>	Performance: Literacy Integration
<b>EDU 404B</b>	Performance: Student Assessment & Evaluation
<b>EDU 383B</b>	Performance: Classroom Management
<b>EDU 490</b>	Portfolio Review I
<b>EDU 491</b>	Portfolio Review II
<b>ESL 467</b>	Performance: English Language Learners

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

## Bachelor of Arts in Education Special Education and Mathematics- Washington

**Total Required Credits.....199 Credits**

**Lower – Division Requirements (Prerequisites) .....90 Credits**

**Note:** Take all general prerequisites for the Bachelor of Arts in Education.

## Special Education Core Requirements ..... 19 Credits

<b>ESP 370A</b>	Content: Exceptionality in Special Education
<b>ESP 408</b>	Student Assessment and Evaluation
<b>ESP 409A</b>	Content: Fundamentals of the IEP Process
<b>ESP 373</b>	Special Education: Low-Incidence Students
<b>ESP 376</b>	Autism
<b>ESP 405</b>	Behavior Analysis and Management

## Mathematics Core Requirements ..... 24 Credits

<b>EML 410</b>	History of Mathematics
<b>EML 435</b>	Mathematics: Number Sense and Theory
<b>EML 445</b>	Mathematics: Geometry and Measurement
<b>EML 455</b>	Mathematics: Linear Algebra
<b>EML 465</b>	Mathematics: Calculus
<b>EML 475</b>	Mathematics: Discrete Mathematics
<b>EML 485</b>	Mathematics: Probability and Statistics
<b>EML 490</b>	Teaching Math: Bringing it all Together

## Combined Requirements ..... 40 Credits

<b>EDU 320A</b>	Content: Instructional Strategies P-12
<b>ESP 423</b>	Curriculum Modifications & Adaptation
<b>EDU 313</b>	Multicultural Education
<b>EDU 404A</b>	Content: Student Assessment & Evaluation
<b>EDU 383A</b>	Content: Classroom Management
<b>ERL 406</b>	Language Acquisition & Literacy Development
<b>ERL 407</b>	Literacy Instruction & Assessment
<b>EDU 308</b>	American School Law & Issues in Special Populations*
<b>ERL 440A</b>	Content: Literacy Integration
<b>EDE 406A</b>	Content: Mathematics Concepts
<b>EDU 317</b>	Integrated Technology
<b>EDU 495</b>	Positive Impact on Student Learning: Project

## Internship and Student Teaching ..... 26 Credits

<b>EDU 350</b>	Introduction to Field Experience
<b>EDU 351</b>	Internship I
<b>EDU 361</b>	Seminar I
<b>EDU 352</b>	Internship II
<b>EDU 362</b>	Seminar II
<b>EDU 353</b>	Internship III
<b>EDU 363</b>	Seminar III
<b>EDU 470</b>	Internship IV*
<b>EDU 471</b>	Seminar IV
<b>ESP 485</b>	Student Teaching in Special Education
<b>ESP 486</b>	Seminar: Student Teaching Special Education
<b>EDU 485</b>	Student Teaching in Specialized Content
<b>EDU 486</b>	Seminar: Student Teaching in Specialized Content
<b>ESP 465</b>	Transitions, Teaming and Collaboration
<b>ESP 370B</b>	Performance: Exceptionality in Special Education
<b>ESP 409B</b>	Performance: Fundamentals in the IEP Process
<b>EDU 320B</b>	Performance: Instructional Strategies P-12
<b>EDE 406B</b>	Performance: Mathematics Concepts
<b>EDU 404B</b>	Performance: Student Assessment & Evaluation
<b>EDU 383B</b>	Performance: Classroom Management
<b>EDU 490</b>	Portfolio Review I
<b>EDU 491</b>	Portfolio Review II

\* These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

\*\*College Mathematics General Education requirements are met in upper division.

## Bachelor of Arts in Education

### Special Education and Reading-Washington

**Total Required Credits..... 188 Credits**

**Lower – Division Requirements (Prerequisites) ..... 90 Credits**

**Note:** Take all general prerequisites for the Bachelor of Arts in Education.

**Special Education Core Requirements ..... 19 Credits**

<b>ESP 370A</b>	Content: Exceptionality in Special Education
<b>ESP 408</b>	Student Assessment and Evaluation
<b>ESP 409A</b>	Content: Fundamentals of the IEP Process
<b>ESP 373</b>	Special Education: Low-Incidence Students
<b>ESP 376</b>	Autism
<b>ESP 405</b>	Behavior Analysis and Management

**Reading Core Requirements ..... 10 Credits**

<b>ERL 413</b>	Integrating Literacy in the Content Areas
<b>ERL 414</b>	Literacy Applications in the Classroom

**Combined Requirements ..... 43 Credits**

<b>EDU 320A</b>	Content: Instructional Strategies P-12
<b>ESP 423</b>	Curriculum Modifications & Adaptation
<b>EDU 313</b>	Multicultural Education
<b>EDU 404A</b>	Content: Student Assessment & Evaluation
<b>EDU 383A</b>	Content: Classroom Management
<b>ERL 406</b>	Language Acquisition & Literacy Development
<b>EDE 400</b>	Math Content: Making Math Meaning for Math Teachers
<b>ERL 407</b>	Literacy Instruction & Assessment
<b>EDU 308</b>	American School Law & Issues in Special Populations
<b>ERL 440A</b>	Content: Literacy Integration
<b>EDE 406A</b>	Content: Mathematics Concepts
<b>EDU 317</b>	Integrated Technology
<b>EDU 495</b>	Positive Impact on Student Learning: Project

**Internship and Student Teaching ..... 26 Credits**

<b>EDU 350</b>	Introduction to Field Experience
<b>EDU 351</b>	Internship I
<b>EDU 361</b>	Seminar I
<b>EDU 352</b>	Internship II
<b>EDU 362</b>	Seminar II
<b>EDU 353</b>	Internship III
<b>EDU 363</b>	Seminar III
<b>EDU 470</b>	Internship IV*
<b>EDU 471</b>	Seminar IV
<b>ESP 485</b>	Student Teaching in Special Education
<b>ESP 486</b>	Seminar: Student Teaching Special Education
<b>EDU 485</b>	Student Teaching in Specialized Content
<b>EDU 486</b>	Seminar: Student Teaching in Specialized Content
<b>ESP 465</b>	Transitions, Teaming and Collaboration
<b>ESP 370B</b>	Performance: Exceptionality in Special Education

<b>ESP 409B</b>	Performance: Fundamentals in the IEP Process
<b>EDU 320B</b>	Performance: Instructional Strategies P-12
<b>EDE 406B</b>	Performance: Mathematics Concepts
<b>ERL 440B</b>	Performance: Literacy Integration
<b>EDU 404B</b>	Performance: Student Assessment & Evaluation
<b>EDU 383B</b>	Performance: Classroom Management
<b>EDU 490</b>	Portfolio Review I
<b>EDU 491</b>	Portfolio Review II

\* These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

\*\*College Mathematics General Education requirements are met in upper division.

## Undergraduate Certificates: Education

CityU offers undergraduate 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.

## Undergraduate Certificate Secondary Math-- Alternative Routes – Washington

This one year program is designed for career changers who want to teach and already hold a bachelor's degree (or higher) in math or a related field. Graduates earn an initial teacher certification with a primary endorsement in Mathematics (5-12) or Middle Level Mathematics (5-9).

**Total Required Credits..... 46 Credits**

**Alt Routes Math Core: ..... 34 Credits**

<b>ESM 300</b>	Human Growth and Development, Adolescent Emphasis
<b>ESM 311</b>	Theory, Practice, and Law in a Global & Diverse Society; Secondary Emphasis
<b>ESM 320</b>	Reading in the Secondary Mathematics Classroom
<b>ESM 301</b>	Curriculum and Instruction for the Diverse Secondary Classroom
<b>ESM 308A</b>	Depth: Differentiating Curriculum and Instruction
<b>ESM 409A</b>	Depth: Classroom Management, Secondary
<b>ESM 414A</b>	Depth: Secondary Mathematics Methods
<b>ESM 416A</b>	Depth: Assessment and Evaluation
<b>ESM 301B</b>	Performance: Curriculum and Instruction for the Diverse Secondary Classroom
<b>ESM 308B</b>	Performance: Differentiating Curriculum and Instruction
<b>ESM 409B</b>	Performance: Classroom Management, Secondary
<b>ESM 414B</b>	Performance: Secondary Mathematics Methods
<b>ESM 416B</b>	Performance: Assessment and Evaluation

**Apprenticeship and Student Teaching ..... 12 Credits**

<b>ESM 470</b>	Apprenticeship I
<b>ESM 471</b>	Apprenticeship II with Student Teaching Option



<b>ESM 472</b>	Apprenticeship III and Student Teaching
<b>EDU 490</b>	Performance Portfolio I
<b>EDU 491</b>	Performance Portfolio II
<b>EDU 492</b>	Performance Portfolio III

## Endorsements Programs

CityU offers many non-certificate endorsement programs. Visit [www.cityu.edu](http://www.cityu.edu) for details.

## Master of Education Programs

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. CityU offers multiple M.Ed. programs including: M.Ed. in Curriculum and Instruction: Technology Emphasis or Specialized Study Emphasis.

## Master of Education in Curriculum and Instruction with Specialized Study Emphasis

**Total Required Credits..... 49 Credits**

**Graduate Foundation Core .....20 Credits**

<b>ECU 511</b>	Tools for Academic Inquiry
<b>ECU 516</b>	Best Practices for Personalized Learning
<b>ECU 521</b>	Academic Inquiry in the Classroom
<b>ECU 526</b>	Current Issues in Education
<b>ECU 531</b>	Professional Learning Communities
<b>ECU 535</b>	Multicultural Perspectives: Increasing Family/Community Engagement and Student Achievement

**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 Director.

**Master of Education Project ..... 3 Credits**

<b>ECU 600</b>	Curriculum and Instruction Project or
<b>EPC 503</b>	Culminating Seminar**

\*\*May only be taken with permission of the program director.

## Master of Education in Curriculum and Instruction with Technology Emphasis

**Total Required Credits.....49 Credits**

**Graduate Foundation Core ..... 20 Credits**

<b>ECU 511</b>	Tools for Academic Inquiry
<b>ECU 516</b>	Best Practices for Personalized Learning
<b>ECU 521</b>	Academic Inquiry in the Classroom
<b>ECU 526</b>	Current Issues in Education
<b>ECU 531</b>	Professional Learning Communities
<b>ECU 535</b>	Multicultural Perspectives: Increasing Family/Community Engagement and Student Achievement

**Technology Emphasis..... 17 Credits**

<b>TCI 508</b>	Technology Leadership in Education
<b>TCI 512</b>	Using Technology to Support Student Learning
<b>TCI 513</b>	Staying Current with Emerging Technologies
<b>TCI 517</b>	Fundamentals of Computers
<b>TCI 537</b>	Bridging Technology Gaps
<b>TCI 540</b>	Technology Issues in Education 3

**Electives ..... 9 Credits**

Coursework must be approved by Program Coordinator

**Master of Education Project .....3 Credits**

<b>TCI 600</b>	Master's Degree Project and Presentation
<b>or</b>	
<b>TCI 610</b>	Master's Degree Thesis and Presentation
<b>or</b>	
<b>EPC 503</b>	Culminating Seminar

## Master of Education in Curriculum and Instruction with Professional Development Emphasis\*

**Total Required Credits.....49 Credits**

**Graduate Foundation Core ..... 20 Credits**

<b>ECU 511</b>	Tools for Academic Inquiry
<b>ECU 516</b>	Best Practices for Personalized Learning
<b>ECU 521</b>	Academic Inquiry in the Classroom
<b>ECU 526</b>	Current Issues in Education
<b>ECU 531</b>	Professional Learning Communities
<b>ECU 535</b>	Multicultural Perspectives: Increasing Family/Community Engagement and Student Achievement

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## Choose one of the following (Pro Teach or National Board or Professional Development Specialized Study)

**Pro Teach\*\*** .....6 Credits

- EPC 510** Entry 1: Professional Growth and Contributions
- EPC 520** Entry 2: Building a Learning Community
- ESP 530** Entry 3: Curriculum, Instruction and Assessment

or

**National Board\*\*** ..... 9 Credits

- EPC 555** Portfolio Entry 1
- EPC 556** Portfolio Entry 2
- EPC 557** Portfolio Entry 3
- EPC 558** Portfolio Entry 4
- EPC 560** Pre-Assessment Center Seminar

or

**Electives\*\*** ..... 17 or 20 Credits

- ECU 500** Seminars for Increasing Capacity for Professional Development
- ECU 540** Writing for Reflective Practice
- ECU 545** Sustaining Student Engagement through Effective Classroom Management
- ECU 550** Empowering Student Voice through Storytelling Strategies
- ECU 555** Seminars for Increasing Cultural Competence
- ECU 560** Professional Learning Strategies that Engage the Adult Learner
- ECU 570** Fundamentals of E-Learning

or

**Professional Development Specialized Study: \*\*** .....26 Credits

### No electives necessary

**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.

**Master Of Education Project\*\*\*** .....3 Credits

- ECU 600** Curriculum and Instruction Project

\*Receipt of this program plan does not guarantee admittance into the Master of Education in Curriculum and Instruction: Professional Development Emphasis program.

\*\*May only be taken with permission of the program director

\*\*\*May include ProTeach Portfolio or National Board Portfolio

## Master of Education in Guidance and Counseling

The Guidance and Counseling program is designed to empower future counselors with the knowledge, skills and dispositions necessary to assist student development in the areas of career, personal/social and academic. Classroom and field supervised experiences are aligned with state and national standards. Upon completion of the program candidates may earn a Washington Educational Staff Associate (ESA) certificate as a school counselor.

**Total Required Credits.....49 Credits**

**Guidance & Counseling Concentration.....42 Credits**

- EGC 501** Introduction to School Counseling
  - ECU 511** Tools for Academic Inquiry
  - ECU 526** Current Issues in Education
  - EGC 502** Societal Issues in Counseling
  - EGC 503** Child/Adolescent Growth and Development
  - EGC 509** Health Issues in Schools
  - EGC 504** Counseling Theory and Practice
  - EGC 505** Group Counseling
  - EGC 506** Family Structures
  - EGC 596** Multicultural Counseling
- or
- ECU 535** Multicultural Perspectives: Increasing Family/ Community Engagement and Student Achievement
  - EGC 508** Counseling Testing and Appraisal
  - EGC 507** Career Counseling/Information Systems
  - EGC 510** Leadership for Change
  - EGC 620** Counseling Practicum
  - EGC 514** Counseling Practicum

**Graduate Elective Courses .....7 Credits**

Must be approved by program Director.

## Master of Education in Guidance and Counseling with ESA Certification

**Total Required Credits.....54 Credits**

**Guidance & Counseling Concentration.....54 Credits**

- EGC 501** Introduction to School Counseling
- EGC 516** Tools for Academic Inquiry
- EGC 526** Current Issues in Education
- EGC 502** Societal Issues in Counseling
- EGC 503** Child/Adolescent Growth and Development
- EGC 509** Health Issues in Schools
- EGC 504** Counseling Theory and Practice
- EGC 515** Counseling Practicum
- EGC 505** Group Counseling
- EGC 506** Family Structures
- EGC 596** Multicultural Counseling
- EGC 508** Counseling Testing and Appraisal
- EGC 507** Career Counseling/Information Systems
- EGC 510** Leadership for Change
- EGC 513** Guidance and Counseling Culminating Seminar
- EGC 620** Counseling Practicum
- EGC 514** Counseling Practicum
- EGC 632** Internship I
- EGC 633** Internship II
- EGC 634** Internship III
- EGC 635** Internship IV

## Master of Education in Reading and Literacy\*

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, literacy leader or enhance their ability to teach reading effectively in any global learning community. As part of this program, WA teachers will learn valuable and practical strategies to improve language development and reading skills for all students K-12. This M.Ed. degree with endorsement is offered either mixed-mode or online.

**Total Required Credits.....49 Credits**

**Reading And Literacy Core ..... 24 Credits**

<b>ERL 504</b>	Literacy Development and the Cognitive Process
<b>ERL 506</b>	Personalized Learning in the Classroom
<b>ERL 516</b>	Language Acquisition and English Language Development
<b>ERL 518</b>	Education in a Global Society
<b>ERL 520</b>	Teaching a Comprehensive Literacy Program for All Students
<b>ERL 552</b>	Literacy Across Secondary Content Areas
<b>ERL 554</b>	Diagnostic Assessment in Literacy ***
<b>ERL 560</b>	Building Family Partnerships and Learning Communities

**Choose one of the following (Pro Teach or National Board or Electives)**

**ProTeach.....6 Credits**

<b>EPC 510</b>	Entry1: Professional Growth and Contributions
<b>EPC 520</b>	Entry2: Building a Learning Community
<b>EPC 530</b>	Entry3: Curriculum, Instruction and Assessment
<b>or</b>	

**National Board.....9 Credits**

<b>EPC 555</b>	Portfolio Entry 1
<b>EPC 556</b>	Portfolio Entry 2
<b>EPC 557</b>	Portfolio Entry 3
<b>EPC 558</b>	Portfolio Entry 4
<b>EPC 560</b>	Pre-Assessment Center Seminar
<b>or/and</b>	

**Electives .....10-19 Credits**

**If neither ProTeach or National Board is chosen, student will need to complete 19 electives credits.**

<b>ERL 514</b>	Linking Literacy to Technology
<b>ERL 534</b>	Current Instructional Practices
<b>ERL 563</b>	Child and Adolescent Literature
<b>ERL 529</b>	Reading and Writing Instruction and Assessment
<b>ERL 562</b>	Effective Literacy Leadership
<b>ECU 540</b>	Writing for Reflective Practice
<b>ECU 550</b>	Empowering Student Voice through Storytelling Strategies

**Master of Education Project ..... 6 Credits**

<b>ERL 508</b>	Research Methods in Literacy
<b>ERL 512</b>	Using Data to Inform instruction

\*Receipt of this program plan does not guarantee admittance into the Master of Education Reading and Literacy program.

\*\*may only be taken with permission of the director

\*\*\*may include ProTeach Portfolio or National Board Portfolio

## Master of Education in Leadership

The M.Ed. in Leadership is designed for professional educators who wish to advance their career opportunities in public and private schools. The Educational Leadership Program seeks to prepare visionary, competent, and ethical leaders world-wide, who promote the success of all students. Through classroom and field supervised experiences, candidates gain vital knowledge and skills in school leadership and administration, educational reform, and instructional supervision. Leadership development is personalized, evidence-driven, and based on national and regional standards. Coursework is available mixed mode and online.

**Total Required Credits..... 49-52 Credits**

**Education Leadership Foundation Core ..... 12 Credits**

<b>EEA 512</b>	Academic Inquiry and Action Research
<b>EEA 514</b>	Current and Historical Educational Perspectives
<b>EEA 516</b>	Professional Growth, Assessment and Practicum
<b>EEA 523</b>	Teaching, Learning and Assessment

**Educational Leadership Emphasis .....24 Credits**

<b>EEA 521</b>	Educational Leadership
<b>EEA 520</b>	Technology for School Leaders
<b>EEA 524</b>	School Law
<b>EEA 525</b>	School Finance/Operations
<b>EEA 526</b>	Change Management
<b>EEA 527</b>	Human Resource Management in Education
<b>EEA 533</b>	Supervision of Instruction
<b>EEA 537</b>	Conflict Management and Community Relations

**Elective Blocks: Must be Program-Approved ..... 10-13 Credits**

**Block 1 ..... 10 Credits**

10 Graduate Program-Approved Electives

**or**

**Block 2 ..... 13 Credits**

<b>EEA 640</b>	Leadership Internship I
<b>EEA 642</b>	Leadership Internship II
<b>EEA 644</b>	Leadership Internship III
<b>ECC 514</b>	Introduction to School Based Counseling
<b>ECC 515</b>	Leadership and Counseling in a Diverse Society

**Research Project, Portfolio Or Thesis.....3 Credits**

**Choice is subject to regional approval.**

<b>EEA 600</b>	Research Project and Presentation
<b>or</b>	

EEA 601 Educational Leadership Portfolio, Presentation, and Action Research\*

or

EEA 610 Thesis and Presentation

## Master of Education in Educational Leadership with Administrator Certification

The M.Ed. in Educational Leadership is designed for professional educators who wish to advance their career opportunities and prepare for principal and/or program administrator certification. Through classroom and field-supervised experiences, candidates gain vital knowledge and skills in school leadership and administration, educational reform, and instructional supervision. Leadership development is personalized, evidence-driven, and based on national and regional standards. A successful graduate will meet high standards for practice as a P-12 principal and/or program administrator. Coursework is available mixed mode and online.

**Total Required Credits..... 52 Credits**

**Education Leadership Foundation Core ..... 12 Credits**

- EEA 512 Academic Inquiry and Action Research
- EEA 514 Current and Historical Educational Perspectives
- EEA 516 Professional Growth, Assessment and Practicum
- EEA 523 Teaching, Learning and Assessment

**Educational Leadership Emphasis ..... 24 Credits**

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

**Elective Courses ..... 4 Credits**

**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

## Master of Education in Leadership and School Counselling in British Columbia, Canada

The M.Ed. in Leadership and School Counselling program is tailored for teachers who want to pursue a master's degree specializing in school counselling while continuing to teach. The program is designed to empower future school counsellors with the knowledge, skills and dispositions necessary to assist student development in the areas of career, personal/social and academic. Classes are instructed by leading Canadian practitioners and the program is delivered in local districts. Through the effective combination of theoretical and experiential learning, candidates implement new concepts in their classrooms and schools as part of their internships. Educators complete a master project and create a professional portfolio based on coursework and internship experience.

**Total Required Credits..... 52 Credits**

**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

**Internships ..... 8 Credits**

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

**Project or Thesis..... 3 Credits**

- EGC 640 Project in School Counselling and Presentation
- or
- EGC 641 Thesis in School Counselling and Presentation

# GORDON ALBRIGHT SCHOOL OF EDUCATION

**Exit Requirement** .....0 Credits

**EGC 650** Comprehensive Examination

\*Receipt of this program plan does not guarantee admittance to the Master of Education program. Please contact the Gordon Albright School of Education if you have questions.

## Master in Teaching (MIT)

The Master in Teaching program prepares teacher candidates who make a positive impact on student learning based on student needs in relation to state learning standards. Candidates continuously improve their performance by refining their skills as reflective practitioners through course work and field experiences; by working collaboratively with colleagues, families, and community resources; and by engaging in career-long professional development. Additionally, this professional graduate degree program develops candidates' competence in interpreting, organizing, and communicating knowledge and in developing the analytical and performance skills needed for the conduct and advancement of professional practice. To these ends, candidates research and implement best practices throughout the program, culminating in design and implementation of action research. Graduates earn a Master in Teaching degree, initial teacher certification, primary endorsement in Elementary Education (K-8) or Special Education (P-12), and may opt to complete a second endorsement in Elementary Education (K-8), Special Education P-12), English Language Learners (P-12), Mathematics (5-12), or Reading (P-12).

## Master in Teaching

### Elementary Education – Washington

**Total Required Credits**.....62 Credits

**Elementary Education Core Requirements** ..... 10 Credits

- ETC 502** Health, Fitness, and Safe Living
- ETC 503** The Arts
- ETC 585** Special Education and Special Programs
- ETC 578** Inquiry Methods in Science and Social Studies

**Combined Requirements** .....29 Credits

- ETC 504** Classroom Management
- ETC 556** Introduction to Schools and Society
- ETC 501** Human Growth and Development
- ETC 552** Diversity in Schools and Society
- ETC 548** Curriculum, Instruction, and Assessment Methods
- ESP 548** Curriculum Modifications and Adaptation
- ETC 541** Mathematics: Concepts and Methods
- ETC 586** Technology Integration in the Classroom
- ETC 680** Teacher Research I
- ETC 683** Teacher Research II
- ETC 686** Teacher Research III

- ETC 690** Master Project
- ETC 534** Public School and Special Education Law\*

**Literacy Block** .....10 Credits

- ETC 537** Literacy I: Phonemic Awareness, Phonics, and Comprehension
- ETC 547** Literacy II: Vocabulary, Fluency, and Comprehension
- ETC 549** Literacy III: Language Acquisition and Language Arts

**Internship and Student Teaching** ..... 13 Credits

- ETC 610** Internship I
- ETC 611** Seminar - Internship I
- ETC 625** Internship II
- ETC 626** Seminar - Internship II
- ETC 630** Internship III
- ETC 631** Seminar - Internship III
- ETC 645** Internship IV\*
- ETC 636** Seminar – Internship IV
- ETC 640** Student Teaching in Elementary Education
- ETC 641** Seminar - Student Teaching in Elementary Education
- ETC 650** Performance: Learning Community I
- ETC 651** Performance: Learning Community II
- ETC 652** Performance: Learning Community III
- ETC 660** Performance: Mathematics: Concepts and Methods
- ETC 661** Performance: Inquiry in Science and Social Studies Methods
- ETC 662** Performance: Literacy
- ETC 663** Performance: Curriculum, Instruction, and Assessment Methods
- ETC 664** Performance: Classroom Management

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

## Master in Teaching

### Elementary Education and English Language Learner – Washington

**Total Required Credits**.....83 Credits

**Elementary Education Core Requirements** ..... 10 Credits

- ETC 502** Health, Fitness, and Safe Living
- ETC 503** The Arts
- ETC 585** Special Education and Special Programs
- ETC 578** Inquiry Methods in Science and Social Studies

**English Language Learners Core Requirements** ..... 14 Credits

- ESL 541** Linguistics for ELL Teachers
- ESL 554** Learning Strategies and Assessment for Language Learners
- ESL 525** ELL Reading Instructional Strategies
- ESL 526** Writing Strategies for ESL Learners
- ESL 551** Researching: History of Bilingual Education and Advocacy

# GORDON ALBRIGHT SCHOOL OF EDUCATION

## Combined Requirements .....29 Credits

<b>ETC 504</b>	Classroom Management
<b>ETC 556</b>	Introduction to Schools and Society
<b>ETC 501</b>	Human Growth and Development
<b>ETC 552</b>	Diversity in Schools and Society
<b>ETC 548</b>	Curriculum, Instruction, and Assessment Methods
<b>ESP 548</b>	Curriculum Modifications and Adaptation
<b>ETC 541</b>	Mathematics: Concepts and Methods
<b>ETC 586</b>	Technology Integration in the Classroom
<b>ETC 680</b>	Teacher Research I
<b>ETC 683</b>	Teacher Research II
<b>ETC 686</b>	Teacher Research III
<b>ETC 690</b>	Master Project
<b>ETC 534</b>	Public School and Special Education Law

## Literacy Block..... 10 Credits

<b>ETC 537</b>	Literacy I: Phonemic Awareness, Phonics, and Comprehension
<b>ETC 547</b>	Literacy II: Vocabulary, Fluency, and Comprehension
<b>ETC 549</b>	Literacy III: Language Acquisition and Language Arts

## Internship and Student Teaching .....20 Credits

<b>ETC 610</b>	Internship I
<b>ETC 611</b>	Seminar - Internship I
<b>ETC 625</b>	Internship II
<b>ETC 626</b>	Seminar - Internship II
<b>ETC 630</b>	Internship III
<b>ETC 631</b>	Seminar - Internship III
<b>ETC 645</b>	Internship IV*
<b>ETC 636</b>	Seminar - Internship IV
<b>ETC 640</b>	Student Teaching in Elementary Education
<b>ETC 641</b>	Seminar - Student Teaching in Elementary Education
<b>ETC 644</b>	Student Teaching in Specialized Content
<b>ETC 646</b>	Seminar - Student Teaching in Specialized Content
<b>ETC 650</b>	Performance: Learning Community I
<b>ETC 651</b>	Performance: Learning Community II
<b>ETC 652</b>	Performance: Learning Community III
<b>ETC 660</b>	Performance: Mathematics: Concepts and Methods
<b>ETC 661</b>	Performance: Inquiry in Science and Social Studies Methods
<b>ETC 662</b>	Performance: Literacy
<b>ETC 663</b>	Performance: Curriculum, Instruction, and Assessment Methods
<b>ETC 664</b>	Performance: Classroom Management
<b>ESL 665</b>	Performance: English Language Learners

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

## Master in Teaching

### Elementary Education and Reading - Washington

## Total Required Credits.....75 Credits

### Elementary Education Core Requirements ..... 10 Credits

<b>ETC 502</b>	Health, Fitness, and Safe Living
<b>ETC 503</b>	The Arts
<b>ETC 585</b>	Special Education and Special Programs
<b>ETC 578</b>	Inquiry Methods in Science and Social Studies
<b>Reading Core Requirements</b>	..... 6 Credits
<b>ERL 557</b>	Content Area Literacy Instruction
<b>ERL 558</b>	Research in Literacy Application

## Combined Requirements .....29 Credits

<b>ETC 504</b>	Classroom Management
<b>ETC 556</b>	Introduction to Schools and Society
<b>ETC 501</b>	Human Growth and Development
<b>ETC 552</b>	Diversity in Schools and Society
<b>ETC 548</b>	Curriculum, Instruction, and Assessment Methods
<b>ESP 548</b>	Curriculum Modifications and Adaptation
<b>ETC 541</b>	Mathematics: Concepts and Methods
<b>ETC 586</b>	Technology Integration in the Classroom
<b>ETC 680</b>	Teacher Research I
<b>ETC 683</b>	Teacher Research II
<b>ETC 686</b>	Teacher Research III
<b>ETC 690</b>	Master Project
<b>ETC 534</b>	Public School and Special Education Law*

## Literacy Block ..... 10 Credits

<b>ETC 537</b>	Literacy I: Phonemic Awareness, Phonics, and Comprehension
<b>ETC 547</b>	Literacy II: Vocabulary, Fluency, and Comprehension
<b>ETC 549</b>	Literacy III: Language Acquisition and Language Arts

## Internship and Student Teaching .....20 Credits

<b>ETC 610</b>	Internship I
<b>ETC 611</b>	Seminar - Internship I
<b>ETC 625</b>	Internship II
<b>ETC 626</b>	Seminar - Internship II
<b>ETC 630</b>	Internship III
<b>ETC 631</b>	Seminar - Internship III
<b>ETC 645</b>	Internship IV*
<b>ETC 636</b>	Seminar - Internship IV
<b>ETC 640</b>	Student Teaching in Elementary Education
<b>ETC 641</b>	Seminar - Student Teaching in Elementary Education
<b>ETC 644</b>	Student Teaching in Specialized Content

<b>ETC 646</b>	Seminar - Student Teaching in Specialized Content
<b>ETC 650</b>	Performance: Learning Community I
<b>ETC 651</b>	Performance: Learning Community II
<b>ETC 652</b>	Performance: Learning Community III
<b>ETC 660</b>	Performance: Mathematics: Concepts and Methods
<b>ETC 661</b>	Performance: Inquiry in Science and Social Studies Methods
<b>ETC 662</b>	Performance: Literacy
<b>ETC 663</b>	Performance: Curriculum, Instruction, and Assessment Methods
<b>ETC 664</b>	Performance: Classroom Management

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

## Master in Teaching Elementary Education and Special Education - Washington

**Total Required Credits.....87 Credits**

**Elementary Education Core Requirements ..... 10 Credits**

<b>ETC 502</b>	Health, Fitness, and Safe Living
<b>ETC 503</b>	The Arts
<b>ETC 585</b>	Special Education and Special Program
<b>ETC 578</b>	Inquiry Methods in Science and Social Studies

**Special Education (P-12) Core Requirements ..... 18 Credits**

<b>ESP 525</b>	Behavior Analysis and Management
<b>ESP 529</b>	Fundamentals of the IEP Process
<b>ESP 538</b>	Collaboration, Teaming, and Transitions
<b>ESP 528</b>	Student Assessment and Evaluation
<b>ESP 531</b>	Exceptionality in Special Education
<b>ESP 535</b>	Low Incidence Disabilities

**Combined Requirements ..... 29 Credits**

<b>ETC 504</b>	Classroom Management
<b>ETC 556</b>	Introduction to Schools and Society
<b>ETC 501</b>	Human Growth and Development
<b>ETC 552</b>	Diversity in Schools and Society
<b>ETC 548</b>	Curriculum, Instruction, and Assessment Methods
<b>ESP 548</b>	Curriculum Modifications and Adaptation
<b>ETC 541</b>	Mathematics: Concepts and Methods
<b>ETC 586</b>	Technology Integration in the Classroom
<b>ETC 680</b>	Teacher Research I
<b>ETC 683</b>	Teacher Research II
<b>ETC 686</b>	Teacher Research III
<b>ETC 690</b>	Master Project
<b>ETC 534</b>	Public School and Special Education Law*

**Literacy Block** (Student must choose either Block #1 or Block #2)..... 10 Credits

**Block #1** for concentration in Elementary Education Literacy

<b>ETC 537</b>	Literacy I: Phonemic Awareness, Phonics, and Comprehension
<b>ETC 547</b>	Literacy II: Vocabulary, Fluency, and Comprehension
<b>ETC 549</b>	Literacy III: Language Acquisition and Language Arts

**or**

**Block #2** for concentration in Special Education Literacy

<b>ESP 537</b>	Literacy I: Phonemic Awareness, Phonic, and Comprehension
<b>ESP 547</b>	Literacy II: Vocabulary, Fluency, and Comprehension
<b>ESP 549</b>	Literacy III: Language Acquisition and Literacy Development

**Internship and Student Teaching .....20 Credits**

<b>ETC 610</b>	Internship I
<b>ETC 611</b>	Seminar - Internship I
<b>ETC 625</b>	Internship II
<b>ETC 626</b>	Seminar - Internship II
<b>ETC 630</b>	Internship III
<b>ETC 631</b>	Seminar - Internship III
<b>ETC 645</b>	Internship IV*
<b>ETC 636</b>	Seminar - Internship IV
<b>ETC 640</b>	Student Teaching in Elementary Education
<b>ETC 641</b>	Seminar - Student Teaching in Elementary Education
<b>ESP 640</b>	Student Teaching in Special Education
<b>ESP 641</b>	Seminar - Student Teaching in Special Education
<b>ETC 650</b>	Performance: Learning Community I
<b>ETC 651</b>	Performance: Learning Community II
<b>ETC 652</b>	Performance: Learning Community III
<b>ETC 660</b>	Performance: Mathematics: Concepts and Methods
<b>ETC 661</b>	Performance: Inquiry in Science and Social Studies Methods
<b>ETC 662</b>	Performance: Literacy
<b>ETC 663</b>	Performance: Curriculum, Instruction, and Assessment Methods
<b>ETC 664</b>	Performance: Classroom Management
<b>ESP 663</b>	Performance: Fundamentals of the IEP Process

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

# GORDON ALBRIGHT SCHOOL OF EDUCATION

## Master in Teaching Special Education and English Language Learners - Washington

**Total Required Credits.....88 Credits**

**Special Education Core Requirements.....22 Credits**

ESP 525	Behavior Analysis and Management
ESP 529	Fundamentals of the IEP Process
ESP 538	Collaboration, Teaming, and Transitions
ESP 528	Student Assessment and Evaluation
ESP 531	Exceptionality in Special Education
ESP 535	Low Incidence Disabilities
ESP 524	Classroom Management
ESP 523	Instructional Strategies P-12

**English Language Learners Core Requirements ..... 14 Credits**

ESL 541	Linguistics for ELL Teachers
ESL 554	Learning Strategies and Assessment for Language Learners
ESL 525	ELL Reading Instructional Strategies
ESL 526	Writing Strategies for ESL Learners
ESL 551	Researching: History of Bilingual Education and Advocacy

**Combined Requirements ..... 22 Credits**

ETC 556	Introduction to Schools and Society
ETC 501	Human Growth and Development
ETC 552	Diversity in Schools and Society
ESP 548	Curriculum Modifications and Adaptation
ETC 541	Mathematics: Concepts and Methods
ETC 586	Technology Integration in the Classroom
ETC 680	Teacher Research I
ETC 683	Teacher Research II
ETC 686	Teacher Research III
ETC 690	Master Project
ETC 534	Public School and Special Education Law*

**Literacy Block .....10 Credits**

ESP 537	Literacy I: Phonemic Awareness, Phonic, and Comprehension
ESP 547	Literacy II: Vocabulary, Fluency, and Comprehension
ESP 549	Literacy III: Language Acquisition and Literacy Development

**Internship and Student Teaching .....20 Credits**

ETC 610	Internship I
ETC 611	Seminar - Internship I
ETC 625	Internship II
ETC 626	Seminar - Internship II
ETC 630	Internship III
ETC 631	Seminar - Internship III
ETC 645	Internship IV*

ETC 636	Seminar – Internship IV
ESP 640	Student Teaching in Special Education
ESP 641	Seminar - Student Teaching in Special Education
ETC 644	Student Teaching in Specialized Content
ETC 646	Seminar - Student Teaching in Specialized Content
ETC 650	Performance: Learning Community I
ETC 651	Performance: Learning Community II
ETC 652	Performance: Learning Community III
ETC 660	Performance: Mathematics: Concepts and Methods
ETC 662	Performance: Literacy
ETC 663	Performance: Curriculum, Instruction, and Assessment Methods
ETC 664	Performance: Classroom Management
ESP 663	Performance: Fundamentals of the IEP Process
ESL 665	Performance: English Language Learners

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

## Master in Teaching Special Education and Reading - Washington

**Total Required Credits..... 83Credits**

**Special Education (P-12) Core Requirements .....22 Credits**

ESP 525	Behavior Analysis and Management
ESP 529	Fundamentals of the IEP Process
ESP 538	Collaboration, Teaming, and Transitions
ESP 528	Student Assessment and Evaluation
ESP 531	Exceptionality in Special Education
ESP 535	Low Incidence Disabilities
ESP 524	Classroom Management
ESP 523	Instructional Strategies P-12

**Reading Core Requirements .....9 Credits**

ERL 535	Literacy Instruction for All Learners
ERL 557	Content Area Literacy Instruction
ERL 558	Research in Literacy Application

**Combined Requirements .....22 Credits**

ETC 556	Introduction to Schools and Society
ETC 501	Human Growth and Development
ETC 552	Diversity in Schools and Society
ESP 548	Curriculum Modifications and Adaptation
ETC 541	Mathematics: Concepts and Methods
ETC 586	Technology Integration in the Classroom
ETC 680	Teacher Research I
ETC 683	Teacher Research II



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- ETC 686 Teacher Research III
- ETC 690 Master Project
- ETC 534 Public School and Special Education Law\*

**Literacy Block ..... 10 Credits**

- ESP 537 Literacy I: Phonemic Awareness, Phonic, and Comprehension
- ESP 547 Literacy II: Vocabulary, Fluency, and Comprehension
- ESP 549 Literacy III: Language Acquisition and Literacy Development

**Internship and Student Teaching ..... 20 Credits**

- ETC 610 Internship I
- ETC 611 Seminar - Internship I
- ETC 625 Internship II
- ETC 626 Seminar - Internship II
- ETC 630 Internship III
- ETC 631 Seminar - Internship III
- ETC 645 Internship IV\*
- ETC 636 Seminar – Internship IV
- ESP 640 Student Teaching in Special Education
- ESP 641 Seminar - Student Teaching in Special Education
- ETC 644 Student Teaching in Specialized Content
- ETC 646 Seminar - Student Teaching in Specialized Content
- ETC 650 Performance: Learning Community I
- ETC 651 Performance: Learning Community II
- ETC 652 Performance: Learning Community III
- ETC 660 Performance: Mathematics: Concepts and Methods
- ETC 662 Performance: Literacy
- ETC 663 Performance: Curriculum, Instruction, and Assessment Methods
- ETC 664 Performance: Classroom Management
- ESP 663 Performance: Fundamentals of the IEP Process

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

## Master in Teaching Special Education – Washington

**Total Require Credits .....67 Credits**

**Special Education (P-12) Core Requirements ..... 22 Credits**

- ESP 525 Behavior Analysis and Management
- ESP 529 Fundamentals of the IEP Process
- ESP 538 Collaboration, Teaming, and Transitions
- ESP 528 Student Assessment and Evaluation
- ESP 531 Exceptionality in Special Education
- ESP 535 Low Incidence Disabilities
- ESP 524 Classroom Management
- ESP 523 Instructional Strategies P-12

**Combined Requirements ..... 22 Credits**

- ETC 556 Introduction to Schools and Society
- ETC 501 Human Growth and Development
- ETC 552 Diversity in Schools and Society
- ESP 548 Curriculum Modifications and Adaptation
- ETC 541 Mathematics: Concepts and Methods
- ETC 586 Technology Integration in the Classroom
- ETC 680 Teacher Research I
- ETC 683 Teacher Research II
- ETC 686 Teacher Research III
- ETC 690 Master Project
- ETC 534 Public School and Special Education Law\*

**Literacy Block ..... 10 Credits**

- ESP 537 Literacy I: Phonemic Awareness, Phonic, and Comprehension
- ESP 547 Literacy II: Vocabulary, Fluency, and Comprehension
- ESP 549 Literacy III: Language Acquisition and Literacy Development

**Internship and Student Teaching ..... 13 Credits**

- ETC 610 Internship I
- ETC 611 Seminar - Internship I
- ETC 625 Internship II
- ETC 626 Seminar - Internship II
- ETC 630 Internship III
- ETC 631 Seminar - Internship III
- ETC 645 Internship IV\*
- ETC 636 Seminar – Internship IV
- ESP 640 Student Teaching in Special Education
- ESP 641 Seminar - Student Teaching in Special Education
- ETC 650 Performance: Learning Community I
- ETC 651 Performance: Learning Community II
- ETC 660 Performance: Mathematics: Concepts and Methods
- ETC 662 Performance: Literacy
- ETC 663 Performance: Curriculum, Instruction, and Assessment Methods
- ETC 664 Performance: Classroom Management
- ESP 663 Performance: Fundamentals of the IEP Process

\*These courses include competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

## Graduate Certificates: Education

### Graduate Certificate

#### Educational Leadership: Administrator Certification

Educators who have a master's degree from an accredited institution, and who meet admission requirements for the Educational Leadership program, are eligible to pursue Washington state P-12 Principal and/or Program Administrator Residency Certification. This program involves 36 credits of emphasis courses, internships, and reflective seminars that are a subset of the M.Ed. degree program. Out-of-state applicants should consult their state department of education for transferability of course work and/or certificate as Washington has reciprocity agreements with some other states. Certificates include a City University of Seattle Graduate Certificate and, likely, a Washington state residency certificate for principal and/or program administrator.

**Total Required Credits.....36 Credits**

**Educational Leadership Core.....24 Credits**

**Block I: School Leadership.....6 Credits**

- EEA 521 Educational Leadership
- EEA 526 Change Management

**Block II: Management.....6 Credits**

- EEA 524 School Law
- EEA 525 School Finance/Operations

**Block III: Instruction Leadership.....6 Credits**

- EEA 520 Technology for School Leaders
- EEA 533 Supervision of Instruction

**Block IV: Human Relations.....6 Credits**

- EEA 527 Human Resource Management in Education
- 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

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 .....29 Credits**

**Block 1 - Visionary and Strategic Leadership.....6 Credits**

- EDLD 651 Executive Academy in Visionary Leadership and Educational Reform
- EDLD 680 Pre-Internship Assessment and Assessment Seminar

**Block 2 - Instructional Leadership.....6 Credits**

- EDLD 652 Advanced Seminar in Supervision and Instructional Leadership
- EDLD 681 Internship I
- EDLD 641 Reflective Seminar I

**Block 3 - Organizational Leadership.....6 Credits**

- EDLD 654 Organizational Leadership and Resource Management
- EDLD 682 Internship II
- EDLE 642 Reflective Seminar II

**Block 4 - Political and Community Leadership.....6 Credits**

- EDLD 656 Policy, Governance and Community
- EDLD 683 Internship III
- EDLD 643 Reflective Seminar III

**Block 5 - 21st Century Educational Leadership.....5 Credits**

- EDLD 659 Executive Academy in Transformational Leadership
- EDLD 684 Culminating Seminar and Certification Portfolio Presentation

## Graduate Certificate

### Executive Leadership: Professional Certificate Principals and Program Administrators

This program provides the essential knowledge and skills necessary for Washington state professional certification of principals and program administrators through a job-imbedded, professionally mentored and coached program that is standards-driven, performance based, and personalized. Based on the standards of the Interstate School Leaders Licensure Consortium (ISLLC), the program includes pre-assessment aligned to professional standards; professional growth planning, goals, implementation, reflection; and development of an integrated product; culminating seminar and presentation of a professional certification portfolio and integrated product. Candidates demonstrate that they have made a positive impact on student learning.

**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



## Undergraduate General Education Requirements

All associate degree students must satisfy 30 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. Courses applying to the general education requirements may be either lower or upper division as well as apply to program degree requirements. General Education coursework falls into the following disciplines:

<b>General Education*</b>	<b>30 Credits</b>
College Composition	5 Credits
College Mathematics	5 Credits
Humanities	5 Credits
Social Sciences	5 Credits
Natural Sciences/Mathematics	5 Credits
General Education Elective	5 Credits

All baccalaureate degree students must satisfy 55 credits of General Education coursework. General Education coursework for baccalaureate candidates fall into the following disciplines:

<b>General Education*</b>	<b>55 Credits</b>
College Composition	5 Credits
College Mathematics	5 Credits
Humanities	15 Credits
Social Sciences	15 Credits
Natural Sciences/Mathematics	15 Credits

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

Courses in City University of Seattle plans of study that meet general education requirements are designated as CC (college composition), CM (college mathematics), HU (humanities), SS (social science) or NS (natural science).

### Lower-Division Requirements

All associate degree students must earn 90 lower division credits of which 30 credits must be general education. Associate degree students may enroll in upper division courses and apply earned credits to the degree, however, once applied the upper division credits may not apply to upper-division requirements in a bachelor's degree at a later date.

All baccalaureate degree students must earn 90 lower division credits of which a portion or all may be in general education. Specific degrees may require lower division pre-requisite courses in preparation for upper division course requirements.

### Upper-Division Requirements

All baccalaureate degree students must earn a minimum of 90 upper division credits via completion the appropriate major courses and course work in a chosen emphasis at City University of Seattle. Courses at the upper division level may fulfill general education requirements as well. Specific degrees may require more than 90 upper division credits due to the nature of the degree.

## 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 developing research skills that will provide a pathway to lifelong learning. Courses are offered online and in-class.

**Total Required Credits .....180 Credits**

**Lower-Division Requirements .....90 Credits**

**Upper Division Requirements .....90 Credits**

**Management Core .....45 Credits**

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

## Bachelor of Science in Accounting

The Bachelor of Science in Accounting (B.S. Accounting) degree 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.

**Total Required Credits.....180 Credits**

**Lower-Division Requirements .....90 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

**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

Students completing City University of Seattle's Bachelor of Science in Business Administration (B.S.B.A.) will have a solid understanding of the art and craft of business. As students are immersed in the fundamentals of business, they learn the softer skills of communication, teamwork, cultural fluency, and maximization of technology. Students may apply the knowledge and skills they acquire in their undergraduate studies directly to their current occupations. Students choose from eight different emphasis areas, General Management, International Management, Project Management, Human Resource Management, Information Systems Management, Marketing, Sustainability, or Individualized Study (where students may design their own emphasis), to add depth in an area of interest to them. Graduates of the baccalaureate program are well equipped to continue their studies in the graduate degree programs. Courses are offered online and in-class.

### United States

**Total Required Credits.....180 Credits**

**Lower-Division Requirements .....90 Credits**

**Upper-Division Requirements .....90 Credits**

**Undergraduate Core..... 20 Credits**

**BC 301** Critical Thinking

**BC 302** Professional Communications

**BC 303** Statistics

**BC 306** Ethics and Leadership

**Business Core .....45 Credits**

**BSC 401** Interpretation of Financial Statements

**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**

*Choose one of the emphasis areas listed below:*

## General Management Emphasis

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.

<b>BSC 400</b>	Decision Modeling and Analysis
<b>BSM 304</b>	Effective Organizational Communication
<b>BSM 404</b>	International Business
<b>EC 400</b>	Fundamentals of E-Commerce
<b>PM 401</b>	Fundamentals of Project Management

## Human Resource Management Emphasis

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 benefits are a vital part of this degree.

<b>HR 405</b>	Strategic Management of Human Resources
<b>HR 406</b>	Employee Relations
<b>HR 407</b>	Employment Law
<b>HR 411</b>	Employee Benefits
<b>HR 440</b>	Human Resource Development

## 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 prior to registration.

## Information Systems Management Emphasis

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.

<b>IS 320</b>	Project/Change Management
<b>IS 350</b>	Systems Analysis and Design
<b>IS 360</b>	Database Technologies
<b>IS 405</b>	Internet Technologies
<b>IS 470</b>	IT Service Management

## International Management Emphasis

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.

<b>BSM 411</b>	Introduction to Geopolitics
<b>BSM 412</b>	International Financial Management
<b>BSM 413</b>	International Trade and Logistics
<b>BSM 414</b>	International Management
<b>MK 388</b>	Global Marketing

## Marketing Emphasis

The Marketing emphasis provides students with a solid foundation in general business as well as marketing fundamentals. Students explore global marketing and marketing research, as well as advertising and consumer behavior. Internet marketing is also a key element of the program.

<b>MK 386</b>	Marketing Research
<b>MK 388</b>	Global Marketing
<b>MK 390</b>	Advertising and Sales Promotion
<b>MK 401</b>	E-Marketing
<b>MK 402</b>	Understanding Consumer Behavior

## Project Management Emphasis

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.

<b>PM 401</b>	Fundamentals of Project Management
<b>PM 404</b>	Introduction to Project Planning and Control
<b>PM 406</b>	Project Risk and Change Management
<b>PM 407</b>	Introduction to Cost Management in Projects
<b>PM 408</b>	People and Communication in Projects

## Sustainability Emphasis

The concept of sustainability will become a larger part of all our lives as we explore ways to maintain economic growth and a healthy planet. The Sustainability emphasis provides students with skills that all business managers and leaders will need going forward as companies in the global marketplace increase their efforts to implement sustainable practices and achieve greater social justice.

<b>NAS 331</b>	Biodiversity and Conservation
<b>NAS 332</b>	Sustainable Resource Use
<b>ENV 340</b>	Sustainable Business
<b>ENV 341</b>	Sustainable Accounting and Finance
<b>ENV 350</b>	Environmental Politics and Policy

# SCHOOL OF MANAGEMENT

## Europe

**Total Required Credits.....180 Credits**

**Lower-Division Requirements .....90 Credits**

**General Education .....50 Credits**

<b>ENG 211</b>	Intermediate Composition/Equivalent
<b>MTH 155</b>	College Algebra
or	
<b>MTH 180</b>	Precalculus
or	
<b>MTH 220</b>	Calculus
<b>ENG 290</b>	Advanced Writing and Research
<b>SSC 220</b>	Principles of Microeconomics
<b>SSC 221</b>	Principles of Macroeconomics
<b>MTH 110</b>	Introduction to Statistics
<b>1 SCI Course</b>	Student's Choice
<b>AC 215</b>	Fundamentals of Accounting
<b>CS 201</b>	Information Technologies for Managers
<b>MG 201</b>	Introduction to Functions of Management

**Electives .....40 Credits**

**Upper-Division Requirements.....90 Credits**

**Undergraduate Core.....20 Credits**

<b>BC 301</b>	Critical Thinking
<b>BC 302</b>	Professional Communications
<b>BC 303</b>	Statistics
<b>BC 306</b>	Ethics and Leadership

**Business Core .....45 Credits**

<b>BSC 401</b>	Interpretation of Financial Statements
<b>BSC 402</b>	Financing Organizations
<b>BSC 403</b>	Legal Issues in the Workplace
<b>BSC 407</b>	The Effective Organization
<b>BSM 405</b>	Operations Management
<b>BSM 495</b>	Business Strategy
<b>INT 302</b>	International Economics
<b>IS 330</b>	Information Systems
<b>MK 300</b>	Principles of Marketing

**Emphasis Area .....25 Credits**

*Choose one of the emphasis areas listed below:*

### General Management Emphasis

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.

<b>BSC 400</b>	Decision Modeling and Analysis
<b>BSM 404</b>	International Business
<b>PM 401</b>	Fundamentals of Project Management

**Choice of Approved Elective**

**Choice of Approved Elective**

### Human Resource Management Emphasis

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 benefits are a vital part of this degree.

<b>HR 405</b>	Strategic Management of Human Resources
<b>HR 406</b>	Employee Relations
<b>HR 407</b>	Employment Law
<b>HR 411</b>	Employee Benefits
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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.

<b>IS 320</b>	Project/Change Management
<b>IS 350</b>	Systems Analysis and Design
<b>IS 360</b>	Database Technologies
<b>IS 405</b>	Internet Technologies
<b>IS 470</b>	IT Service Management

### International Management Emphasis

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.



<b>BSM 411</b>	Introduction to Geopolitics
<b>BSM 412</b>	International Financial Management
<b>BSM 413</b>	International Trade and Logistics
<b>BSM 414</b>	International Management
<b>MK 388</b>	Global Marketing

## Marketing Emphasis

The Marketing emphasis provides students with a solid foundation in general business as well as marketing fundamentals. Students explore global marketing and marketing research, as well as advertising and consumer behavior. Internet marketing is also a key element of the program.

<b>MK 386</b>	Marketing Research
<b>MK 388</b>	Global Marketing
<b>MK 390</b>	Advertising and Sales Promotion
<b>MK 401</b>	E-Marketing
<b>MK 402</b>	Understanding Consumer Behavior

## Project Management Emphasis

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.

<b>PM 401</b>	Fundamentals of Project Management
<b>PM 404</b>	Introduction to Project Planning and Control
<b>PM 406</b>	Project Risk and Change Management
<b>PM 407</b>	Introduction to Cost Management in Projects
<b>PM 408</b>	People and Communication in Projects

## Bachelor of Science in Computer Systems

The Bachelor of Science in Computer Systems (B.S.C.S.) program provides students with the knowledge, skills and competency to successfully participate in the analysis, design, integration, deployment, and management of information technology systems. Each student will pursue knowledge in depth in a specialization within an area of technology as an emphasis area within the program.

### B.S.C.S. Program Educational Objectives

The Computer Systems program will prepare graduates to:

- Successfully compete as professionals throughout careers in information technology.
- Effectively evaluate, integrate and implement technology products and systems in a global environment.

- Appropriately integrate state of the art technologies to meet business requirements.
- Effectively contribute as a technical member or leader of a multi-functional team.
- Communicate well with both technical and business partners orally and in writing.
- Engage in life-long learning, remain current in their field, and uphold high ethical standards.

**Program Entry Requirements:** Lower division courses in the Bachelor of Science program, including IS 201 – Fundamentals of Computing and MTH 180 – Pre-calculus.

**Total Required Credits.....180 Credits**

**Lower-Division Requirements .....90 Credits**

**Preparatory Course ..... 10 Credits**

<b>IS 201</b>	Fundamentals of Computing
<b>MTH 180</b>	Precalculus

**Upper-Division Requirements..... 90 Credits**

**Core Requirements .....50 Credits**

<b>BC 301</b>	Critical Thinking
<b>CS 302</b>	Human Computer Interaction
<b>CS 481</b>	Network Security
<b>IS 306</b>	Data Management Communications and Networking
<b>IS 312</b>	Web Design
<b>IS 340</b>	Operating Systems
<b>IS 350</b>	Systems Analysis and Design
<b>IS 410</b>	Programming
<b>IS 470</b>	IT Service Management
<b>IS 471</b>	Information Technology Ethics

**Emphasis Area .....40 Credits**

*Choose one of the emphasis areas listed below:*

### Information Security Emphasis

Introducing and reinforcing the most recent developments and standards in managing and maintaining information security systems, the Information Security (InfoSec) emphasis ensures the student achieves mastery of concepts and ideas related to modern Information Security management and administration. This emphasis area is designed to help students who are seeking to develop and improve upon their knowledge and understanding of Information Security management as well as their careers by updating their knowledge and reinforcing lifelong learning in a dynamic and rapidly changing Information Security industry.

# SCHOOL OF MANAGEMENT

<b>CS 416</b>	Database Management
<b>IS 308</b>	Internet Technologies
<b>IS 461</b>	Information Security Overview
<b>IS 464</b>	Policy and Audits
<b>IS 468</b>	Tools and Techniques
<b>IS 472</b>	IT Compliance
<b>IS 473</b>	Intellectual Property
<b>IS 469</b>	Information Security Capstone

## Networking Emphasis

Developing a comprehensive understanding of data and broadband communications, including multi-media applications and integrated services networks, the Networking emphasis helps the student demonstrate mastery of communications architectures and protocols across a broad variety of services including wired, optical and wireless carriers across voice, video and data services. The emphasis area includes topics in network design, performance modeling, capacity planning, traffic shaping, service management, fault management, quality of service, routing and switching, coding, security, and other areas at the Telco/Service Provider and enterprise network levels. The emphasis is designed for students who are seeking to develop and improve their knowledge and understanding of networks, to prepare for careers in telecommunications providers or enterprises and to reinforce lifelong learning.

<b>CS 330</b>	Network Communications Basics
<b>CS 332</b>	Switches, Routing and Protocols
<b>CS 300</b>	Telecommunications
<b>CS 436</b>	Network Applications Layer
<b>CS 492</b>	Network Management
<b>CS 438</b>	Integrated Communications Networks
<b>IS 320</b>	Project/Change Management
<b>IS 477</b>	Network Design and Acquisition

## Bachelor of Science in Information Systems

The Bachelor of Science in Information Systems (B.S.I.S.) is designed to introduce and reinforce the most recent developments and standards in Information Systems. The program has a core of courses that every student will take to acquire mastery of key concepts and ideas related to information systems. Students will have the opportunity to gain skills, update their knowledge, and reinforce lifelong learning in a dynamic and rapidly changing industry. Each student will also select an emphasis area which will provide depth in one of several relevant topic areas.

### B.S.I.S. Program Educational Objectives

The Information Systems program will prepare graduates to:

- Successfully compete as professionals throughout careers in information systems.

- Demonstrate competency in the analysis, software development life-cycle, integration, implementation and management of information systems in a global environment.
- Appropriately integrate state of the art technologies to meet business requirements.
- Effectively contribute as a technical member or leader of a multi-functional team.
- Communicate well with both technical and business partners orally and in writing.
- Engage in life-long learning, remain current in their field, and uphold high ethical standards.

**Program Entry Requirements:** Lower division courses in the Bachelor of Science program, including Pre-Calculus and Computer Fundamentals.

**Total Required Credits.....185 Credits**

**Lower-Division Requirements .....90 Credits**

**Preparatory Course ..... 10 Credits**

<b>IS 201</b>	Fundamentals of Computing
<b>MTH 180</b>	Precalculus

**Upper-Division Requirements..... 95 Credits**

**Undergraduate Core.....55 Credits**

<b>BC 301</b>	Critical Thinking
<b>BC 303</b>	Statistics
<b>IS 306</b>	Data Management Communications and Networking
<b>IS 320</b>	Project/Change Management
<b>IS 330</b>	Information Systems
<b>IS 340</b>	Operating Systems
<b>IS 345</b>	Information Security
<b>IS 350</b>	Systems Analysis and Design
<b>IS 470</b>	IT Service Management
<b>IS 471</b>	Information Technology Ethics
<b>IS 480</b>	Capstone - Software Development

**Emphasis Area ..... 40 Credits**

*Choose one of the emphasis areas listed below:*

### Programming Emphasis

Designed to introduce and reinforce the most recent developments and standards in programming, this emphasis will help students who are seeking to develop and improve upon computer programming skills, as well as their careers by updating their knowledge and reinforcing lifelong learning in a dynamic and rapidly changing computer programming industry. The student will learn multiple techniques in different computing languages, and be able to apply those skills directly to their job.

<b>IS 365</b>	C++ - Introduction
<b>IS 375</b>	C++ - Intermediate
<b>IS 437</b>	C++ - Advanced
<b>IS 438</b>	C++ - Special Topics
<b>IS 380</b>	C# - Introduction
<b>IS 382</b>	C# - Intermediate
<b>IS 425</b>	C# - Advanced
<b>IS 435</b>	C# - Special Topics

## Specialty in Systems Development and Management Emphasis

Covering the lifecycle development of software products as well as the processes to continuously improve the development of software and the capability of people to develop and manage software products in a global environment, the emphasis has been designed in cooperation with industry leaders to meet the most critical needs of business and government. Upon completion of this emphasis area, the graduate will have depth of knowledge in systems development and management.

<b>IS 308</b>	Internet Technologies
<b>IS 360</b>	Database Technologies
<b>IS 312</b>	Web Design
<b>IS 410</b>	Programming
<b>IS 430</b>	Web Programming
<b>IS 440</b>	Quality Assurance
<b>IS 450</b>	Software Process Management

### Upper Division Elective

## Web 2.0/Web Track Emphasis

Designed to introduce and reinforce the most recent developments and standards in managing and maintaining web based systems, the Web 2.0/Web Track emphasis includes key courses that students will complete to demonstrate mastery of concepts and ideas related to modern web programming, management, and administration. The emphasis courses will cover multiple techniques in different website design and programming systems and will provide students with the knowledge and skills they can use to help them advance in their careers.

<b>IS 432</b>	API's and Widgets
<b>IS 433</b>	Programming in AIR
<b>IS 368</b>	Programming in Flash I
<b>IS 436</b>	Programming in Flash II
<b>IS 424</b>	Website Design
<b>IS 370</b>	Java Programming
<b>IS 445</b>	Multimedia Web Publishing
<b>IS 366</b>	Programming with Silverlight

## 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; 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.

**Total Required Credits..... 180 Credits**

**Lower-Division Requirements ..... 90 Credits**

**Upper-Division Requirements..... 90 Credits**

**Undergraduate Core..... 10 Credits**

<b>BC 301</b>	Critical Thinking
<b>BC 303</b>	Statistics

**Business Core ..... 30 Credits**

<b>BSC 401</b>	Interpretation of Financial Statements
<b>BSC 403</b>	Legal Issues in the Workplace
<b>BSC 407</b>	The Effective Organization
<b>BSM 407</b>	Business Economics
<b>IS 330</b>	Information Systems
<b>PM 401</b>	Fundamentals of Project Management

**Major Requirements ..... 50 Credits**

<b>MK 300</b>	Principles of Marketing
<b>MK 386</b>	Marketing Research
<b>MK 388</b>	Global Marketing
<b>MK 390</b>	Advertising and Sales Promotion
<b>MK 401</b>	E-Marketing
<b>MK 402</b>	Understanding Consumer Behavior
<b>MK 403</b>	Public Relations
<b>MK 404</b>	Brand Development & Management
<b>MK 405</b>	Integrated Marketing Communications
<b>MK 495</b>	Marketing Capstone

## 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.

### English Language Program (ELP)

The English Language Program prepares non-native speakers of English for academic programs at City University of Seattle. It is designed to give students academic English skills necessary for success in a degree-bearing program. Program components include academic reading and writing, lecture listening, verbal expression of ideas, academic research, and development of critical thinking skills. The program is delivered in multiple levels from beginning to advanced. Completion of the highest level grants the English Language Program certificate and satisfies entry requirements for City University of Seattle undergraduate programs and graduate programs with required academic English support.

*Students may enter the program at different levels of English proficiency based on a TOEFL score or another approved exam.*

### Total Required Credits..... 200 Hours

- 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

## 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.*

### Total Required Credits.....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

## Marketing

The Undergraduate Certificate in Marketing is designed to broaden the student's knowledge in the areas of marketing research, consumer behavior, internet marketing, and customer relationship management in the B2B and B2C environments.

### Total Required Credits.....30 Credits

- MK 300** Principles of Marketing
- MK 386** Marketing Research
- MK 388** Global Marketing
- MK 390** Advertising and Sales Promotion
- MK 401** E-Marketing
- MK 402** Understanding Consumer Behavior

## Project Management

The Undergraduate Project Management Certificate 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.

### Total Required Credits.....25 Credits

- PM 401** Fundamentals of Project Management
- PM 404** Introduction to Project Planning and Control
- PM 406** Project Risk and Change Management
- PM 407** Introduction to Cost Management in Projects
- PM 408** People and Communication in Projects

## 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.

**Total Required Credits..... 45 Credits**

**Leading Change through Whole-Systems Thinking and Coaching Core ..... 18 Credits**

<b>MAL 505</b>	Exploring Leadership
<b>MAL 515</b>	Organizational Systems Coaching
<b>MAL 525</b>	Synthesizing Leadership
<b>MAL 535</b>	Leading Change in Diverse Organizational Cultures
<b>MAL 545</b>	Ethical Leadership
<b>MAL 550</b>	Critical Thinking and Innovation

**Global Leadership through Technology and Communication Management Core ..... 15 Credits**

<b>MAL 560</b>	Global Leadership
<b>MAL 570</b>	Leading Teams
<b>MAL 580</b>	Strategic Planning
<b>MAL 590</b>	Evaluating Employees
<b>MAL 600</b>	Social and Environmental Responsibility

**Leadership Experience ..... 12 Credits**

<b>MAL 650</b>	Capstone and Preparation for Leadership Project, Practicum Experience, or Internship
<b>MAL 660</b>	Leadership Project or Practicum Experience

## Master of Business Administration

The Master of Business Administration (M.B.A.) program is designed to give our students what they seek in a business program: relevance, flexibility, connections to the “real world”, and instructors with experience in the field. But it is also designed with employers in mind. They told us they expect our students to have integrated core business knowledge, practical experience, communication and teaming skills, the ability to manage change, and a global perspective. Our students achieve these attributes through programmed skill-building, business simulations, development of their own business plan, and the option to spend two quarters on a real world projects. Students may choose to concentrate on Accounting, Change Management, Finance, Global Management, Global Marketing, Human Resource Management, Project Management, or Sustainable Business. Classes are offered in a variety of formats, including online, in class, or mixed mode, to make the program available when students want it.

### United States

**Total Required Credits.....48 Credits**

**Business Core Required Courses ..... 36 Credits**

<b>MBA 500</b>	Essentials of Business Management
<b>MBA 505</b>	Business Communications
<b>MBA 510</b>	Law and Economics for Global Business
<b>MBA 515</b>	Project Management and Prioritization
<b>MBA 520</b>	Managing with Technology
<b>MBA 525</b>	Applied Marketing
<b>MBA 530</b>	Evaluating Financial Information
<b>MBA 535</b>	Managerial Accounting
<b>MBA 540</b>	Strategic Financial Management
<b>MBA 545</b>	People and Systems in Organizations
<b>MBA 550</b>	Business Operations
<b>MBA 555</b>	Business Strategy

**Emphasis Area or Practicum ..... 12 Credits**

*Choose one of the emphasis areas or practicum listed below:*

## Practicum

Our standard 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 also gain valuable real world experience working with real businesses, and addressing real issues. You 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 approved graduate level elective coursework.

## Accounting Emphasis

CityU of Seattle's MBA with an emphasis in accounting will prepare you for the professional challenges of becoming a C.P.A., while providing you with greater versatility and opening the doors to a myriad of opportunities both within the accounting profession and in the field of business. The emphasis comprises review courses using Becker materials and are designed to help you master the concepts, theories and technical materials routinely tested on the C.P.A. exam and are recognized as accounting credits by the Washington State Board of Accountancy.

CPA review courses are intended to review accounting concepts and theory and examine the application of these concepts to various business situations. Consequently, students entering this emphasis area must have completed a major/concentration\* in accounting at City University or another university. Students must consult with the State Board of Accountancy for their state's specific requirements for sitting for the exam.

\*An accounting major or concentration consists of a minimum of courses in the following areas: intermediate accounting series, cost/managerial accounting, individual and corporate tax, audit, and business law. Courses in accounting theory, advanced accounting, and accounting case studies are also very helpful in understanding material presented on the CPA exam. These courses should be master's level or 300 or 400 level if they are undergraduate courses. They should have a letter designation of "AC", or "ACC" specifying they are courses intended for accounting majors.

**AC 530** CPA Review - Financial Accounting & Reporting (FAR)

**AC 531** CPA Review - Regulation (REG)

**AC 532** CPA Review - Auditing & Attestation (AUD)

**AC 533** CPA Review - Business Environment & Concepts (BEC)

## Change Leadership Emphasis

Today's fast-paced, competitive business world requires flexible leaders who are adept at handling change and finding quick, effective solutions to challenges of all kinds. CityU of Seattle's MBA with an emphasis 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.

**MAL 515** Organizational Systems Coaching

**MAL 525** Synthesizing Leadership

**MAL 535** Leading Change in Diverse Organizational Cultures

**MAL 545** Ethical Leadership

## Finance Emphasis

If you're seeking a career or greater opportunities with a large financial organization such as an insurance company, bank or brokerage house or work in an area managed by a corporate treasurer, CityU of Seattle's MBA with an emphasis in finance will provide you with the knowledge and skills you need to accomplish your goals. 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 of Public and Not-for-Profit Organizations

## Global Management Emphasis

CityU of Seattle's MBA with an emphasis in global management is designed to provide you with an in-depth analysis of the various types of management and leadership so that you can become a more well-rounded manager, one who is better equipped to excel and meet the many different kinds of challenges encountered in today's ever-changing global marketplace.

**ITMGMT 540** Managing the Technology Enterprise

**MC 584** Human Resource Management

**PM 513** Project Managers as Change Agents

### Choose one of the following:

**MAL 545** Ethical Leadership

**MAL 560** Global Leadership

**MAL 570** Leading Teams

**MAL 585** Global Systems

## Global Marketing Emphasis

If you're seeking employment or greater opportunities at an advertising agency, marketing research organization, or in the marketing department of a manufacturing or service company, CityU of Seattle's MBA with an emphasis in marketing can help you achieve your goals. 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

## Hospitality Management Emphasis (Only Offered Onsite in Switzerland)

This intensive program will prepare you for a management career in the hospitality, tourism and service industry. Our program includes the opportunity for two terms of practical study in the hospitality industry through our partner the Swiss Hospitality School. Known for excellence in hospitality, Switzerland is the perfect place to learn from the best in the industry.

<b>MBA 561</b>	Hospitality Management Business Practical Application I
<b>MBA 566</b>	Hospitality Management Business Practical Application II
<b>MBA 605</b>	Hospitality and Organizational Management
<b>MBA 606</b>	High Performance Hospitality Management

## Human Resource Management Emphasis

With CityU of Seattle's MBA with an emphasis in HR management, you will be able to apply the skills you learn in class directly to your job. You'll take focused coursework that will provide you with a broad and comprehensive knowledge base of the HR subject areas. This program will also help prepare you to be better equipped for the PHR/SPHR/GPHR certification exams offered by the HR Certification Institute.

<b>HR 508</b>	Employee Staffing, Training, and Development
<b>HR 510</b>	Employment and Labor Law
<b>HR 512</b>	Compensation and Benefits
<b>MC 584</b>	Human Resource Management

## Project Management Emphasis

Project management is a rapidly growing career field that is recognized and relevant in a broad range of disciplines and industries around the world, including government, military, manufacturing, transportation, health care, information technology and education. City University of Seattle is recognized by the Project Management Institute (PMI) as a Registered Education Provider (REP). As such, you will gain credits toward PMI certification while attending class. In addition, you will be involved in a globally recognized professional development organization that aids in the networking that is critical to support your career development. With CityU of Seattle's MBA with an emphasis in project management, you will be qualified for project and program management roles in a wide variety of organizations. (Note: Prerequisites for the following emphasis courses will be waived for MBA students.)

<b>PM 504</b>	Project Planning and Control
<b>PM 507</b>	Project Financial Management
<b>PM 511</b>	Measuring Project Performance for Success
<b>PM 514</b>	Project Integration

## Sustainable Business Emphasis

The concept of sustainability needs to be an important consideration for business today and into the future. It will become a larger part of all our lives as we explore ways to maintain economic growth while maintaining a healthy planet. City University of Seattle's MBA with an emphasis in sustainable business provides skills that all business managers and leaders will need going forward as companies in the global marketplace increase their efforts to implement sustainable practices and achieve greater social justice. If you wish to play an active, more meaningful leadership role in tomorrow's business world, this emphasis is for you.

<b>MK 575</b>	Marketing in the New Economy
<b>MBA 575</b>	Environmental and Corporate Responsibility
<b>MBA 580</b>	Environmental Accounting
<b>MBA 585</b>	Sustainability and the Business Opportunity

## Technology Management Emphasis

If you're seeking a career or greater opportunities with a leading technology company or a technology-driven organization, CityU of Seattle's MBA with an emphasis in technology management will provide you with the knowledge and skills you need. 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.

<b>ITMGMT 530</b>	Managing Process Innovation
<b>ITMGMT 540</b>	Managing the Technology Enterprise
<b>ITMGMT 565</b>	Leveraging Emerging Technologies
<b>ITMGMT 585</b>	Leading the Business with Technology

## Europe

**Total Required Credits.....48 Credits**

**Business Core Required Courses ..... 36 Credits**

<b>MBA 500</b>	Essentials of Business Management
<b>MBA 501</b>	Business Communications and Research Methods
<b>MBA 511</b>	Law for Global Business
<b>MBA 515</b>	Project Management and Prioritization
<b>MBA 520</b>	Managing with Technology
<b>MBA 525</b>	Applied Marketing
<b>MBA 530</b>	Evaluating Financial Information
<b>MBA 531</b>	Applied Managerial Economics
<b>MBA 540</b>	Strategic Financial Management
<b>MBA 545</b>	People and Systems in Organizations
<b>MBA 550</b>	Business Operations
<b>MBA 555</b>	Business Strategy

**Emphasis Area** ..... 12 Credits

Choose one of the emphasis areas or practicum listed below:

## Finance Emphasis

If you're seeking a career or greater opportunities with a large financial organization such as an insurance company, bank or brokerage house or work in an area managed by a corporate treasurer, CityU of Seattle's MBA with an emphasis in finance will provide you with the knowledge and skills you need to accomplish your goals. 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.

<b>FIN 541</b>	Capital Formation and Corporate Management
<b>FIN 542</b>	Banking and the Movement of Capital
<b>FIN 543</b>	Equity Markets and Debt Instrument Management
<b>FIN 544</b>	Financial Management of Public and Not-for-Profit Organizations

## Global Management Emphasis

CityU of Seattle's MBA with an emphasis in global management is designed to provide you with an in-depth analysis of the various types of management and leadership so that you can become a more well-rounded manager, one who is better equipped to excel and meet the many different kinds of challenges encountered in today's ever-changing global marketplace.

<b>MC 573</b>	International Business
<b>MC 585</b>	International Human Resource Management
<b>MBA 546</b>	European Union
<b>MAL 560</b>	Global Leadership (or)
<b>MAL 545</b>	Ethical Leadership

## Marketing Emphasis

If you're seeking employment or greater opportunities at an advertising agency, marketing research organization, or in the marketing department of a manufacturing or service company, CityU of Seattle's MBA with an emphasis in marketing can help you achieve your goals. Topics you will explore include: strategic brand creation and management; consumer behavior; channel management; and public relations and media management.

<b>MK 526</b>	Strategic Brand Creation and Management
<b>MK 527</b>	Consumer Behavior
<b>MK 528</b>	Channel Management
<b>MK 529</b>	Public Relations and Media Management

## The Language-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. The program is designed to support students in building their English skills while taking academic courses. In addition to academic courses, students enroll in ELP courses which help advanced learners of English improve the quality of their academic and professional English abilities. Research and critical thinking skills are also emphasized. After completion of the required ELP courses students fulfill City University of Seattle's graduate English proficiency requirements.

**Note:** The English proficiency requirement for the Language-Assisted MBA program is slightly lower than that of the regular MBA. However, if a student cannot meet the English proficiency requirement or would prefer a refresher course, City University of Seattle also offers a University Preparation English Language Program.

## Master of Science in Computer Systems

The Master of Science in Computer Systems (M.S.C.S.) will help you further develop competencies in key areas such as management, web development, computer programming and technical skills. You will take focused courses in database organization, systems analysis and design, software development, and managing the technology enterprise, just to name a few. In this program, you will learn cutting-edge programming and management skills from the people who work in your industry. Everything you learn is relevant in the real world – where it matters most. Our program is up-to-date on current industry standards and recommendations.

**Total Required Credits**.....**48 Credits**

<b>CS 504</b>	Principles of Software Engineering
<b>CS 510</b>	Compilers for Computer Languages
<b>CS 519</b>	Introduction to Cloud Computing
<b>CS 531</b>	Computational Biology
<b>CS 545</b>	Applied Parallel Programming
<b>CS 551</b>	Software Development in Cloud Computing
<b>CS 561</b>	Design Patterns
<b>CS 570</b>	Software Testing
<b>CS 580</b>	Secure Programming and Cryptography
<b>CS 590</b>	Programming for Global Network Architecture
<b>CS 601</b>	Programming for SOA/SaaS Environment
<b>CS 610</b>	Programming for Distributed Database System
<b>CS 615</b>	Programming for Cloud Computing Environment
<b>CS 620</b>	Programming for Speech Recognition
<b>CS 630</b>	Global IT Project Management
<b>CS 640</b>	Masters Thesis/Capstone



## Master of Science in Information Security

The Master of Science in Information Security (M.S.I.S.) program provides the skills, knowledge, and understanding of national and international concerns with information security. The program also offers the learner the opportunity to understand the role of government and industry in securing and protecting assets, as well as evaluating how malware works, and its influence on corporate and government mandated or sponsored countermeasures. Courses provide focus on technology innovation, business strategy in information security, the role of people, process, and plans in information security projects, and maintaining the professional skills required to advance in the Information Security field. Students will emerge with the experience and leadership identity required to influence the way that information security is implemented and consumed in any corporation or government organization.

**Total Required Credits.....48 Credits**

<b>ISEC 500</b>	Information Security Overview
<b>ISEC 505</b>	System Administration for Information Security
<b>ISEC 510</b>	The Senior Manager and Information Security
<b>ISEC 515</b>	Privacy and Open Systems
<b>ISEC 520</b>	Ethical Obligations in Information Security
<b>ISEC 530</b>	Cyber Crime
<b>ISEC 540</b>	Cyber Warfare
<b>ISEC 550</b>	E-Government
<b>ISEC 560</b>	Intellectual Property and Espionage
<b>ISEC 570</b>	Breaking and Securing C#
<b>ISEC 580</b>	Breaking and Securing Java
<b>ISEC 590</b>	Breaking and Securing Hybrid Applications
<b>ISEC 600</b>	Elements of Web Site/Application Breaking
<b>ISEC 610</b>	Reverse Engineering Code
<b>ISEC 620</b>	Reverse Engineering Malware
<b>ISEC 630</b>	Masters Thesis Capstone

## 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. The MSPM at City University of Seattle is the only Globally Accredited® (GAC) program in the northwest and we are also a Registered Education Provider® (REP) by PMI®. 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. Individuals who complete CityU's GAC accredited project management program earn 1,500 hours of project management experience toward requirements that are needed to sit for their PMP. Courses are offered online and in-class.

**Total Required Credits..... 45Credits**

**Introduction Courses.....4 Credits**

<b>PM 501</b>	Introduction to Project Management
<b>PM 602</b>	Action Learning Project 1

**Core Courses ..... 19 Credits**

<b>PM 504</b>	Project Planning and Control
<b>PM 505</b>	Mastering Portfolios and Programs
<b>PM 507</b>	Project Financial Management
<b>PM 509</b>	Business Fundamentals for Project Managers
<b>PM 511</b>	Measuring Project Performance for Success
<b>PM 514</b>	Project Integration
<b>PM 603</b>	Action Learning Project 2

**Mastery Courses ..... 22 Credits**

<b>PM 502</b>	Applied Project Management in Situational Business Context
<b>PM 503</b>	Communication for Project Success
<b>PM 506</b>	Leading Domestic and Global Teams
<b>PM 508</b>	Managing Risks: Project and Business
<b>PM 510</b>	Power, Politics, and Stakeholder Management
<b>PM 512</b>	Applying Advanced Project Management Tools and Methods
<b>PM 513</b>	Project Managers as Change Agents
<b>PM 604</b>	Action Learning Project 3

## 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.

#### Total Required Credits..... 15 Credits

<b>AC 530</b>	CPA Review - Financial Accounting & Reporting (FAR)
<b>AC 531</b>	CPA Review - Regulation (REG)
<b>AC 532</b>	CPA Review - Auditing & Attestation (AUD)
<b>AC 533</b>	CPA Review - Business Environment & Concepts
<b>MBA 530</b>	Evaluating Financial Information

### 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.

#### Total Required Credits..... 18 Credits

<b>MAL 505</b>	Exploring Leadership
<b>MAL 515</b>	Organizational Systems Coaching
<b>MAL 525</b>	Synthesizing Leadership
<b>MAL 535</b>	Leading Change in Diverse Organizational Cultures
<b>MAL 545</b>	Ethical Leadership
<b>MAL 550</b>	Critical Thinking and Innovation

### Finance

The graduate certificate in Finance is designed for students who are interested in a career in finance or who simply seek greater understanding of finance issues as they pursue a general management career. This program will teach you how to: evaluate different financing vehicles and decide which to pursue; sort out the roles of different banks as they change and assess the bank's ability to serve your company, regardless of its size; establish and manage a portfolio of stocks, bonds and other investment instruments; and prepare for a stock sale for an existing publicly traded company or for an initial public offering.

#### Total Required Credits..... 15 Credits

<b>MBA 540</b>	Strategic Financial Management
<b>FIN 541</b>	Capital Formation and Corporate Management
<b>FIN 542</b>	Banking and the Movement of Capital
<b>FIN 543</b>	Equity Markets and Debt Instrument Management
<b>FIN 544</b>	Financial Management of Public and Not-for-Profit Organizations

### Human Resource Management

The graduate certificate in Human Resource Management will help you to further develop competencies in key areas such as employment and labor law, managerial leadership for the 21st century and more. This program is up-to-date on current industry standards and recommendations and will help prepare you for certification so you are better equipped for the PHR/SPHR/GPHR certification exams offered by the HR Certification Institute.

#### Total Required Credits..... 15 Credits

<b>HR 508</b>	Employee Staffing, Training, and Development
<b>HR 510</b>	Employment and Labor Law
<b>HR 512</b>	Compensation and Benefits
<b>MAL 515</b>	Organizational Systems Coaching
<b>MC 584</b>	Human Resource Management

### Marketing

The graduate certificate in Marketing is designed for individuals seeking to deepen their understanding of marketing specifics and advance their career into a marketing leadership role. Upon successful completion of the program, you will have gained an in-depth understanding of marketing issues such as branding, consumer behavior, channel management and public relations. Because we focus on sustainability practices and principles, you'll also gain the knowledge you need to market products and services responsibly and successfully in the 21st century.

## Total Required Credits..... 15 Credits

<b>MBA 525</b>	Applied Marketing
<b>MK 526</b>	Strategic Brand Creation and Management
<b>MK 527</b>	Consumer Behavior
<b>MK 528</b>	Channel Management
<b>MK 529</b>	Public Relations and Media Management

## 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 and fundamental project management concepts immediately within their organizational environment. All Project Management courses are eligible for PMI® PDUs.

## Total Required Credits..... 16 Credits

<b>PM 501</b>	Introduction to Project Management
<b>PM 504</b>	Project Planning and Control
<b>PM 507</b>	Project Financial Management
<b>PM 511</b>	Measuring Project Performance for Success
<b>PM 514</b>	Project Integration
<b>PM 602</b>	Action Learning Project 1

## Sustainable Business

The graduate certificate in Sustainable Business is designed for anyone pursuing a successful career in business; it provides skills that all business managers and leaders will need going forward as companies in the global marketplace increase their efforts to implement sustainable practices and achieve greater social justice.

## Total Required Credits..... 15 Credits

<b>MK 575</b>	Marketing in the New Economy
<b>MBA 575</b>	Environmental and Corporate Responsibility
<b>MBA 580</b>	Environmental Accounting
<b>MBA 585</b>	Sustainability and Business
<b>ITMGMT 550</b>	The Responsibilities of Global Citizenship

## 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.

## Total Required Credits..... 15 Credits

<b>ITMGMT 500</b>	Managing the Technology Career
<b>ITMGMT 510</b>	Managing the Technology Project
<b>ITMGMT 520</b>	Managing the Technology Team
<b>ITMGMT 530</b>	Managing Process Innovation
<b>ITMGMT 540</b>	Managing the Technology Enterprise

## 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.

<b>HR 401</b>	Professional/Senior Professional Human Resource Management Preparation Course
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## Associate of Science in General Studies

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.

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.

**Total Required Credits..... 90 Credits\***

### General Education

College Writing	5
College Mathematics	5
Humanities	5
Social Sciences	5
Natural Science/Math	5
Electives**	5

**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 Credits

\*A minimum of 25 credits must be taken at City University of Seattle, other credits may be transferred into the program.

\*\*Choose from one of the General Education disciplines listed above.

## Associate of Science in General Studies: Military Only

Requirements are the same as the A.S. General 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.

**Capstone Course..... 5 Credits**

**GS 295** Associate Degree Capstone 5 Credits

## Bachelor of Science in General Studies

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.

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. 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.

**Total Required Credits..... 180 Credits**

**Lower-Division Requirements ..... 90 Credits**

College Writing	5
College Mathematics	5
Humanities	15
Social Sciences	15
Natural Science/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 Credits

## Bachelor of Science in Communications - Social Media

The Bachelor of Science in Communications – Social Media prepares graduates with a strong foundation in written, web-based social networking, and media communication skills essential for constructing and delivering messages in business, media,

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non-profit organizations, and educational institutions. In this program, students attain core communications skills in the areas of interpersonal, organizational, intercultural, and professional communications, as well as practical media applications in public relations, marketing, and electronic media. Throughout the courses, electronic and social media will be emphasized, further developing written, media, and business communications skills needed to succeed in contemporary communications work.

**Total Required Credits..... 180 Credits**

**Lower-Division Requirements ..... 90 Credits**

College Writing	5
College Mathematics	5
Humanities	15
Social Sciences	15
Natural Science/Math	15

**Upper-Division Requirements.....90 Credits**

**Communications - Social Media Program Courses .....90 Credits**

<b>COM 307</b>	Critical Thinking in communications
<b>COM 315</b>	Media and Society in the Digital Age
<b>COM 316</b>	Communications Research Methods and Ethics
<b>SOC 305</b>	Social Media and Society
<b>COM 317</b>	Writing for Communications
<b>COM 319</b>	Interpersonal Communication
<b>COM 320</b>	Organizational Communication
<b>COM 361</b>	Consumer Behavior and New Media
<b>COM 397</b>	Practicum Preparation and Presentation Skills
<b>IS 331</b>	Understanding Technology for Communication
<b>COM 418</b>	Public Relations
<b>COM 419</b>	Intercultural Communication
<b>BC 302</b>	Professional Communication
<b>COM 455</b>	Wonders of the Web: Communicating in the Digital Age
<b>COM 465</b>	Contemporary Social Media Tools and Applications
<b>COM 461</b>	Communicating Crisis, Emergency and Social Change
<b>COM 478</b>	Integrating Social Media Marketing
<b>COM 497</b>	Practicum

## Bachelor of Arts in Applied Psychology

The B.A. 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.

**Total Required Credits.....180 Credits**

**Lower-Division Requirements .....90 Credits**

College Writing	5
College Mathematics	5
Humanities	15
Social Sciences	15
Natural Sci/Math	15
Lower – Division Electives	25

**PSY 201** Introduction to Psychology 5

**PSY 202** Understanding Human Development 5

\*A minimum of two different academic disciplines is required in Humanities, Social Sciences, Natural Sciences/Math.

**Upper-Division Requirements.....90 Credits**

**Applied Psychology Core .....55 Credits**

<b>PSY 311</b>	Writing and Critical Thinking in Social Science
<b>PSY 312</b>	Research Methods and Statistics in Social Science
<b>PSY 313</b>	Ethics
<b>PSY 314</b>	Personality Theory
<b>PSY 315</b>	Learning Theory
<b>PSY 316</b>	Psychology of Difference
<b>PSY 317</b>	Social Psychology
<b>PSY 411</b>	Organizational Behavior
<b>SOC 412</b>	Sociology of the Family
<b>PSY 413</b>	Neuropsychology
<b>PSY 414</b>	Abnormal Psychology
<b>PSY 498</b>	Senior Seminar

**Elective Courses or Emphasis Area ..... 30 Credits**

*Choose one of the elective or emphasis areas listed below:*

### Child and Adolescent Services Emphasis

The B.A.A.P. 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.

<b>PSY 323</b>	Fundamentals of Testing and Assessment
<b>PSY 415</b>	Psychology of Adolescents
<b>PSY 421</b>	Interviewing and Counseling Skills
<b>PSY 422</b>	Child Psychology

**Elective Courses** Choice of two upper-division elective courses offered at City University of Seattle or transferred from an accredited institution with a grade of 2.0 or above.

### Criminal Behavior Emphasis

The B.A.A.P. with Criminal Behavior Emphasis prepares students to work with people dealing with legal issues or involved in court cases.

- SOC 319** Criminal Behavior
- SOC 320** Juvenile Delinquency
- PSY 322** Forensic Psychology
- PSY 323** Fundamentals of Testing and Assessment
- PSY 421** Interviewing and Counseling Skills

**Elective Courses** Choice of one upper-division elective course offered at City University of Seattle or transferred from an accredited institution with a grade of 2.0 or above.

### Elective Courses Emphasis

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.

### Gerontology Emphasis

The B.A.A.P. 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.

- SOC 318** Gerontology
- PSY 323** Fundamentals of Testing and Assessment
- PSY 421** Interviewing and Counseling Skills
- PSY 423** Health Issues in Aging

**Elective Courses** Choice of two upper-division elective courses offered at City University of Seattle or transferred from an accredited institution with a grade of 2.0 or above.

## Undergraduate Certificates

### Child and Adolescent Services

The Child and Adolescent Services Certificate 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.

**Total Required Credits.....30 Credits**

- Prerequisite:** CW - College Writing
- 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

### Communications - Social Media

The Undergraduate Certificate in Communications – Social Media is designed to enhance the skills of those currently in the communications field or preparing to enter the workforce where skills in web-based communications are essential. This certificate gives students a broad scope of social media in communications, as well as practical applications in the communications field.

*Prerequisite: Students must complete College Composition either at CityU or at another approved institution prior to the start of the Undergraduate Certificate Communication - Social Media program.*

**Total Required Credits..... 30 Credits**

- SOC 305** Social Media and Society
- IS 331** Understanding Technology for Communication
- COM 361** Consumer Behavior and New Media
- COM 418** Public Relations
- COM 465** Contemporary Social Media Tools and Applications
- COM 465** Integrating Social Media Marketing

### Gerontology

The Gerontology certificate 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.

**Total Required Credits.....30 Credits**

- Prerequisite:** CC - College Composition
- SOC 318** Gerontology
  - PSY 323** Fundamentals of Testing and Assessment
  - PSY 421** Interviewing and Counseling Skills
  - PSY 423** Health Issues in Aging
  - PSY 498** Senior Seminar

## Master of Arts in Counseling Psychology - US

The M.A. in 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. 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 Credits.....72 Credits**

**Core Courses .....49 Credits**

- CP 501** Introduction to Counseling Psychology Practice
- CP 502** Systemic Theory - Diversity and Cultural Psychology
- CP 526** Counseling Psychology Theory
- CP 513** Brief Therapy Models
- CP 510** Professional Ethics and Law
- CP 511** Psychology of Loss and Grief

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CP 512	Family Systems Therapy
CP 529	Psychology of Addictions
CP 522	Psychology of Trauma and Interpersonal Violence
CP 527	Group Counseling Psychology
CP 503	Psychology of Human Development
CP 525	Testing & Assessment
CP 517	Psychopathology
CP 515	Psychopharmacology
CP 550	Comprehensive Exam

## Additional Required Courses..... 17 Credits

CP 600	Child and Adolescent Counseling
CP 606	Couples Counseling
CP 514	Research Methods and Statistics
CP 516	Human Sexuality
CP 518	Introduction to Career Counseling
CP 604	Psychology of Aging
CP 690	Integrative Research Project

## Internships/Practicum..... 6 Credits

CP 651	Practicum I
CP 652	Practicum II
CP 653	Practicum III
CP 633	Internship *
CP 633	Internship *
CP 633	Internship *

Practicum courses are not taken concurrently; they may overlap with other advanced and elective courses. \* Internship must be repeated until internship requirements are completed.

## Elective Courses (optional) ..... 1-5 Credits

CP 599	Graduate Seminar/Independent Study (1-5)
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Special topics in counseling psychology will be explored in seminar, workshop or independent study formats.

## Master of Arts in Counseling Psychology with Couple and Family Therapy Specialization - US

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 M.A.C.P. (above), students must complete 8 additional credits (including an additional 250 hours of internship in couple and family counseling) for the CFT specialization.

## Total Required Credits.....80 Credits

### Core Courses ..... 49 Credits

Same Core Courses as the Master of Arts in Counseling Psychology - US (above).

### Additional Required Courses..... 19 Credits

Same Additional Required Courses as the Master of Arts in Counseling Psychology - US (above) plus the following courses:

CP 609	Special Issues in Treatment of Sexual Disorders
CP 610	The AAMFT Code of Ethics

### Internships/Practicum..... 12 Credits

Same Internship/Practicum courses as the Master of Arts in Counseling Psychology - US (above) plus the following courses:

CP 632	Couple Family Therapy Internship (0)**
CP 632	Couple Family Therapy Internship (0)**
CP 646	Practicum IV: Self of Therapist (3)*
CP 647	Practicum V: Systemic Interventions (3)*

\*Practicum courses are not taken concurrently; they may overlap with other advanced and elective courses.

\*\*Internship may be repeated until internship requirements are completed.

## Couple and Family Therapy Specialization Only - US

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 State

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](http://www.doh.wa.gov)

## Master of Counselling - British Columbia, Canada

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.

**Total Required Credits.....72 Credits**

**Core Courses .....50 Credits**

<b>CPC 501</b>	Introduction to Counselling Psychology Practice
<b>CPC 502</b>	Systemic Theory - Diversity and Cultural Psychology
<b>CPC 526</b>	Counselling Psychology Theory
<b>CPC 513</b>	Brief Therapy Models
<b>CPC 510</b>	Professional Ethics and Law
<b>CPC 511</b>	Psychology of Loss and Grief
<b>CPC 512</b>	Family Systems Therapy
<b>CPC 529</b>	Psychology of Addictions
<b>CPC 522</b>	Psychology of Trauma and Interpersonal Violence
<b>CPC 527</b>	Group Counselling Psychology
<b>CPC 523</b>	Psychology of Sexuality and Human Development
<b>CPC 524</b>	Psychopathology and Psychopharmacology
<b>CPC 514</b>	Research Methods and Statistics
<b>CPC 525</b>	Testing and Assessment
<b>CPC 550</b>	Comprehensive Exam

**Additional Required Courses.....16 Credits**

<b>CPC 606</b>	Couples Counselling
<b>CPC 600</b>	Child and Adolescent Counselling
<b>CPC 604</b>	Psychology of Aging
<b>CPC 603</b>	Research Project/Thesis
<b>CPC 610</b>	Clinical Supervision

**Internships/Practica .....6 Credits**

<b>CPC 651</b>	Practicum I
<b>CPC 652</b>	Practicum II
<b>CPC 653</b>	Practicum III
<b>CPC 633</b>	Internship*
<b>CPC 633</b>	Internship*
<b>CPC 633</b>	Internship*

\*Internship must be repeated until internship requirements are completed.

**Elective Courses..... Optional**

**CPC 599** Graduate Seminar/Independent Study (1-5 Credits)

(Special topics in counselling psychology will be explored in seminar, workshop or independent study formats.)

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.

## Master of Counselling - Alberta, Canada

Emphasizing the application of counselling psychology theory to professional practice, the Master of Counselling program in Alberta prepares students who wish to register as psychologists (Alberta), or otherwise seek registration with a professional counselling association. Delivered by teaching faculty who are also practicing professionals, the courses will address: fundamental counselling 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, integrative research, counselling youth, psychoeducational assessment, and practicum. Through supervised internships, you will gain practical experience in counselling actual clients while you network with other professionals in the local mental health, education, and social service systems.

**Total Required Credits.....72-75 Credits**

**Core Courses .....50 Credits**

<b>CPC 501</b>	Introduction to Counselling Psychology Practice
<b>CPC 502</b>	Systemic Theory - Diversity and Cultural Psychology
<b>CPC 526</b>	Counselling Psychology Theory
<b>CPC 513</b>	Brief Therapy Models
<b>CPC 510</b>	Professional Ethics and Law
<b>CPC 511</b>	Psychology of Loss and Grief
<b>CPC 512</b>	Family Systems Therapy
<b>CPC 529</b>	Psychology of Addictions
<b>CPC 522</b>	Psychology of Trauma and Interpersonal Violence
<b>CPC 527</b>	Group Counselling Psychology

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<b>CPC 523</b>	Psychology of Sexuality and Human Development
<b>CPC 524</b>	Psychopathology and Psychopharmacology
<b>CPC 514</b>	Research Methods and Statistics
<b>CPC 525</b>	Testing and Assessment
<b>CPC 550</b>	Comprehensive Exam

**Additional Required Courses** ..... 16 Credits

<b>CPC 606</b>	Couples Counselling
<b>CPC 600</b>	Child and Adolescent Counselling
<b>CPC 611</b>	Psychoeducational Assessment of Children and Adolescents I
<b>CPC 612</b>	Psychoeducational Assessment of Children and Adolescents II
<b>CPC 691</b>	Advanced Seminar in Integrative Research

**Internships/Practica** ..... 6 - 9 Credits

<b>CPC 654</b>	Practicum I: Case Conceptualization & Counselling Psychology Treatment***
<b>CPC 655</b>	Practicum II: Ethical Issues in Counselling Psychology Practice***
<b>CPC 656</b>	Practicum III **
<b>CPC 633</b>	Internship*
<b>CPC 633</b>	Internship*

\*Internship must be repeated until internship requirements are completed.

\*\*Variable credit Practicum, not required if student met clinical internship hours while taking CPC 654 & CPC 655.

\*\*\*Students must be enrolled in Practicum and Internship concurrently.

**Elective Courses** ..... Optional

<b>CPC 599</b>	Graduate Seminar/Independent Study (1-5 Credits)
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(Special topics in counseling psychology will be explored in seminar, workshop or independent study formats.)

This program is offered pursuant to the written approval of the Minister of Advanced Education and Technology effective September 1, 2009 having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

## Doctor of Education in Leadership

The Doctor of Education (Ed.D.) in Leadership program offers working professionals the opportunity to develop advanced skills in strategic thinking, critical analysis, change management, adult learning, international education, and organizational development.

You'll learn to implement data-driven solutions to today's leadership challenges, to teach current and future leaders a systematic approach to developing sustainable businesses and to master skills to be able to work with stakeholders at all levels. Upon graduation, you'll have all the necessary tools to assume a senior leadership position in an organization, university, or public school system.

In this multidisciplinary program, you'll receive high-quality and relevant learning experiences through a flexible format that meets your career schedule. All classes will be conducted online with the exception of three in-person residencies.

As a doctoral student, you'll choose from one of three concentration areas that fit your educational goal. They are:

- Educational Leadership (P-12)
- Higher Education
- Organizational Leadership

**Total Required Credits**.....**90 Credits**

**Leadership Core**..... 18 Credits

<b>LDRD 605</b>	Leadership Theories and Future Trends
<b>LDRD 607</b>	Cultural Competence in a Diverse Society
<b>LDRD 609</b>	Transition Planning and Management
<b>LDRD 611</b>	Leading Change through Project Management
<b>LDRD 613</b>	Socially and Environmentally Responsible Leadership
<b>LDRD 615</b>	Critical Thinking and Innovative Decision Making

**Research Core** ..... 15 Credits

<b>LDRD 617</b>	Research Fundamentals and Statistics
<b>LDRD 619</b>	Quantitative Research Methods
<b>LDRD 621</b>	Qualitative Research Methods
<b>LDRD 623</b>	Research Design
<b>LDRD 625</b>	Advanced Research Topics

**Comprehensive Exams** ..... 6 Credits

<b>LDRD 680</b>	Comprehensive Exam 1
<b>LDRD 681</b>	Comprehensive Exam 2

**Dissertation**..... 18 Credits

<b>LDRD 690</b>	Proposal 1
<b>LDRD 691</b>	Proposal 2
<b>LDRD 694A</b>	Dissertation 1
<b>LDRD 694B</b>	Dissertation 2
<b>LDRD 694C</b>	Dissertation 3
<b>LDRD 694D</b>	Dissertation 4 - Completion and Dissemination
<b>LDRD 99</b>	Continuing Dissertation Services - Optional course used for continuing enrollment and services as needed beyond provided Dissertation courses.

**Residencies** ..... 3 Credits

<b>LDRD 601</b>	Residency 1
<b>LDRD 602</b>	Residency 2
<b>LDRD 603</b>	Residency 3

**Concentration Area** ..... 30 Credits

Choose one of the concentration areas listed below:

## Educational Leadership Concentration - Principal or Program Administrator

The Educational Leadership concentration provides students with an individualized approach to learning. This specialty is designed for practicing district and school administrators, education leaders, and classroom teachers. The concentration is a natural fit for those on a leadership track in P-12 public and private schools, school systems, and other related organizations. In addition to a doctorate degree, students may simultaneously work toward Washington state certification as a superintendent, principal, or program administrator.

<b>EEA 520</b>	Technology for Educational Leaders
<b>EEA 521</b>	Educational Leadership
<b>EEA 524</b>	School Law
<b>EEA 525</b>	School Finance/Operations
<b>EEA 527</b>	Human Resources Management in Education
<b>EEA 533</b>	Supervision of Instruction
<b>EEA 605</b>	Reflective Seminar I
<b>EEA 606</b>	Reflective Seminar II
<b>EEA 607</b>	Reflective Seminar III
<b>EEA 620</b>	Internship I
<b>EEA 621</b>	Internship II
<b>EEA 622</b>	Internship III

## Educational Leadership Concentration - Superintendent Certification

The Educational Leadership concentration provides students with an individualized approach to learning. This specialty is designed for practicing district and school administrators, education leaders, and classroom teachers. The concentration is a natural fit for those on a leadership track in P-12 public and private schools, school systems, and other related organizations. In addition to a doctorate degree, students may simultaneously work toward Washington state certification as a superintendent, principal, or program administrator.

<b>EDLD 641</b>	Reflective Seminar I
<b>or EDLD 671</b>	Practicum I and Reflective Seminar
<b>EDLD 642</b>	Reflective Seminar II
<b>or EDLD 672</b>	Practicum II and Reflective Seminar
<b>EDLD 643</b>	Reflective Seminar III
<b>or EDLD 673</b>	Practicum III and Reflective Seminar
<b>EDLD 649</b>	Executive Academy for Visionary Leadership and Educational Reform
<b>EDLD 652</b>	Advanced Seminar in Supervision and Instructional Leadership
<b>EDLD 654</b>	Organizational Leadership and Resource Management
<b>EDLD 656</b>	Policy, Governance and Community
<b>EDLD 659</b>	Executive Academy in Transformational Leadership
<b>EDLD 680</b>	Pre-Internship Assessment and Assessment Seminar
<b>or EDLD 670</b>	Entry and Pre-Assessment Seminar
<b>EDLD 681</b>	Internship I
<b>EDLD 682</b>	Internship II
<b>EDLD 683</b>	Internship III
<b>EDLD 684</b>	Culminating Seminar and Portfolio Presentation
<b>or EDLD 674</b>	Culminating Seminar and Portfolio Presentation

## Higher Education Concentration

The Higher Education concentration prepares graduates for leadership roles within colleges and universities, in particular in student development, academic support, academic leadership, and administration. Students will expand leadership skills to direct higher education programs, institutions, and agencies through analysis, self-reflection, and best practical application in the workplace. This concentration also provides broad knowledge of social, political, and economic forces at work in society as they relate to higher education institutions. Students become informed leaders through the utilization of scholarly research and theoretical models applied to experiential situations.

<b>LDRD 650</b>	Curricular Design in Higher Education
<b>LDRD 652</b>	Educational Technology and Online Learning
<b>LDRD 654</b>	Legal Issues in Higher Education
<b>LDRD 656</b>	Academic Governance in Higher Education
<b>LDRD 658</b>	Resource Allocation and Higher Education
<b>LDRD 660</b>	Community, Vocational and Technical Colleges
<b>LDRD 662</b>	Student Populations and Experiences
<b>LDRD 664</b>	The Future of Higher Education
<b>LDRD 648</b>	Leading Sustainable Organizations
<b>LDRD 668</b>	Program Evaluation and Assessment

## Organizational Leadership Concentration

The Organizational Leadership concentration prepares current and future leaders to meet the challenges facing their organizations in a complex globalized workplace. Areas within the concentration teach leaders the skills they will need to generate trust, empower others, and implement innovative and strategic solutions. Through scholarly research, students will apply theoretical leadership models with collaborative decision-making to promote ethical and sustainable organizations. A broad knowledge of systems-thinking will prepare students to lead diverse organizational change that uses internal and external resources through stakeholder collaboration.

<b>LDRD 630</b>	Ethical Organizational Leadership
<b>LDRD 632</b>	Collaborative Coaching
<b>LDRD 634</b>	Leading in a Global Environment
<b>LDRD 636</b>	Leading Diverse Teams
<b>LDRD 638</b>	Leading Organizational Change
<b>LDRD 640</b>	Strategic Planning
<b>LDRD 642</b>	Systems Thinking
<b>LDRD 644</b>	Managing Complexity in Organizations
<b>LDRD 646</b>	Corporate Social Responsibility Reporting
<b>LDRD 648</b>	Leading Sustainable Organizations

# COURSE DESCRIPTIONS

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## **Fundamentals Of Accounting**

### **AC 215 5 Credits**

AC 215, Fundamentals of Accounting, emphasizes the preparation and recording of accounting information and is intended for students majoring in accounting. Students will learn about of the accounting cycle, the measuring process and the classification of data, and the accounting terminology that is essential to the preparation and effective use of financial principles that apply to statements. This course 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.

*Course Entry Requirements: Strong math and algebra skills in addition to logical thinking are required to succeed in this course.*

## **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. Students will learn about Generally Accepted Accounting Principles (GAAP) and the application of those principles in the preparation of financial information. This course includes the detailed study of the four major financial statements, cash, receivables, inventories, and applications of time value of money concepts.

*Course Entry Requirements: AC 215 or the equivalent.*

## **Intermediate Accounting II**

### **AC 302 5 Credits**

AC 302 is the second of three intermediate accounting courses and 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. Students will learn to account for these items through researching and applying Generally Accepted Accounting Principles (GAAP).

*Course Entry Requirements: 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**

Management Accounting focuses on the production of financial information to support a company's internal managers and influence related economic decisions. Students will learn to create information and organize reports that will aid in the competent planning and control of business operations. Emphasis is placed on the investigation of different methods of product costing, cost behaviors, budgeting, and pricing and how this information affects company operations, product mix, planning, and direction. A basic understanding of statistics and quantitative methods is recommended but not required.

*Prerequisite: AC 302.*

## **Advanced Accounting**

### **AC 405 5 Credits**

Advanced Accounting, AC 405, will take the student through an in-depth study of financial accounting and accounting research. Emphasis is placed on the 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, and accounting for state and local

governments. This course also includes a brief overview of private not-for-profit organizations. Students will learn the concepts and techniques underlying the seven technical areas of accounting.

*Course Entry Requirements: AC 303 or the equivalent.*

## **Auditing**

### **AC 411 5 Credits**

This course, AC 411 Auditing, focuses on the methodology for examining public company financial statements in an attest function engagement according to generally accepted auditing standards. The course covers audit planning, risk assessment, tests of internal controls, substantive testing of transactions, audit opinions and report writing, ethics and the legal liability of the independent auditor. Students will learn to apply the concepts and techniques underlying the auditing profession that are essential to the competent performance of a professional audit.

*Course Entry Requirements: 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, 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 dispute resolution alternatives, torts, common law contracts, personal property, real property and bankruptcy. The course focuses on areas tested on the CPA examination.

## **Federal Income Tax Concepts**

### **AC 420 5 Credits**

AC 420, 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.

*Course Entry Requirements: AC 215, AC 301 or other college course in financial accounting.*

# COURSE DESCRIPTIONS

## **Business Ethics for Accountants**

**AC 430 (HU)**

**5 Credits**

Business Ethics for Accountants provides the ethical framework for success as an accountant in the increasing complex global business environment where ethical 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.

*Prerequisites:* AC 303 Intermediate Accounting III.

## **CMA Part 1 - Financial Planning, Performance and Control**

**AC 501**

**3 Credits**

This course provides a review of topics historically addressed in the "Part 1 – Financial Planning, Performance and Control" section of the Certified Management Accountant (CMA) examination using CMA Learning System (CMALS) materials. Emphasis is placed on planning, budgeting and forecasting, performance management, cost management, internal controls, and professional ethics. Students will integrate and synthesize their knowledge of cost behaviors and communicate the results. This course prepares students to take the corresponding section of the CMA exam.

*Course Entry Requirements:* Students must have completed a bachelor's degree. Although a major in accounting or finance is not required to complete this course, students are assumed to have in depth knowledge in the preparation of financial statements, finance, business, economics, time-value of money concepts, statistics, and probability. With regard to U.S. Federal income taxation issues, students will be expected to understand the impact of income taxes when reporting and analyzing financial results.

## **CMA Part 2 - Financial Decision Making**

**AC 502**

**3 Credits**

This course provides a review of technical management accounting materials historically addressed in the "Part 2 – Financial Decision Making" section of the Certified Management Accountant (CMA) examination using CMA Learning System (CMALS) materials. Emphasis is placed on financial statement analysis, corporate finance, decision analysis, risk management, investment decisions, and professional ethics. Students will apply this knowledge to make sound financial and operational decisions. This course prepares students to take the corresponding section of the CMA exam.

*Course Entry Requirements:* Students must have completed a bachelor's degree. Although a major in accounting or finance is not required to complete this course, students are assumed to have in depth knowledge in the preparation of financial statements, finance, business, economics, time-value of money concepts, statistics, and probability. With regard to U.S. Federal income taxation issues, students will be expected to understand the impact of income taxes when reporting and analyzing financial results.

## **CPA Review - Financial Accounting & Reporting (FAR)**

**AC 530**

**3 Credits**

This course provides a review of technical accounting materials and helps students explore the opportunities and challenges of being a CPA. Technical coverage of topics historically addressed in the "Financial Accounting & Reporting" section of the Uniform Certified Public Accounting (CPA) examination is addressed using Becker materials. Students gain knowledge and understanding of Generally Accepted Accounting Principles (GAAP) in relation to business entities, government entities, and not-for-profit organizations and apply knowledge using analytical skills and evaluation techniques. Professional development is encouraged through student interaction.

*Course Entry Requirements and Prerequisites:* Students must have completed a major in accounting at the undergraduate or graduate level before registering for this course. A major in accounting consists of courses in the intermediate accounting series, audit, business law, tax, and management accounting. Courses must be, at a minimum, at the 300 level or higher if undergraduate courses or MBA courses. Courses should begin with the letters "AC" or "ACC" and be intended for accounting majors.

## **CPA Review - Regulation (REG)**

**AC 531**

**3 Credits**

This course provides a review of technical auditing materials and helps students explore the opportunities and challenges of being a CPA. Technical coverage of topics historically addressed in the "Regulation" section of the Uniform Certified Public Accounting (CPA) examination is addressed using Becker materials. Students gain knowledge and understanding of business law, professional ethics, legal responsibilities, and federal taxation and apply knowledge using analytical skills and evaluation techniques. Professional development is encouraged through student interaction.

*Course Entry Requirements and Prerequisites:* Students must have completed a major in accounting at the undergraduate or graduate level before registering for this course. A major in accounting consists of courses in the intermediate accounting series, audit, business law, tax, and management accounting. Courses must be, at a minimum, at the 300 level or higher if undergraduate courses or MBA courses. Courses should begin with the letters "AC" or "ACC" and be intended for accounting majors.

## **CPA Review - Auditing & Attestation (AUD)**

**AC 532**

**3 Credits**

This course provides a review of technical auditing materials and helps students explore the opportunities and challenges of being a CPA. Technical coverage of topics historically addressed in the "Auditing and Attestation" section of the Uniform Certified Public Accounting (CPA) examination are addressed using Becker materials. Students gain knowledge and understanding of Generally Accepted Auditing Standards (GAAS) in relation to auditing and attestation engagements and apply knowledge using analytical skills and evaluation techniques. Professional development is encouraged through student interaction.

*Course Entry Requirements and Prerequisites:* Students must have completed a major in accounting at the undergraduate or graduate level before registering for this course. A major in accounting consists of courses in the intermediate accounting series, audit, business law, tax, and management accounting. Courses must be, at a minimum, at the 300 level or higher if undergraduate courses or MBA courses. Courses should begin with the letters "AC" or "ACC" and be intended for accounting majors.

## **CPA Review - Business Environment & Concepts (BEC)**

**AC 533 3 Credits**

This course provides a review of technical auditing materials and helps students explore the opportunities and challenges of being a CPA. Technical coverage of topics historically addressed in the "Business Environment and Concepts" section of the Uniform Certified Public Accounting (CPA) examination is addressed using Becker materials. Students gain knowledge and understanding of business environment as a whole in conjunction with analyzing the specific operations of a business and apply knowledge using analytical skills and evaluation techniques. Professional development is encouraged through student interaction.

*Course Entry Requirements and Prerequisites: Students must have completed a major in accounting at the undergraduate or graduate level before registering for this course. A major in accounting consists of courses in the intermediate accounting series, audit, business law, tax, and management accounting. Courses must be, at a minimum, at the 300 level or higher if undergraduate courses or MBA courses. Courses should begin with the letters "AC" or "ACC" and be intended for accounting majors.*

## **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.

## **Professional Communication**

**BC 302 (HU) 5 Credits**

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**

BC303, Statistics focuses on the usefulness and limitations of statistical processes and their present day applications. Topics include: descriptive statistics, probability theory and distributions, sampling, hypothesis testing, regression, and correlation models. Students will focus on problem formulation, technique selection and results interpretation. It is strongly recommended that College Math be taken prior to this course.

## **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 (NS) 5 Credits**

Decision Modeling and Analysis is an examination of the analytical tools used to make optimal business decisions. Topics include: decision analysis, linear programming, waiting line models and project scheduling. There is strong emphasis on understanding business problems and how model building will assist the decision maker in making better decisions. Students will practice building, using and modifying business analysis models. It is strongly recommended that College Math be taken prior to this course.

## **Interpretation of Financial Statements**

**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.

## **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 (HU) 5 Credits**

This course covers internal and external communication in the contemporary evolving organization. Students will assess their management communication style and identify areas for improvement. Topics include interpersonal and small group dynamics, use of communications technology, motivation, conflict resolution, and communicating with diverse audiences.

## **International Business**

**BSM 404 5 Credits**

The course examines the forces encouraging businesses to globalize their operations and the rules which govern

# COURSE DESCRIPTIONS

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**

BSM 405, Operations Management explores operations management in the manufacturing and service environments. Topics include: cost accounting information for improving efficiency, product and service quality, total quality management, project management, materials resource planning, value creation, supply chain management and economic value. Students will focus on how to apply these concepts to real world operation functions of both manufacturing and services.

*Prerequisite: It is strongly recommended that College Math and Quantitative Methods be taken prior to this course.*

## **Business Economics**

### **BSM 407 (SS) 5 Credits**

BSM 407, Business Economics, applies micro and macro economic theories 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. Students will learn how to examine economic issues in their personal and professional lives.

## **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**

BSM 413, International Trade and Logistics will explore the buying and selling process between parties in two or more countries. Topics include: logistics, transportation, inventory management, purchasing, warehousing and customer service and the complexities of these in an international marketplace. Students will learn practical applications and uses of contracts, dispute resolution, pricing terms, negotiation terms and communication, transportation, documentation, insurance, information resources, government regulations and international trade organizations.

## **International Management**

### **BSM 414 5 Credits**

BSM 414 International Management introduces students to the global economy. Students will investigate the internal business environment and its complexity in the international setting. Understanding and practical application of concepts and processes of globalization; the political, legal, and technological environment; ethical behavior and decision-making; the role of culture and its impact on behavior; and management of international strategies will be emphasized. Cross-cultural management and problem-solving techniques will be examined.

## **Internship**

### **BSM 485 5 Credits**

As part of a City University undergraduate degree program, there maybe the opportunity of using an internship to enhance the learning experience. Within this option a student will be involved in designing, participating in, and reflecting upon the internship experience. An internship within the School of Business is a planned new learning activity which provides the student with a business-related learning experience designed to enhance the understanding of business practices within a given field.

## **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.

The objectives of this course are to foster clarity and depth of learning for students at the culmination of their business education, and to provide a means to measure program learning outcomes. This course utilizes the case study method in which instruction is based on facts or problems as they present themselves to a businessperson. Each case is presented with an atmosphere of reality. The case studies require the student to research and evaluate qualitative and quantitative information, synthesize pertinent data, analyze and define problems, reach conclusions, and present his or her findings in writing, as occurs in a business. The focus of the case study method is decision-making. The course also utilizes a major project to help the students synthesize their learning.

*Prerequisite: Students must be in their final quarter of study. Students may take this course concurrently with any other final courses.*



## **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** **5 Credits**

This course introduces students to basic concepts and theories in the field of communication. It provides a conceptual foundation for discussing 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.

## **Critical Thinking and Communications**

**COM 307** **5 Credits**

Course under development at time of publication.

## **Photojournalism**

**COM 314** **5 Credits**

Course under development at time of publication.

## **Media and Society in the Digital Age**

**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?

## **Communication Research**

### **Methods and Ethics**

**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.

## **Writing for Communications**

**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.

## **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.

## **Consumer Behavior and Media**

**COM 361** **5 Credits**

The Internet is becoming more and more important as an advertising venue for profit and nonprofit organizations worldwide. In this course, the student will learn about methods and modes of advertising online, the medium and its advantages and disadvantages, as well as online consumer decision-making behavior. This will be examined through the lens of consumer behavior online

# COURSE DESCRIPTIONS

from Internet consumer communities, to consumers utilizing customization according to personal preferences in online shopping, as well as consumer's brand relationships and how that influences decision-making.

## **Practicum Preparation and Presentation Skills**

**COM 397** **5 Credits**  
Course under development at time of publication.

## **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**  
Cultures develop their own patterns and rules of behavior, values, and communication. The meanings that people attach to their experiences and their basic assumptions about the world are learned and shared within their culture. When people from different cultures come into contact with each other, their views of the world and ways of acting and living may collide, coexist, or change. Communicating across cultural boundaries is the topic of this course. This course looks at how culture affects and shapes communication, explores the varied ways of communicating in different cultures, and helps students develop communication skills to competently engage in intercultural communication.

## **Wonders of the Web:**

### **Communicating in the Digital Age** **COM 455 (HU)** **5 Credits**

This course introduces students to the writing situations and requirements of typical Web projects. The course also examines how to write well for the online medium, as well as teaches students to critically analyze Web sites which are currently in use on the World Wide Web. Issues to be explored include: planning and identity of Web sites; development of content; different page types; and styles of Web writing. The course will also look at the different types of commercial, entertainment and informative Web sites, including blogs and wikis, and how to write effectively for each type.

### **Communicating Crisis, Emergency and Social Change**

**COM 461 (HU)** **5 Credits**  
This course investigates the development and implications of crisis communications in today's world. Students will develop a framework for a communication plan in the event of a crisis or emergency, as well as learn how to manage issues that might develop into a crisis or negative story or event, examine issues of risk management and crisis recognition, and understand how to factor the social and psychological implications of a crisis or emergency into a communications plan. Through case studies and theory, this course helps students develop the critical thinking skills, analysis, and ethical grounding required to handle the communication of crises and emergencies.

*Prerequisite: ENG 200 (or equivalent).*

### **Contemporary Social Media Tools and Applications**

**COM 465** **5 Credits**  
Course under development at time of publication.

### **Integrating Social Media Marketing**

**COM 478** **5 Credits**  
Course under development at time of publication.

## **Practicum**

**COM 497** **5 Credits**  
The student will propose and complete a culminating communications project in the student's chosen specialty.

The student's project provides an opportunity for the student to apply skills and knowledge gained throughout the student's academic career to a practical work environment and to build experience to aid in career development. 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.

## **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.*

## **Internship Continuation**

**CP 98** **0 Credits**  
This course will be utilized when a student needs more than 3 quarters to complete their internship hours. It is a non-graded, no credit course with no registration fee attached.

## **Course Continuation**

**CP 99** **0 Credits**  
Required for registration each quarter a student is pursuing work on a Y graded course. Used for thesis, project, and internship.

## **Introduction To Counseling Psychology Practice**

**CP 501** **5 Credits**  
This course provides an introduction to the fundamental skills needed to facilitate therapeutic change. Topics

include interviewing skills, establishing a therapeutic alliance, and professional documentation. Students will be able to conduct a client interview using the foundational practices of the field.

## **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.

## **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.

## **Psychopathology**

### **CP 517 4 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. Case vignettes will be utilized to diagnose syndromes, etiology, treatment and prognosis.

## **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 Trauma and Interpersonal Violence**

### **CP 522 3 Credits**

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, including analyzing social and psychological dimensions of power in interpersonal relationships.

## **Testing and Assessment**

### **CP 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.

## **Counseling Psychology Theory**

### **CP 526 5 Credits**

This course provides a comprehensive didactic and experiential exploration of various counseling theories and their relationship to practice.

## **Group Counseling Psychology**

### **CP 527 3 Credits**

This course provides information regarding the group counseling process and an experiential opportunity for

# COURSE DESCRIPTIONS

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.

## **Psychology of Addictions**

**CP 529** **3 Credits**

This course provides an introduction to the theory, research and therapy practices in the field of Addictions. The course will provide the fundamental skills needed to conduct an assessment of Substance use, diagnose the appropriate stage of the Addiction process and to develop a treatment plan. Topics include the identification of drugs and the effect on individuals, theoretical perspectives, assessment and intervention.

## **Comprehensive Examination**

**CP 550** **0 Credits**

Comprehensive Examination

## **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.

## **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.

## **Psychology of Aging**

**CP 604** **2 Credits**

Course under development at time of publication.

## **Couples Counseling**

**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.

## **Special Issues in Treatment of Sexual Disorders**

**CP 609** **1 Credit**

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 Credit**

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.

## **Couple Family Therapy Internship**

**CP 632** **0 Credits**

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.

## **Internship**

**CP 633** **0 Credits**

Students will arrange clinical internships at local agencies or other approved settings, and deliver counseling services under the supervision of the

internship site and the City University Internship Coordinator. This course serves as a vehicle for documentation of internship hours, intern evaluations, and supervisory evaluations. This course is repeated until all 250 required client contact hours and 50 site supervision hours are completed. Prerequisite: MACP

## **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. This self examination is based on the belief of experts in the profession that the most critical element of a successful therapeutic process is the relationship of the client and the therapist. This belief leads to questioning the aspects of the therapist's personality that enhance as well as obstruct the therapy process. Through required reading and writing assignments, students will partake in a self reflective examination of their functioning in the role of the therapist.

## **Practicum V: Systemic Interventions**

**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.

## **Practicum I**

**CP 651** **2 Credits**

The Practicum courses provide clinical experience and professional supervision beyond the student's internship setting.

Students will have the opportunity to participate in group supervision, discuss internship issues, journal their client contact therapy work, and conduct professional clinical case presentations.

*Prerequisite: MACP program.*

## **Practicum II**

### **CP 652 2 Credits**

The Practicum courses provide clinical experience and professional supervision beyond the student's internship setting. Students will have the opportunity to participate in group supervision, discuss internship issues, journal their client contact therapy work, and conduct professional clinical case presentations.

*Prerequisite: MACP program.*

## **Practicum III**

### **CP 653 2 Credits**

The Practicum courses provide clinical experience and professional supervision beyond the student's internship setting. Students will have the opportunity to participate in group supervision, discuss internship issues, journal their client contact therapy work, and conduct professional clinical case presentations.

*Prerequisite: MACP program.*

## **Integrative Research Project**

### **CP 690 3 Credits**

This course integrates the student's overall program academic work. Students will write three papers that will address their Philosophy of Counseling, Self-Assessment of Self-As-Therapist, and Clinical Research Paper. The Clinical Research Paper will be based on their client work in their internship.

## **Internship Continuation**

### **CPC 98 0 Credits**

This course will be utilized when a student needs more than 3 quarters to complete their internship hours. It is a non-graded, no credit course with no registration fee attached.

## **Course Continuation**

### **CPC 99 0 Credits**

Required for registration each quarter a student is pursuing work on a Y graded course. Used for thesis, project, and internship.

## **Introduction To Counselling Psychology Practice**

### **CPC 501 5 Credits**

This course provides an introduction to the fundamental skills needed to facilitate therapeutic change. Topics include interviewing skills, establishing a therapeutic alliance, and professional documentation. Students will be able to conduct a client interview using the foundational practices of the field.

## **Systemic Theory: Diversity and Cultural Psychology**

### **CPC 502 3 Credits**

This course is an introduction to the theory, ethics and practice of diversity counseling. Students will examine the sociopolitical nature of counseling, the impact of counselor and systemic bias, the multiple dimensions of identity, and the goals of diversity counseling 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 remediates pathological grieving processes and

facilitates healthy grieving processes, promoting new relationships and progress towards 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 Methods 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 into thesis or project work.

## **Psychoeducational Assessment of Children and Adolescents I**

### **CPC 521 3 Credits**

Course under development at time of publication.

## **Psychology of Trauma and Interpersonal Violence**

### **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.

# COURSE DESCRIPTIONS

## **Psychology of Sexuality and Human Development**

**CPC 523 3 Credits**

Developmental psychology describes emotional, cognitive, behavioral, relational, social, and cultural change as a function of age and the passage of time. Important aspects of psychological potential and psychological distress can be understood in the context of individual, family, community, and cultural development. 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 how a developmental perspective informs 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 behaviour. 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 Counseling 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.

## **Psychoeducational Assessment of Children and Adolescents II**

**CPC 528 3 Credits**

Course under development at time of publication.

## **Psychology Of Addictions**

**CPC 529 3 Credits**

This course provides an introduction to the theory, research and therapy practices in the field of Addictions. The course will provide the fundamental skills needed to conduct an assessment of Substance use, diagnose the appropriate stage of the Addiction process and to develop a treatment plan. Topics include the identification of drugs and the effect on individuals, theoretical perspectives, assessment and intervention.

## **Comprehensive Exam-B.C., Canada**

**CPC 550 0 Credits**

Comprehensive Exam-B.C., Canada

## **Graduate Seminar-Independent Study**

**CPC 599 5 Credits**

Graduate Seminar-Independent Study

## **Systemic Theory: Child and Adolescent Counseling**

**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 Counseling 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 counseling 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.

## **Internship**

**CPC 633 0 Credits**

Students will arrange clinical internships at local agencies or other approved settings, and deliver counselling services under the supervision of

the internship site and the City U Internship Coordinator. This course serves as a vehicle for documentation of internship hours, intern evaluations, and supervisory evaluations. This course is repeated until all 250 required client contact hours and 50 site supervision hours are completed.

## **Practicum I**

**CPC 651** **2 Credits**

The Practicum courses provide clinical experience and professional supervision beyond the student's internship setting. Students will have the opportunity to participate in group supervision, discuss internship issues, journal their client contact therapy work, and conduct professional clinical case presentations.

*Prerequisite: Successful Completion of Comprehensive Exams*

## **Practicum II**

**CPC 652** **2 Credits**

The Practicum courses provide clinical experience and professional supervision beyond the student's internship setting. Students will have the opportunity to participate in group supervision, discuss internship issues, journal their client contact therapy work, and conduct professional clinical case presentations.

*Prerequisite: Successful Completion of Comprehensive Exams*

## **Practicum III**

**CPC 653** **2 Credits**

The Practicum courses provide clinical experience and professional supervision beyond the student's internship setting. Students will have the opportunity to participate in group supervision, discuss internship issues, journal their client contact therapy work, and conduct professional clinical case presentations.

*Prerequisite: Successful Completion of Comprehensive Exams*

## **Practicum I: Case Conceptualization & Counseling Psychology Treatment**

**CPC 654** **3 Credits**

Course under development at time of publication.

## **Practicum II: Ethical Issues in Counselling Psychology Practice**

**CPC 655** **3 Credits**

Course under development at time of publication.

## **Practicum III**

**CPC 656** **3 Credits**

Course under development at time of publication.

## **Advanced Seminar in Integrative Research**

**CPC 691** **4 Credits**

This course builds on the students overall academic work resulting in a culminating research paper that will integrate, synthesize and supplement core concepts in the Master of Counselling Program. Also designed to provide an experiential learning environment for developing specific 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. The research paper will examine the student's philosophy of counselling, explore their sense of self as a therapist, research and critique a pertinent counselling issue or topic in depth, and propose and describe critical aspects of a research methodology appropriate for further research in this area.

## **Telecommunications**

**CS 300** **5 Credits**

This course examines the infrastructure which enables modern telecommunications systems and how that infrastructure carries voice and data around the globe. The course studies the access, transport, backbone, and switching cores of networks which carry voice and data communications. The course helps the students understand how local voice and data networks are globally interconnected.

*Prerequisite: IS 330.*

## **Human Computer Interaction**

**CS 302** **5 Credits**

This course provides an introduction to the fields of human computer interaction (HCI), software design and computer supported cooperative work (CSCW).

These fields draw from many others including neurobiology, psychology and sociology, as well as computer science. Students will learn to apply concepts from these fields via user inquiry, use case narration, prototype design and usability studies. At the end of the course, students will be able to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.

*Prerequisite: IS 306.*

## **Network Communications Basics**

**CS 330** **5 Credits**

Course under development at time of publication.

## **Switches, Routing and Protocols**

**CS 332** **5 Credits**

This course takes an in-depth look at the communications network and transport layers with a particular focus on IPv4 and IPv6. The course studies how packets are routed through networks and provides students with basis for understanding protocols. This course is a foundation for more advanced networking knowledge.

*Prerequisite: CS 330.*

## **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.

## **Network Applications Layer**

**CS 436** **5 Credits**

Course under development at time of publication.

## **Integrated Communications Networks**

**CS 438** **5 Credits**

Course under development at time of publication.

# COURSE DESCRIPTIONS

## **Network Security**

**CS 481** **5 Credits**

Course under development at time of publication.

## **Network Management**

**CS 492** **5 Credits**

Network Management

## **Principles of Software Engineering**

**CS 504** **3 Credits**

This course focuses on the issues, design trade-offs and teamwork required for a successful software development process. The student will learn how issues, trade-offs and teamwork often alter how a software engineering project is undertaken, and how team limitations often results in trade-offs and how issues are solved within a software design team. The student will also learn fundamentals of programming in component based software engineering, service orientation and global software development. The student will also touch on aspects of human and social processes in software development.

## **Compilers for Computer Languages**

**CS 510** **3 Credits**

This course focuses on the code design and systems architecture requirements when using different compilers for different computer functions and functionality. This course reviews the different types of compilers and how they are used to translate source code into machine language. The student will learn compiling, decompiling, language translation, lexical analysis, preprocessing, parsing, semantic analysis, code generation and code optimization. The student will also learn component based software engineering, service orientation and global software development.

*Prerequisite Courses: CS 504 or waiver from the Program Director.*

## **Introduction to Cloud Computing**

**CS 519** **3 Credits**

This course focuses on the concepts and programmatic challenges with cloud computing. Cloud computing is a highly scalable and geographically dispersed computing system that has unique design concerns. Cloud computing systems are often not owned by the

parent company which requires attention to storage of data and commitment to ethical programming. This course introduces the concepts behind cloud computing, unique programming challenges, and unique communications and ethical concerns for programmers. The student will learn the theoretical and practical design considerations for distributed programming, data use and transport, as well as legal compliance considerations in a cloud computing environment. The student will also learn to present information in a team that is geographically dispersed as part of a software development process.

*Prerequisites: CS 504, CS 510, or waiver from the Program Director.*

## **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.

## **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.*

## **Computational Biology**

**CS 531** **3 Credits**

The field of computational and systems biology represents an integration of concepts and ideas from the biological sciences, engineering disciplines, and computer science. Recent advances in biology, including the human genome project and massively parallel approaches to probing biological samples, have created new opportunities to understand biological problems from a systems perspective. This course offers a clear exposition of the algorithmic principles driving advances in bioinformatics. Accessible to students in both biology and computer science, it strikes a unique balance between rigorous mathematics and practical techniques, emphasizing the ideas underlying algorithms rather than offering a collection of apparently unrelated problems. This course introduces biological and algorithmic ideas together, linking issues in computer science to biology and thus capturing the interest of students in both subjects.

## **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.*

## **System 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 Parallel Programming**

### **CS 545 3 Credits**

This course reviews how the process of creating concurrent applications from ground up. Concurrent applications are multi-threaded applications that focus on high performance by running multiple instances of the same application on a computer or server. In this course the students leverage Microsoft .NET C# language to apply the parallel programming concepts that leverage multi-core CPU's found in many computing environments. In this course you'll be introduced to .NET's parallel programming features and use core functionality that has been introduced in Microsoft .NET 4.0, to learn to take advantage of multi-core and multi-processor machines with ease. Students will be able to use the information in this course in many corporate and governmental groups to design high performance applications such as enterprise applications or scientific applications.

*Prerequisite: CS 520.*

## **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.*

## **Web-based 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.

## **Software Development in Cloud Computing**

### **CS 551 3 Credits**

Course under development at time of publication.

## **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.*

## **Design Patterns**

### **CS 561 3 Credits**

Course under development at time of publication.

## **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.

# COURSE DESCRIPTIONS

## **Software Testing**

**CS 570** **3 Credits**  
Course under development at time of publication.

## **Secure Programming and Cryptography**

**CS 580** **3 Credits**  
Course under development at time of publication.

## **Programming for Global Network Architecture**

**CS 590** **3 Credits**  
Course under development at time of publication.

## **Independent Study-Computer Science**

**CS 599** **1-6 Credits**  
Course under development at time of publication.

## **Applied Research/Capstone Course**

**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 must have special permission from the CS Program Director.*

## **Programming for SOA/SaaS Environment**

**CS 601** **3 Credits**  
Course under development at time of publication.

## **Programming for Distributed Database System**

**CS 610** **3 Credits**  
Course under development at time of publication.

## **Programming for Cloud Computing Environment**

**CS 615** **3 Credits**  
Course under development at time of publication.

## **Programming for Speech Recognition**

**CS 620** **3 Credits**  
Course under development at time of publication.

## **Global IT Project Management**

**CS 630** **3 Credits**  
Course under development at time of publication.

## **Masters Thesis/ Capstone**

**CS 640** **3 Credits**  
Course under development at time of publication.

## **Fundamentals Of Electronic 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.

## **Preparation 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.

## **Technology Tools and Information 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 Education**

**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**  
This course provides the knowledge and skills in Canadian law necessary for effective leadership in the role of school principal and school counsellor. Students develop the knowledge and tools required to make good judgments on legal matters within the school setting. A theory paper and action plan is developed for their area of emphasis in their program of study.

## **Introduction to 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 and Counselling Diverse Cultures in Education**

**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**

Students reflect on their internship and learning experiences to examine how the school leader and school counsellor contribute to establishing and maintaining a positive school climate. Particular attention is given to the dynamics of communication, ways to address interests of involved parties within the structure of the school, working in partnership with families, and strategies for building trust and confidence within the school community.

## **Counselling Field Experience**

**ECC 601 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 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.

## **Counselling 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.

## **Foundations in Early Childhood Education**

**ECE 301 4 Credits**

This course provides an overview of early childhood education from historical and current perspectives. Emphasis is placed on events, philosophical theories, and people who influenced the development of early childhood programs. Students will reflect on issues and trends in early childhood education and use that information to determine the effectiveness of these contributions in recognized and accepted early childhood programs of today.

## **Cognitive Development and Brain Research**

**ECE 302 3 Credits**

This course explores the relationship between brain development and cognitive development. The course examines how cognitive neuroscience can inform the study of development and how a developmental approach can advance progress in cognitive neuroscience. The course covers topics ranging from the embryology of the brain to the development of memory, language, and locomotion. Students will be able to create appropriate curricula for children from birth through grade three in terms of understanding developmental phases and brain growth.

## **Legal Issues in Early Childhood Education**

**ECE 303 2 Credits**

This course is designed to cover educational law and its relationship to contemporary issues in early childhood. The course covers state agencies and local school systems in terms of governance and finance, law and ethics and contemporary social problems. Candidates diagram school related

organizational hierarchies, identify educational funding sources, interpret laws, summarize legal issues, and brainstorm solutions to social problems related to early childhood education.

## **Technology in Early Learning**

**ECE 304 2 Credits**

This course examines the use, integration and assessment of appropriate technologies in the design of successful learning environments for teaching young learners. This course covers the role technology plays in the learning process of children birth through third grade and how different technologies can be used to enhance curriculum, teaching, assessment and classroom design. Candidates analyze the appropriateness of technologies for early learning

## **Diversity and Anti-Bias Issues**

**ECE 305 4 Credits**

This course examines attitudes and practices that are explicitly and/or subtly biased on the basis of gender, age, ethnicity, culture, socioeconomic status, disability, bilingual status, migrant status and life-style. Emphasis is placed on the implications for early learning environments serving children birth through grade three and on developing a plan for incorporating anti-bias attitudes and practices. Candidates demonstrate and apply awareness of anti-bias in an educational early learning environment, report current research on culturally relevant/anti-bias awareness curriculum, and complete a self-assessment of personal biases. Course Prerequisites: Admission to program or permission of the Director.

## **Family, Culture and Community Connections**

**ECE 306 3 Credits**

This course focuses on understanding the interrelationship of culture, home, language and beliefs. Emphasis is placed on examining the early learning environment including the social, emotional, cultural and intellectual variability of children from birth to age eight. Candidates reflect upon culturally and linguistically diverse differences of young children and design plans for communication and involvement of all families.

# COURSE DESCRIPTIONS

## **Classroom Environment and Behavior Management**

### **ECE 307 4 Credits**

This course focuses on analyzing environments for young children and environmental variables that affect the behavior of children and staff. Emphasis is placed on types of classroom arrangements, materials for young children, and the processes for safe and effective use of the classroom and materials. Candidates create, evaluate and select developmentally and culturally appropriate materials, equipment and activities that support the physical, social, emotional, cognitive, language and aesthetic development of young children.

## **Creativity, Play and Early Learning**

### **ECE 308 3 Credits**

This course presents information on how to select and plan varied experiences in creative arts (dance, music, theater and visual art) for young learners. The course explores the use of creative art materials, activities, and environments through a variety of curriculum approaches. Candidates plan, implement and evaluate best practice approaches for teaching creative arts.

## **Pre-Primary and Primary Curriculum and Instruction**

### **ECE 400 4 Credits**

This course focuses on foundational concepts, models and rationales for developing positive, content-rich learning opportunities for young children. Topics include developmentally appropriate, aligned, and intentionally designed curriculum, methods for teaching diverse learners, multiple forms of assessment, and the importance of family outreach, professional collaboration and reflection to enhance teaching. Students will be able to design, sequence, deliver, and evaluate integrated curriculum that facilitates the physical, cognitive, social, emotional, creative and ethical growth of all children ages birth to eight. Course

*Prerequisites: Admission to program or permission of the Director.*

## **Language Acquisition and Literacy Development**

### **ECE 401 4 Credits**

This course focuses on the developmental

continuum of language acquisition and literacy skills for children from birth through age eight. Topics include the continuum of language development and reading and writing skill development in relationship to language acquisition. Candidates determine challenging but achievable goals and benchmarks for children's literacy learning.

## **Children's Literature**

### **ECE 402 2 Credits**

This course presents genres of children's literature, using children's literature to enrich language acquisition and vocabulary development, and a component of content area instruction. Topics include developmentally appropriate examples of each genre, specific titles, integrating literature across the curriculum, and the importance of reading aloud to young children. Candidates use literature to engage and motivate children, and to create an appropriate classroom library to enhance learning for young children.

## **Literacy Instruction and Assessment**

### **ECE 403 4 Credits**

This course focuses on literacy instruction for young children. Topics include developmentally appropriate literacy instructional practices, phonemic awareness, phonics, vocabulary, fluency, and comprehension (the "Big Five" in reading instruction), writing instruction, spelling instruction, and current research. Candidates teach literacy skills to young children and assess individual children's literacy development against realistic goals.

## **Social Studies for Early Learners**

### **ECE 404 4 Credits**

This course is designed to teach developmentally appropriate social studies concepts, methods, and tools necessary for early learners to gain an understanding of themselves, their community, and their world. Topics include integrated thematic unit planning, map-globe interpretation, and content specified in the state framework and standards using hands-on learning, critical thinking, and the community as a real-world text. Candidates create a thematic unit including a classroom environment plan that demonstrate their ability to think creatively, plan

instruction, utilize school and community resources, and integrate social studies with other curricular areas.

## **Health, Safety and Physical Fitness for Early Childhood Education**

### **ECE 405 2 Credits**

This course provides information on the foundations of good health, including the importance of physical fitness and safe living. Topics include issues of wellness as well as major health issues regarding young children, the social forces that affect them, and the need to impart information about these issues sensitively. Candidates recognize potentially dangerous situations, clarify misconceptions, and find reliable sources to develop lessons and units related to health and physical education for early childhood.

## **Math Concepts and Methods for Early Learning**

### **ECE 406 4 Credits**

This course focuses on the content, methods and materials for teaching young learners core mathematical concepts and processes. This course covers developmental theory, instructional strategies, integrated learning, selecting and using materials, and adapting instruction for children with unique needs such as English language learners and special needs. Candidates create and implement developmentally appropriate and engaging mathematical experiences that emphasize reasoning, problem solving and communication.

## **Science and Early Learning**

### **ECE 407 4 Credits**

This course examines the developmental foundations of scientific learning and how concepts and abilities increase in complexity, depth and range as children mature. Emphasis is placed on the importance of exploration and investigation through play and hands-on learning and focuses on the development of inquiry skills. Candidates create and implement developmentally appropriate experiences applying the "big ideas" of science across the major scientific domains of earth and space science, life science, and physical science.

## **Quality Programs for Infants and Toddlers**

### **ECE 410 3 Credits**

This course focuses on the breath and depth of the field of infant/toddler care and infant/toddler programs. Topics include the foundations of infant/toddler development and the integral role of the infant/toddler professional with the family in fostering quality growth for young children. Candidates identify theoretical frameworks key to providing quality programs for infants and toddlers and use that information to demonstrate advocacy for infant/toddlers and their families.

## **Infant/Toddler Socio- Emotional Health**

### **ECE 411 3 Credits**

This course focuses on current research in the field of infant/toddler mental health. Topics include protective and risk factors in family environments, social and emotional health issues, diagnostic systems including developmentally appropriate infant/toddler screening and assessment processes, effective intervention strategies, and collaborative services approaches for infants and toddlers. Candidates evaluate the social-emotional state of infants and toddlers based on the information presented in class and select age appropriate activities for those children who present social and emotional health challenges.

*Course Prerequisites: ECE 410 Quality Programs for Infants and Toddlers*

## **Developmentally Appropriate Practices for Infants and Toddlers**

### **ECE 412 3 Credits**

This course examines the role of the caregiver, components of high-quality caregiver-child relationships, and strategies for ensuring developmentally appropriate, individually appropriate and culturally appropriate practices. Topics include understanding and working with families of infants and toddlers, issues of attachment and separation, brain development, and the importance of continuity of care and creating nurturing environments for very young children and their families. Candidates demonstrate observation skills related to infants, toddlers and their families and design activities to meet the developmental needs of these young children based on the outcome of those observations.

*Prerequisites: ECE 410 Quality Programs for Infants and Toddlers ECE 411 Infant and Toddler Socio-emotional Health.*

## **Family Cultures of Infants and Toddlers**

### **ECE 413 3 Credits**

This course provides an overview of the way culture impacts "typical" conceptions of infant/toddler development and interactions. This course focuses on the ability of care givers to form healthy working relationships and respectful partnerships with the families of infants and toddlers across a range of cultures. Candidates investigate the meaning of various child-rearing behavior and those behaviors relate to family expectations and cultural traditions with the goal of developing culturally appropriate practices.

## **Infant-Toddler Independent Study**

### **ECE 414 3 Credits**

In this course candidates develop an independent study related to the needs, growth or issues of infants and/or toddlers. Candidates and program administrators collaborate to determine course topics. Candidates apply the information about infant/toddler development from university courses to this independent study.

*Course Prerequisites: Admission to program or permission of Director and successful completion of ECE 410, ECE 411, ECE 412 & ECE 413.*

## **Early Childhood Education Internship I**

### **ECE 430 1 Credit**

This course is the first of three developmental field experiences where candidates link early learning theory into practice through observation, participation and reflection in a diverse pre-K-3rd grade classroom. During this 40 to 60 hour internship, the first weeks of school, candidates are mentored by a cooperating teacher and a university supervisor and participate in professional seminars. They acquire essential observation, description, analysis, and reflection skills to improve practice and responsibility required for student teaching.

## **Early Childhood Education Internship II**

### **ECE 431 2 Credits**

This course is designed to continue opportunities for practical experiences

with early childhood activities for children birth through third grade. Candidates continue observing lessons taught by the cooperating teacher, assisting with general classroom duties, and working with children individually or in small groups. Candidates collaborate with the mentor teacher to develop and teach a prescribed number of lessons and reflect on their instruction, using feedback from the cooperating teacher and field supervisor. Candidates teach up to eight subjects, make smooth transitions between instructional plans and activities, provide developmentally appropriate classroom management and develop unit plans that require sequential instructional plans and activities over several days.

## **Early Childhood Education Internship III**

### **ECE 432 2 Credits**

Internship III is last developmental field experience before student teaching. Candidates continue to link early learning theory into practice, using a co-teaching model to co-plan, instruct and assess student learning with their mentor teacher. Using a variety of co-teaching strategies, candidates teach a specific number of lessons and have formal teaching observations.

*Prerequisites: completion of ECE 430 and ECE 431.*

## **Early Childhood Education Student Teaching**

### **ECE 433 10 Credits**

ECE 433 constitutes the culminating 10 week, full-time co-teaching experience for the initial teaching endorsement in Early Childhood Education, the candidate's primary emphasis in the Bachelor of Arts in Early Childhood Education Program. Student teaching has two main components: a field experience in a P-3 school classroom, and monthly seminars that support development of the positive impact project and evidence-based e-portfolio. During student teaching, candidates enter phase II of the co-teaching model, assuming the lead role in collaboration, planning, instruction, assessment and all non-instructional duties in the classroom.

*Prerequisites: 1. Pass the WEST-E in the endorsement area relevant to the placement 2. Pass all course requirements and field experiences 3. Achieve a 2.0 or higher cumulative GPA 4. Accept school assignment as arranged by Placement Coordinator.*

# COURSE DESCRIPTIONS

## Literacy Instruction for All Early Learners

**ECE 440** **3 Credits**

This course examines the principle of individual variation, how human development and learning occur in and are influenced by social and cultural contexts. Emphasis is placed on differentiation and adaptation of instruction to ensure that children continue to progress as well as information on fluency and family involvement in literacy development. Students will be able to create appropriate literacy learning experiences for young children including those with developmental delays.

## Early Literacy Diagnosis and Assessment

**ECE 441** **3 Credits**

This course is an introduction to methods for assessing reading, writing and oral language in young children, preschool through third grade. Topics include formative assessment methods commonly used in classrooms, strategies for individualized diagnosis and evaluation, and the importance and role of ongoing assessment. Candidates review a variety of tools and methods, apply specific assessment strategies and learn ways to use assessment information to guide instruction and intervention. Prerequisites: Admission to program or permission of Director and successful completion of prior courses in this emphasis area.

## Literacy Support and Instructional Topics

**ECE 442** **3 Credits**

This course focuses on reading and emphasizes a variety of strategies to assess and support children's literacy learning across the developmental continuum. Topics include demonstrating, assessing and providing children practice with strategies for reading words and understanding text; encouraging children to read a variety of genres and for different purposes; and using writing to extend and make sense of what they read. Candidates assess student interests, reading levels and backgrounds to select materials and plan literacy instruction for early learners, preschool through third grade.

*Prerequisite: ECE 441-Early Literacy Diagnosis and Assessment.*

## Language and Literacy Development for English Language Learners

**ECE 443** **3 Credits**

Course under development at time of publication.

## Clinical Experience in Early Language Development

**ECE 444** **3 Credits**

Course under development at time of publication.

## Introduction to the Young English Language Learner

**ECE 450** **3 Credits**

This course is an introduction to key principles and processes of English language acquisition for young children. Topics include the characteristics and needs of young English Language Learners (ELL) including the role of home language development in English acquisition, theories and stages of second language acquisition, major factors that affect second language learning and issues related to dual language learning and later academic achievement. Candidates review research on the development and learning of young English language learners, examine key principles and theories, analyze their applicability, and determine how to use them effectively when teaching young ELL students.

## Identity and Cultural Pluralism

**ECE 451** **3 Credits**

This course examines culture influences, aside from language, in the development of young children. Topics include how cultures function and influence behavior; the values, beliefs, and practices among various cultural groups; and how candidates can support the cultural identities of young learners while fostering curiosity and respect for others. Candidates apply principles of culturally responsive teaching to creating developmentally appropriate experiences for young children that are culturally validating and affirming.

*Prerequisites: Admission to program or permission of Director and successful completion of prior courses in this emphasis area.*

## Bilingual Theory in Early Childhood Education

**ECE 452** **3 Credits**

This course equips bilingual and second language teachers with the background

knowledge to work effectively with early childhood language minority students in the context of programs for English Language Learners (ELL). Topics include the historical, political and legal foundations of bilingual education and English as a Second Language (ESL) programs in the United States. Candidates examine and evaluate various program models and the linguistic principles upon which they are based.

*Prerequisites: Admission to program or permission of Director and successful completion of prior courses in this emphasis area.*

## Teaching Methods for English Language Learners

**ECE 453** **3 Credits**

This course presents information on methods and materials used in bilingual education and English as a Second Language (ESL) classes. Emphasis is placed on effective instructional strategies and best practices in first and second language literacy development and content learning. Candidates review language teaching approaches and cooperative models of learning related to the development of reading and writing in the first and second language and design linguistically and developmentally appropriate learning activities for young English language learners.

*Prerequisites: Admission to program or permission of Director and successful completion of prior courses in this emphasis area.*

## Bilingual Bicultural Independent Study

**ECE 454** **3 Credits**

In this course candidates design an independent study related to educational issues in a multicultural society. Topics for this course are determined between candidates and administrators in the program. Candidates apply information they have learned about bilingual and/or bicultural issues in early childhood to this independent study.

*Prerequisites: Admission to program or permission of Director and successful completion of prior courses in this emphasis area.*

## Early Childhood Education Programs, Foundations and Design

**ECE 463** **5 Credits**

This course focuses on the diversity, philosophy and features of Early Childhood Education Programs. Topics

include the qualities of effective early learning environments, health, safety, and effective management systems. Candidates critique early learning programs, designs, philosophies and systems to assess quality early learning environments that meet the needs of children and adults.

## **Early Childhood Professional Leadership**

### **ECE 464 5 Credits**

This course provides information on the leadership and professionalism of an early childhood education program. Topics include program development, goals and assessments based on early learning standards, staff development, advocacy, communication skills and professional growth. Candidates assess their own leadership behaviors, determine program needs and develop action plans for improvement

*Prerequisites: Admission to program or permission of Director and successful completion of prior courses in this emphasis area.*

## **Conflict Resolution and Effective Communication**

### **ECE 465 5 Credits**

This course focuses on enhancing communication skills and problem-solving strategies. Emphasis is placed on examining various models and strategies for conflict resolution, mediation and creative problem-solving by exploring effective communication techniques, group dynamics, decision-making strategies, and cross-cultural communication processes. Candidates apply these skills to improve problem-solving and communication skills with staff, young children, their families and others.

*Prerequisites: Admission to program or permission of Director and successful completion of prior courses in this emphasis area.*

## **Financial and Legal Aspects of Early Childhood Education Management**

### **ECE 466 5 Credits**

This course explores the financial and legal aspects of child and family service programs. Topics include enrollment management, record-keeping techniques, budgets, salary schedules, and legal and regulatory requirements. Candidates will analyze a program's

financial effectiveness in terms of legal requirements and tax provisions to incorporate necessary strategies for improvement.

## **Staff Development in Early Childhood Education Programs**

### **ECE 467 5 Credits**

This course provides an overview of the administration and management of staff evaluation, training and development. Topics include identifying training and professional development needs; how supervision, evaluation and staff development impact program effectiveness; and how to provide ongoing professional growth and development. Candidates develop processes and plans for staff supervision, evaluation, training, and professional development.

*Prerequisites: Admission to program or permission of Director and successful completion of prior courses in this emphasis area.*

## **Grant Writing and Fund-Raising**

### **ECE 468 5 Credits**

This course provides candidates with the tools to develop positive public relationships and prospective community supporters and donors. Topics include potential income sources, effective fund-raising strategies and grant writing skills. Candidates gain proficiency in using these skills to obtain funds for their early childhood and other educational programs.

*Prerequisites: ECE 463 and ECE 466.*

## **Children With Special Needs**

### **ECSP 421 3 Credits**

This course focuses on the knowledge of, and sensitivity toward, early recognition and intervention of children (birth through eight) with special needs. Topics include definitions and medical descriptions of various disabilities, federal and state regulations, involvement of parents and collaboration with professionals to identify appropriate interventions. Candidates explore issues related to recognition, intervention and educating children with special needs.

## **Developmental Assessment and Early Intervention**

### **ECSP 422 4 Credits**

This course focuses on the skills necessary to use early learning

standards, developmental assessment tools, and standardized screening tests to make sound decisions regarding learning abilities and teaching young children. Topics include curriculum and assessment strategies, local and federal services, placement options, and communication of child assessment information to families, colleagues and intervention specialists. Candidates use assessment data to determine interventions that are developmentally appropriate for young children.

*Course Prerequisites: Admission to program or permission of the Director.*

## **Special Education Laws, Issues and Practices**

### **ECSP 424 3 Credits**

This course examines the legal mandates, policies, procedures and special education issues which impact best practices in both the school and the social services systems. Topics include advocacy, inclusion, least restrictive environment, standardized assessment and transitional services. Candidates will be able to apply the processes and practices used to develop Individual Education Plans (IEP) and Individual Family Service Plans (IFSP) for children with special needs.

## **Characteristics and Needs of Exceptional Children**

### **ECSP 425 3 Credits**

This course examines the characteristics and issues of children with disabilities using the following classifications: developmental delay, speech/language impairment, specific learning disabilities, mental retardation, emotional disturbance, autism spectrum disorders, orthopedic impairments, health impairments, hearing impairments, vision impairments, traumatic brain injury multiple disabilities deaf-blind. Topics include definitions, assessment and evaluation, instructional methods, and processes for working with parents of children with special needs. Students will be able to identify the needs of exceptional children (birth through age eight) and design learning activities that are developmentally and disability appropriate for them.

# COURSE DESCRIPTIONS

## **Classroom Management and Behavior Support**

**ECSP 426** **3 Credits**  
This course explores the impact of teacher behavior, academic task and classroom environment on the development of self-esteem, behavior and achievement of exceptional children. Topics include behavior management models, behavior analysis, data collection, behavioral goals and objectives, and appropriate reinforcement strategies. Candidates will be able to design whole class management systems and individualize positive behavior support plans for exceptional children (birth through eight).

## **Environments and Strategies for Exceptional Children**

**ECSP 427** **3 Credits**  
This course focuses on program models, assessment, instruction, and behavior management of exceptional children in early learning environments. Emphasis is placed on practices, strategies and real-life examples for working with special needs children. Candidates design effective instructional strategies and assessment methods for monitoring child progress.

## **Early Childhood Education/Spec. Ed. Teaming, Collaboration and Transitions**

**ECSP 428** **3 Credits**  
This course explores the spectrum of interpersonal and interactive skills required of the special educator. Topics include communication, conflict resolution, mediation, crisis management and advocacy strategies with students, families and other school or agency professionals. Candidates develop knowledge and skills to effectively collaborate with Individualized Education Program (IEP) team members to develop, implement and evaluate programs and transition plans for individual exceptional children.

## **Seminars for Increasing Capacity for Professional Development**

**ECU 500** **3 Credits**  
Course under development at time of publication.

## **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.

## **Best Practices for Personalized Learning**

**ECU 516** **4 Credits**  
This course provides candidates with opportunities to examine the elements of effective instructional design and assessment for application to curriculum units and other projects in a school setting. Best practices identified through research, academic discourse, and collaboration will be supported by the integration of emerging discoveries in neuro-science, with an emphasis on brain development and its impact on learning and culture. The candidates will produce units of instruction that they can use as practitioners.

## **Academic Inquiry in the Classroom**

**ECU 521** **3 Credits**  
This course deepens the candidate's understanding, language, expectations, and tools for academic discourse, research and reflective professional educator practice. The candidate implements an inquiry project and concludes the process with a presentation.

## **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.

## **Professional Learning Communities**

**ECU 531** **4 Credits**  
This course explores the many facets of Professional Learning Communities and

the ways in which they impact teacher efficacy and student achievement. It emphasizes best practices for community-building, teacher leadership and advocacy. Learning opportunities will synthesize the school learning goals from the candidates' K-12 setting.

## **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.*

## **Writing for Reflexive Practice**

**ECU 540** **3 Credits**  
Course under development at time of publication.

## **Sustaining Student Engagement through Effective Classroom Management**

**ECU 545** **3 Credits**  
Course under development at time of publication.

## **Empowering Student Voice through Storytelling Strategies**

**ECU 550** **4 Credits**  
Course under development at time of publication.

## **Seminars for Increasing that Engage the Adult Learner**

**ECU 555** **4 Credits**  
Course under development at time of publication.



**Professional Learning Strategies that Engage the Adult Learner**

**ECU 560** **3 Credits**

Course under development at time of publication.

**Fundamentals of E-Learning**

**ECU 570** **3 Credits**

Course under development at time of publication.

**Curriculum and Instruction Project**

**ECU 600** **3 Credits**

Course under development at time of publication.

**Theory and Practice in Education**

**EDE 249** **3 Credits**

This course introduces students to the philosophical foundations of the American educational system. Emphasis is placed on the social, historical, moral and political dimensions of school. Candidates will develop a set of values to teach by in order to establish the dispositions of a professional educator.

**Special Education 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.

**Content: Creative Arts Concepts**

**EDE 370A** **2 Credits**

This course focuses on the basic elements,

principles, related concepts, and vocabulary of the creative arts. Emphasis is placed on developing the candidate's familiarity with a variety of art forms and how to integrate them into interdisciplinary lesson plans and unit plans. Candidates will be able to effectively integrate the arts into planning academic curricula for K-8 classrooms.

*Prerequisite: Admission to the BAED Program or Director's permission.*

**Performance: Creative Arts Concepts**

**EDE 370B** **0 Credits**

Course under development at time of publication.

**Math Content:**

**Making Meaning for Math Teachers**

**EDE 400** **3 Credits**

The purpose of this course is to give future teachers the mathematical background necessary to choose and design mathematics lessons. Candidates focus on how students learn mathematics. This course is aimed at that specialized knowledge for teaching, with a focus on whole and rational numbers and linear relationships.

**Health and Fitness Methods**

**EDE 403** **2 Credits**

This course provides an understanding of the potential empowering or limiting effects of health/fitness choices and habits on quality of life, health and lifespan. Topics include exploration into health-related topics as well as candidate development of teaching skills necessary for effective health education and application of physical activities that promote fitness in the K-8 student learning environment.

**Content: Mathematics Concepts**

**EDE 406A** **5 Credits**

The purpose of this course is to explore the teaching and learning of mathematics in grades K-8 and special education settings. The course focuses on concepts, methods and materials that are essential and effective in teaching mathematics to elementary school, middle school, and special education students. 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. 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.

**Performance: Mathematics Concepts**

**EDE 406B** **0 Credits**

This is the performance task for the Content: Mathematics Concepts in the undergraduate Teacher Certification Program. This course provides candidates with the opportunity to demonstrate specific strategies for differentiating mathematical instruction. Practical application includes designing instructional plans and delivering instruction to support mathematics development for all learners.

*Course Prerequisites: Completion of EDE 406A.*

**Content: Inquiry in Science & Social Studies Methods**

**EDE 410A** **4 Credits**

Teacher certification candidates demonstrate competency in an inquiry-based approach to teaching Science and Social Studies. Candidates apply the cycle of inquiry to the essential components of Science and Social studies-concepts, knowledge, understanding, skills, reasoning, product development and dispositions. The course is designed to provide prospective teachers with inquiry-oriented, reflective learning experiences that have direct classroom applications and transform student learning.

*Prerequisites: Admission to Bachelor of Arts in Education program or Program Director permission.*

**Performance: Social Studies Concepts and Methods**

**EDE 410B** **2 Credits**

This course is a foundation instructional methods course designed to allow dual endorsement alternative routes candidates in elementary and special education to demonstrate competency in social studies instruction. In this companion course to EDE/SPED 410A, participants develop an integrated unit

# COURSE DESCRIPTIONS

of study emphasizing collaboration, cooperation, and connection to the community beyond the school.

## **Reflective Seminar I**

**EDLD 641**

**1 Credit**

This reflective seminar is the first of three that engages the candidate in analyzing, synthesizing, and evaluating progress toward mastering the entry-level knowledge, skills, dispositions, roles and responsibilities of a superintendent. The candidate focuses on the instructional aspects of a school system while continuing to develop a certification portfolio using standards-based assessment data and evidence, and reflections on professional growth experiences. Experienced school system administrators, attorneys, and superintendents join with the instructor in conducting this seminar.

## **Reflective Seminar II**

**EDLD 642**

**1 Credit**

This reflective seminar is the second of three that engages the candidate in analyzing, synthesizing, and evaluating progress toward mastering the entry-level knowledge, skills, dispositions, roles and responsibilities of a superintendent. The candidate focuses on the instructional aspects of a school system while continuing to develop a certification portfolio using standards-based assessment data and evidence, and reflections on professional growth experiences. Experienced school system administrators, attorneys, and superintendents join with the instructor in conducting this seminar.

## **Reflective Seminar III**

**EDLD 643**

**1 Credit**

This reflective seminar is the third of three that engages the candidate in analyzing, synthesizing, and evaluating progress toward mastering the entry-level knowledge, skills, dispositions, roles and responsibilities of a superintendent. The candidate focuses on the instructional aspects of a school system while continuing to develop a certification portfolio using standards-based assessment data and evidence, and reflections on professional growth experiences. Experienced school system administrators, attorneys, and superintendents join with the instructor in conducting this seminar.

## **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.

## **Executive Academy for Visionary Leadership in Educational Reform**

**EDLD 651**

**4 Credits**

The Executive Academy for Visionary Leadership and Educational Reform examines the work of the Superintendent and the executive leadership team as they focus on creating and sustaining a high-performance school system. Students study powerful processes for creating and implementing shared visions and planning for educational reform efforts. They learn strategies to involve key stakeholders and develop knowledge and skills for system-wide leadership.

## **Advanced Seminar in Supervision and Instructional Leadership**

**EDLD 652**

**3 Credits**

This course prepares candidates to apply tools and strategies to support design or re-design of school system structures to ensure that all children meet academic standards. The course focuses on best practices for school system leaders to envision, plan and implement district level initiatives to increase student achievement. Leadership for Learning, on the part of adults and students, is emphasized as one of the core practices of the effective instructional leader.

## **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 to 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.

## **Policy, Governance and Community**

**EDLD 656**

**3 Credits**

This course is designed to prepare candidates to lead 21st Century school systems in the areas of policy, governance, and community. School system executive leadership includes ethical and effective communication and mobilization of organizational, family, and-community members. Policy formation and implementation is an important aspect of executive leadership. Superintendent success depends upon board relationships, community involvement, and an understanding of policy development and implementation.

## **Executive Leadership 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.

**Executive Academy in Transformational Leadership**  
**EDLD 659** **4 Credits**

The Executive Academy focuses on the role of the superintendent and executive leader in providing systemic change. Instructors and expert presenters share how school system leaders promote extraordinary reforms, maintain accountability, and achieve significant improvements in teaching and learning. Candidates share transformational

change goals, strategies and action plans. They examine the work of superintendents and their leadership teams in fostering long-lasting change in high-performance school systems.

*Course Prerequisites: EDLD 651, 652, 654, 656*

**Entry and Pre-Assessment Seminar**  
**EDLD 670** **2 Credits**

This course introduces the ISLLC standards, domains, and professional certification benchmarks and process for administrator professional certification. Candidates complete a developmental assessment, which includes an assessment of leadership experiences, knowledge, skills, performances, and dispositions. As part of an electronic professional certification portfolio, candidates develop a professional growth plan that launches the growth process.

**Practicum I and Reflective Seminar**  
**EDLD 671** **1 Credit**

The practica and reflective seminars are designed to help candidates integrate standards-driven, job-embedded professional growth experiences with performance-based evidence and integrated products personalized with the support of a coach and mentor. The professional growth process is developmental. Candidates are expected to attain higher levels of competence.

*Course Entry Requirements: EDLD 670 Entry and Pre-Assessment Seminar.*

**Practicum II and Reflective Seminar**  
**EDLD 672** **1 Credit**

The practica and reflective seminars are designed to help candidates integrate standards-driven, job-embedded professional growth experiences with performance-based evidence and integrated products personalized with the support of a coach and mentor. The professional growth process is developmental. Candidates are expected to attain higher levels of competence.

*Course Entry Requirements: EDLD 670 Entry and Pre-Assessment Seminar.*

**Practicum III and Reflective Seminar**  
**EDLD 673** **1 Credit**

The practica and reflective seminars are designed to help candidates integrate standards-driven, job-embedded professional growth experiences with

performance-based evidence and integrated products personalized with the support of a coach and mentor. The professional growth process is developmental. Candidates are expected to attain higher levels of competence.

*Course Entry Requirements: EDLD 670 Entry and Pre-Assessment Seminar.*

**Culminating Seminar and Pro-Certification Portfolio**  
**EDLD 674** **1 Credit**

This course allows candidates to demonstrate professional growth in leadership capacity and effectiveness as a school leader through preparation for and presentation of standards-driven, performance-based, personalized integrated products and electronic professional certification portfolio. Candidates will present to seminar participants and to a State of Washington Assessment Panel. Upon successful completion of the seminar, the candidate is recommended for professional certification by the program director.

*Course Entry Requirements: EDLD 670 Entry and Pre-Assessment Seminar.*

**Pre-Internship Assessment and Assessment Seminar**  
**EDLD 680** **2 Credits**

This seminar initiates the Superintendent Certification Program’s internship experience. Students begin the development of a certification portfolio, complete a developmental assessment, and draft a professional growth plan in preparation for the internship. Interns, mentors, and coaches engage in collaborative activities to finalize the professional growth plan for Internship I, II and III.

**Internship I**  
**EDLD 681** **2 Credits**

The internship engages the candidate in mastering the entry-level knowledge, skills, dispositions, roles and responsibilities of a superintendent. The internship consists of a minimum of 720 hours mentored by a school system executive and spans a school year. The internship engages the candidate in the foundations of school system administration: culture, teamwork, problem-solving, decision-making, and leadership. The candidate develops a certification portfolio using standards-based assessment data and evidence,

# COURSE DESCRIPTIONS

and reflections on professional growth experiences. Professional growth plans and assessments are correlated to national, regional, and local standards for superintendent certification.

## **Internship II**

**EDLD 682** **2 Credits**

This internship is the second of three that engages the candidate in mastering the entry-level knowledge, skills, dispositions, roles and responsibilities of a superintendent. This internship consists of a minimum of 240 hours mentored by a school system executive and spans a quarter of a year. The internship engages the candidate in the foundations of school system administration: culture, teamwork, problem-solving, decision-making, and leadership. The candidate develops a certification portfolio using standards-based assessment data and evidence, and reflections on professional growth experiences. Professional growth plans and assessments are correlated to national, regional, and local standards for superintendent certification.

## **Internship III**

**EDLD 683** **2 Credits**

This is the third of three internships. The internship engages the candidate in mastering the entry-level knowledge, skills, dispositions, roles and responsibilities of a superintendent. The internship consists of a minimum of 240 hours mentored by a school system executive and spans a school year. The internship engages the candidate in the foundations of school system administration: culture, teamwork, problem-solving, decision-making, and leadership. The candidate develops a certification portfolio using standards-based assessment data and evidence, and reflections on professional growth experiences. Professional growth plans and assessments are correlated to national, regional, and local standards for superintendent certification.

## **Culminating Seminar and Portfolio Presentation**

**EDLD 684** **1 Credit**

The Culminating Seminar features the candidate's presentation of the completed superintendent certification portfolio to a panel of experienced school district executives, administrators, and superintendents. Candidates

will demonstrate and explain how they have developed capacity for greater leadership while meeting the benchmarks for each standard. The assessments for this course correlate the candidate's experiences, knowledge, skills, performances, and dispositions to national, regional, and local standards for superintendent certification.

## **American School Law and Issues in Special Populations**

**EDU 308** **3 Credits**

This course examines public school law with an emphasis on the rights and responsibilities of students and teachers. Candidates analyze current issues and case studies specific to public education, special education and the education of recent immigrants for positive inclusion in a public school. Candidates learn professional boundaries, procedures, and resources to maintain a safe environment for teaching and learning.

## **Multicultural Education**

**EDU 313** **2 Credits**

This course provides 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 context of their own socio-cultural 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. This course promotes the candidate's sensitivity, acceptance, and ability to self-reflect in regards to issues related to diversity and inspires the candidate to do the same with his/her students. 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.

## **Integrated Technology**

**EDU 317** **1 Credit**

This course provides an opportunity for candidates to become acquainted with the concepts and skills for the integration of technology into the classroom, to other courses and in field

experiences. It examines current issues and trends in educational technology as used in K-8 schools. Candidates explore technology hardware and various types of educational software with emphasis on integrating technology across the K-8 curriculum.

## **Content: Instructional Strategies P-12**

**EDU 320A** **5 Credits**

This course examines the basic principles of quality instructional design and delivery. Topics include personalized learning as well as instructional strategies that promote learning experiences and enable both teacher and student to monitor learning progress. Candidates develop foundational understandings of how to prepare to teach a class when they have their own classrooms.

## **Performance: Instructional Strategies P-12**

**EDU 320B** **0 Credits**

This course represents the companion performance task for EDU 320A Instructional Strategies P-12, taken earlier in the program. Focus topics include planning tasks, student engagement tasks, and assessment tasks aligned with the Washington State Teacher Performance Assessment. These state-required "teaching event tasks" serve to ensure all teachers entering the field of education in Washington State demonstrate an appropriate level of teaching proficiency.

## **Introduction to Field Experience**

**EDU 350** **1 Credit**

This course focuses on acquainting students with the resources, documents and peer interaction skills they will use during the course of their educational program. Emphasis is placed on becoming familiar with available professional resources, essential professional dispositions and collaboration skills. Practical application of this knowledge will assist students in successfully accessing needed resources during their educational program and developing professional competency.

## **Internship I**

**EDU 351** **1 Credit**

In this first field experience, candidates complete at least 20 half-days in a school placement with guidance of a cooperating teacher and field supervisor.

Topics include essential dispositions and skills in planning for instruction, engaging students, and assessing learning. Completion of this introductory internship provides candidates field-based perspectives and reflection skills needed to improve performance in this and following field experiences.

*Prerequisite: Admission to the Bachelor of Arts in Education Program or permission of the Director.*

## **Internship II**

### **EDU 352 1 Credit**

In this second developmental field experience, candidates complete a minimum of 25 half-days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. Topics include classroom duties; establishing a learning environment; working with individual students, small groups, and the whole-class; collaborative planning, instruction, and assessment; evidence of student learning; and developing collaboration and problem-solving skills. To build capacity regarding residency endorsement competencies, candidates plan and teach a minimum of 10 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

*Prerequisites: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of Internship I or equivalent.*

## **Internship III**

### **EDU 353 1 Credit**

In this third developmental field experience, candidates complete a minimum of 25 half-days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. Related topics include establishing a learning environment; collaborative planning, instruction, and assessment; evidence of student learning; and developing collaboration and problem-solving skills. To build capacity regarding residency endorsement competencies, candidates plan and teach a minimum of 10 lessons or activities, record and analyze a video of their own teaching, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

*Prerequisites: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of Internship II or equivalent.*

## **Seminar I**

### **EDU 361 0 Credits**

In this reflective seminar course that accompanies Internship I, candidates prepare for the field experience and reflect upon their classroom observations and experiences. Topics addressed in seminars and individual conferences include: orientation to the field experience, reflective journaling, essential dispositions, sharing and reflecting upon field experiences, professional development planning, professional writing, introduction to the evidence-based portfolio, and characteristics of quality evidence. Completion of this seminar course provides candidates deeper understanding of their own and other candidates' field experiences as the basis for improving performance.

*Prerequisite: Admission to the Bachelor of Arts in Education Program or permission of the Director.*

## **Seminar II**

### **EDU 362 0 Credits**

In this reflective seminar course that accompanies Internship II, candidates prepare for the field experience, reflect upon their classroom observations and experiences, and acquire familiarity with requirements of capstone project and summative assessments. Topics addressed in seminars and individual conferences include: orientation to the field experience, completing written assignments for maximum value, essential dispositions, sharing and reflecting upon field experiences, professional development planning, professional writing, quality evidence, building an evidence-based portfolio, and the State's assessment of preservice teachers. Completion of this seminar course provides candidates deeper understanding of their own and other candidates' field experiences as the basis for improving performance.

*Prerequisites: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of Seminar I or equivalent*

## **Seminar III**

### **EDU 363 0 Credits**

In this reflective seminar course that accompanies Internship III, candidates prepare for the field experience, reflect upon their classroom observations and experiences, and develop skills needed

to complete program summative assessments. Topics addressed in seminars and individual conferences include: orientation to the field experience, endorsement competencies, essential dispositions, producing and using videos of candidate lessons, sharing and reflecting upon field experiences, professional development planning, professional writing, quality evidence, building an evidence-based portfolio, academic language, and the State's assessment of preservice teachers. Completion of this seminar course provides candidates deeper understanding of their own and other candidates' field experiences as the basis for improving performance.

*Prerequisites: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of Seminar II or equivalent*

## **Content: Classroom Management**

### **EDU 383A 3 Credits**

This course is an introduction to theories and practice of classroom management. Emphasis is placed on candidate practice of skills and strategies necessary to establish and maintain classroom communities that will support student learning and human relationships.

## **Performance: Classroom Management**

### **EDU 383B 0 Credits**

This course represents the companion performance task for EDU 383A, Classroom Management, taken earlier in the program. Focus topics include student involvement in establishing classroom norms and families as partners in the educational process. Demonstration of candidate ability to connect to both students and families as a pre-service teacher, prepares candidates for greater success when managing their own future classrooms and establishing effective learning environments.

## **Content: Student Assessment & Evaluation**

### **EDU 404A 3 Credits**

This course is a required foundations course for all candidates in the Bachelor of Arts in Education Teacher Preparation Program. The course focuses on the usage of assessment in educational decision making as well as formative and summative classroom assessment and

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the necessary foundations, strategies, and understandings to assess and evaluation student learning and promote student self assessment. Emphasis is placed on the skills necessary to make data-driven decisions and how these decisions impact instruction, curriculum, and services. Practical application of this knowledge will enable the candidate to use assessment in making placement and instructional decisions as well as assist students in the classroom in monitoring and assess their own learning.

## **Performance: Student Assessment & Evaluation**

### **EDU 404B 0 Credits**

This course is the performance companion course to EDU 404A Content: Student Assessment & Evaluation. The course focuses on application of assessment practices in the classroom setting. Practical application of this knowledge will enable candidates to use assessment in making placement and instructional decisions, assist students in monitoring and assessing their own learning and communicate assessment results to support and enhance learning.

*Prerequisite: Successful completion of EDU 404A  
Content: Student Assessment & Evaluation*

## **Internship IV**

### **EDU 470 4 Credits**

Apprenticeship I

## **Seminar IV**

### **EDU 471 4 Credits**

Apprenticeship II and Student Teaching

## **Student Teaching in Elementary Education**

### **EDU 480 10 Credits**

Course under development at time of publication.

## **Seminar: Student Teaching in Elementary Education**

### **EDU 481 0 Credits**

Course under development at time of publication.

## **Student Teaching in Specialized Content**

### **EDU 485 10 Credits**

Course under development at time of publication.

## **Apprenticeship I - Internship**

### **EDU 486 0 Credits**

Internships are structured experiences in K-12 school settings. These experiences provide an opportunity to practice the skills they are learning in class. In addition, they are formally evaluated on their performance by a field supervisor. This evaluation is given to the instructor of the corresponding Seminar class and used as one of the grading factors in that class.

## **Performance Portfolio I**

### **EDU 490 0 Credits**

Performance Portfolio I

## **Performance Portfolio II**

### **EDU 491 0 Credits**

Performance Portfolio II

## **Performance Portfolio III**

### **EDU 492 0 Credits**

Performance Portfolio III

## **Positive Impact on Student Learning: Project**

### **EDU 495 1 Credit**

Course under development at time of publication.

## **Special Topics: Internship**

### **EDU 498 1-12 Credits**

Special Topics: Internship

## **Independent Study**

### **EDU 499 1-5 Credits**

Independent Study

## **Academic Inquiry and Action Research**

### **EEA 512 3 Credits**

This course introduces the research process including practical action research. Topics include reflection, practice, and analysis of information from references and formal published research, and examination of the principles of action research to determine how educators can effectively apply them in their place of work. Using technology, students will evaluate research and conduct a formal review of the literature on a selected research topic related to making a positive impact on student learning.

## **Current and Historical Educational Perspectives**

### **EEA 514 3 Credits**

This course focuses on students examining the philosophical, historical, political, and sociological foundations of education and the impact of these interrelated dynamics on current instructional decisions. Students investigate some aspect of each of these foundations and relate it to professional practice in their professional learning community. In this course, students are able to analyze educational practice from a variety of perspectives and consider communication with diverse audiences.

## **Professional Growth, Assessment, and Practicum**

### **EEA 516 3 Credits**

In this course, students complete a self-assessment of their current knowledge and skills related to educational practice in a school setting. Topics covered in professional development, reflection, certification standards, and collegial network. Established in this course are the standards for graduate level academic products, discourse, and collegial support essential for success in the M.Ed. program. This course supports the students' self-assessment and analysis of their instructional context, and Professional Growth Plan for leadership.

## **Technology for School Leaders**

### **EEA 520 3 Credits**

This course introduces students to technology literacy and applications in order to find, evaluate, and apply information to inform and improve student learning and teacher pedagogy. Students use digital tools to gather, evaluate, and use information in order to plan and conduct quality research, manage projects, solve problems, and make informed decisions. Applications include the electronic portfolio, instructional and curricular decisions, research and assessment, assistance to teachers, and the impact of technology on school and societal change.

## **Educational Leadership**

### **EEA 521 3 Credits**

Dynamics of educational leadership emphasized in this course include: developing the student's capacity to

positively impact student learning, moral leadership; transformational leadership; the ethical use of power and influence; respect for diversity and multiculturalism; resilient leadership; shared decision-making and the power of professional learning communities; embracing learning rather than teaching as a school's mission; and the relationship of public policy to education in a democratic society. Each student will create a Professional Growth Plan to guide participation in the Educational Leadership Program. The student will be able to start a portfolio that not only includes the Professional Growth Plan, but other data including a self-assessment on competencies for administrator certification.

### **Teaching, Learning, and Assessment**

#### **EEA 523 3 Credits**

In this course, students learn to design, implement, assess, and evaluate student learning and teacher pedagogy. Students learn about state and national professional teaching standards and pedagogical assessments to evaluate and guide teachers along the career continuum: pre-service, beginning, teacher assistance programs, professional certification, and career-long professional development. Students will build capacity to make a positive impact on teaching and learning in their schools.

### **School Law**

#### **EEA 524 3 Credits**

This course examines the legal role, responsibility, and authority of school leaders. The leader is responsible for the rights of students, parents, and personnel; responsibilities of school personnel 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; collective bargaining; and program management. The student will build capacity to apply legal regulations to the educational setting.

### **School Finance/Operations**

#### **EEA 525 3 Credits**

In this course, school leaders develop an understanding of how schools are financed and knowledge of best

practices in the acquisition of resources, budgeting, accounting, and the fiscal stewardship of the school's human and financial resources. Training includes the formulation of the budget, the development of budget priorities, the administration of budget expenditures, and administration of the school's facilities and financial resources. Students become knowledgeable about the budgeting process and the school financial management responsibilities of the school leader.

### **Change Management**

#### **EEA 526 3 Credits**

This course prepares students to become facilitators of change management through continuous school improvement. Students study and experience practical strategies for managing change processes associated with continuous school improvement that involve. They assess and analyze student achievement data, creating collaborative school cultures, and designing change initiative action plans. Students will build a School Leader's Toolbox equipped with research-based strategies.

### **Human Resource Management In Education**

#### **EEA 527 3 Credits**

This course is designed to provide students with the knowledge and skills of personnel management. Topics include human resources management systems in employee recruitment, performance appraisal, staff and program assessment, and the supervision and development of certificated and classified employees. The students will apply best practices in human resources management.

### **Supervision Of Instruction**

#### **EEA 533 3 Credits**

In this course, students develop leadership skills in effective school improvement planning and instructional supervision processes. Students examine what exemplary school leaders do to create: a vision for success; a focus on teaching and learning; a continuous shared decision making process that involves all stakeholders; and a code of ethics that develops and sustains a climate of trust and the protection of the rights of all students, families, and staff. Students evaluate a school and/

or school system improvement process and become familiar with research-based strategies for increasing student achievement, data-driven backward-design curriculum processes, shared site-based decision-making, and pathways for promoting the achievement of all members of the learning community.

### **Conflict Management and Community Relations**

#### **EEA 537 3 Credits**

This course explores the role of the educational leader in establishing and maintaining a positive school climate that is respectful of the school community. It is designed to facilitate the application of conflict management theory within the school setting for a variety of formal leadership roles including that of the principal and human resources administrator. Students will be able to apply systemic two to three models of conflict management, resolution, negotiation, and problem solving involving interpersonal and group processes.

### **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

# COURSE DESCRIPTIONS

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.

## **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 (mentorship and coaching)**

### **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 Perspective: Educational Best Practice**

### **EEA 554 3 Credits**

Candidates evaluate a number of leadership and organization theories and their application to educational settings. Local district and provincial education laws and ethical standards are analyzed in light of accountability and their applicability to leadership theories. Comparisons are made to global education practices and innovative ways to incorporate best practices in local settings. This course explores effective strategies and planning in teaching, learning and education in general. Emphasis is placed on what works (best practices) in teaching, learning and leading.

## **Servant Leadership and Citizenship**

### **EEA 555 3 Credits**

Course under development at time of publication.

## **Special Topics: Educational Admin**

### **EEA 596 1-3 Credits**

This is a special course offered in the field of Educational Administration from syllabi approved by the City University Academic Curriculum Committee. Normally offered as part of a special emphasis or to respond to unique teaching/learning situations. Prerequisites may be required.

## **Graduate Seminar: Educational Admin**

### **EEA 597 1-3 Credits**

Graduate Seminar: Educational Admin

## **Independent Study: Educational Admin**

### **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.*

## **Master's Degree Project and Presentation**

### **EEA 600 3 Credits**

EEA 600 is an action research project and presentation. The project for the M.Ed. degree in Educational Leadership demonstrates the application of skills and knowledge designed to address the "Problem Statement" in the professional setting.

## **Educational Leadership Portfolio, Presentation, and Action Research**

### **EEA 601 3 Credits**

EEA 601 is a degree portfolio and presentation that provides quality evidence 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. In addition, the student writes an action research proposal or conducts the data collection and completes the final analysis of the action research project proposed in EEA 512..

## **Reflective Seminar I**

### **EEA 605 1 Credit**

These courses, Internships I, II, and III (3 credits each) together with Reflective



Seminars I, II, and III (one credit each) engage the administrator certification student in applying and practicing the entry-level knowledge, skills, dispositions, roles and responsibilities of the K-12 principal and program administrator in the field. Students receive advanced instruction and practicum in learning the complex administrator roles and responsibilities through mentored and supervised experiences with respected educational leaders. Students build capacity as educational leaders by collaboratively maintaining and reflecting upon developmental assessments and professional growth plans with their mentors and field supervisors.

### **Reflective Seminar II**

**EEA 606** **1 Credit**

These courses, Internships I, II, and III (3 credits each) together with Reflective Seminars I, II, and III (one credit each) engage the administrator certification student in applying and practicing the entry-level knowledge, skills, dispositions, roles and responsibilities of the K-12 principal and program administrator in the field. Students receive advanced instruction and practicum in learning the complex administrator roles and responsibilities through mentored and supervised experiences with respected educational leaders. Students build capacity as educational leaders by collaboratively maintaining and reflecting upon developmental assessments and professional growth plans with their mentors and field supervisors.

### **Reflective Seminar III**

**EEA 607** **1 Credit**

These courses, Internships I, II, and III (3 credits each) together with Reflective Seminars I, II, and III (one credit each) engage the administrator certification student in applying and practicing the entry-level knowledge, skills, dispositions, roles and responsibilities of the K-12 principal and program administrator in the field. Students receive advanced instruction and practicum in learning the complex administrator roles and responsibilities through mentored and supervised experiences with respected educational leaders. Students build capacity as educational leaders by collaboratively

maintaining and reflecting upon developmental assessments and professional growth plans with their mentors and field supervisors.

### **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 620** **3 Credits**

These courses, Internships I, II, and III (3 credits each) together with Reflective Seminars I, II, and III (one credit each) engage the administrator certification student in applying and practicing the entry-level knowledge, skills, dispositions, roles and responsibilities of the K-12 principal and program administrator in the field. Students receive advanced instruction and practicum in learning the complex administrator roles and responsibilities through mentored and supervised experiences with respected educational leaders. Students build capacity as educational leaders by collaboratively maintaining and reflecting upon developmental assessments and professional growth plans with their mentors and field supervisors.

### **Internship II**

**EEA 621** **3 Credits**

These courses, Internships I, II, and III (3 credits each) together with Reflective Seminars I, II, and III (one credit each) engage the administrator certification student in applying and practicing the entry-level knowledge, skills, dispositions, roles and responsibilities of the K-12 principal and program administrator in the field. Students

receive advanced instruction and practicum in learning the complex administrator roles and responsibilities through mentored and supervised experiences with respected educational leaders. Students build capacity as educational leaders by collaboratively maintaining and reflecting upon developmental assessments and professional growth plans with their mentors and field supervisors.

### **Internship III**

**EEA 622** **3 Credits**

These courses, Internships I, II, and III (3 credits each) together with Reflective Seminars I, II, and III (one credit each) engage the administrator certification student in applying and practicing the entry-level knowledge, skills, dispositions, roles and responsibilities of the K-12 principal and program administrator in the field. Students receive advanced instruction and practicum in learning the complex administrator roles and responsibilities through mentored and supervised experiences with respected educational leaders. Students build capacity as educational leaders by collaboratively maintaining and reflecting upon developmental assessments and professional growth plans with their mentors and field supervisors.

### **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

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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.

## **Leadership Internship III** **EEA 633** **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 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 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 students 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.

## **Leadership 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 students experiences with reflections and a professional portfolio of the students 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.

## **Leadership 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 students experiences with reflections and a professional portfolio of the students 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.

## **Introduction to School Counseling** **EGC 501** **3 Credits**

This foundational course provides an overview of the comprehensive

school counseling model, delivery, management, and accountability systems. Emphasis is placed on the evolving role of school counselors in the areas of system support, guidance curriculum, individual planning and responsive services. Candidates will learn the roles and responsibilities of school counselors and create a Professional Growth Plan.

## **Societal Issues/Counseling**

### **EGC 502 3 Credits**

This course explores societal issues that affect children and families in our rapidly changing world. Emphasis is placed on the counselor's response to child abuse, suicide, gangs, gender identity, violence, poverty, homelessness, the achievement gap, and dropout prevention. Candidates will explore the legal and ethical responsibilities of the schools related to these issues. Candidates will integrate resilience and protective factors in the school counseling programs.

## **Child-Adolescent Growth and Development**

### **EGC 503 3 Credits**

This course describes developmental norms in children and adolescents within the context of historic and current theoretical models. Candidates will apply theories to their school counseling practice in order to foster student success and resilience, and provide guidance to parents and teachers about developmentally appropriate practices which strengthen student learning. Strategies for optimizing learning and retention are explored and practiced in light of current brain research.

*Course Entry Requirements: EGC 501 Introduction to School Counseling.*

## **Counseling Theory and Practice**

### **EGC 504 4 Credits**

This course investigates major theories of counseling and their application to the role of a school counselor. Emphasis is placed on counseling techniques and skills, contributions and limitations to multicultural counseling and the American School Counselor Association's Ethical Standards. Candidates master elements of counseling theories and apply them to professional practice.

## **Group Counseling Theory and Practice**

### **EGC 505 3 Credits**

This course examines the utilization of group work in K-12 school settings to support student success. Emphasis is placed on both small and large groups, classroom guidance lesson planning, implementation, and evaluation. Candidates will facilitate effective adult and student groups and identify quality guidance curriculum.

## **Family Structures**

### **EGC 506 3 Credits**

This course examines the impact of family structures and parenting on the K-12 student. Emphasis is placed on parenting theories, model parenting programs, community agency referrals, and techniques to encourage parental involvement in education. Candidates will learn to view students with a systems perspective, practice healthy communication skills and identify interventions that strengthen families.

## **Career Counseling and Information Services**

### **EGC 507 3 Credits**

This course examines how to increase student motivation through self and career awareness, decision making strategies and career life planning processes. Topics include career development theory, career inventories, referral resources, career day activities and guidance presentations. Candidates will be able to develop career information units, plan career day programs, and help students discover the relevance of school work to future aspirations.

## **Counseling Testing and Appraisal**

### **EGC 508 3 Credits**

This course is designed to provide candidates with measurement tools that assess academic achievement, aptitude, psychosocial norms, and career and vocational interest. Principles of assessment, interpretation of results, behavioral observations, case studies, and cumulative file evaluation are included in class studies and activities from the candidate's internship practicum. Candidates develop case

studies, begin their action research, participate in child study teams at the schools and interpret cumulative files.

*Course Prerequisites: EGC 501.*

## **Health Issues in Schools**

### **EGC 509 3 Credits**

This course investigates health issues that affect students in the schools. Emphasis is placed on such issues as attention-deficit/hyperactivity, autism, substance abuse, psychotic disorders, anxiety disorders and peer problems as they create barriers to learning. Candidates explore the design and application of systemic interventions which assist student learning. Related legal and ethical issues will be investigated.

## **Leadership for Change**

### **EGC 510 3 Credits**

This course provides the opportunity for candidates to understand the leadership role of the school counselor and consolidate their knowledge and skills. Emphasis is placed on the ASCA model, change theories, the school improvement process, leadership traits, traits of highly effective schools and systems thinking. Candidates will evaluate school improvement plans and create an action plan that address the achievement gap.

*Course Entry Requirements: Candidates must have completed the majority of course work in Guidance and Counseling before taking this course.*

## **Guidance and Counseling Culminating Seminar**

### **EGC 513 3 Credits**

In this capstone course, candidates reflect and synthesize their learning. They assemble and present quality evidence of their knowledge, skills and dispositions related to the counseling standards, present their action research and review school counseling scenarios. The course fosters candidates' employability skills, expand learning through reflection and mastery of the twelve school counselor standards.

## **Counseling Practicum**

### **EGC 514 1 Credit**

This course focuses on skills used in school counseling. Through guided practice, candidates translate theory into practice and expand their skill

# COURSE DESCRIPTIONS

sets to include a variety of counseling approaches. Candidates will be prepared to meet the clients' needs with appropriate interventions.

*Prerequisites: EGC 620 and EGC 515.*

## **Counseling Practicum**

### **EGC 515 2 Credits**

This course focuses on the specific skills which comprise the foundation of school-based counseling. The brief counseling model is reviewed. The solution focused approach is introduced. Through guided practice, candidates will gain increasing mastery of counseling skills to use in their field experiences.

## **Tools for Academic Inquiry**

### **EGC 516 3 Credits**

This course introduces candidates to the wealth of information and tools that are the foundation of graduate study. Candidates use the inquiry process to collect evidence, evaluate interventions and become an effective researcher. They learn how to turn knowledge into useful information to inform their practice as a school counselor.

## **Comprehensive Guidance Counselling**

### **EGC 520 3 Credits**

This class gives the school leader an overview of how an well-organised 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

## **Conflict Management**

### **EGC 522 3 Credits**

This course focuses on the role of the school leader in establishing and

maintaining a positive climate respectful of the many constituencies and points of view that make up a school and district's stakeholders. Particular attention is given to the dynamics of communication, ways to address interests of involved parties within the structure of the school, and strategies for building trust and confidence within the school community. Core concepts studied are: counseling and communication theories, processes and strategies related to children in elementary, middle, and secondary schools and their parents; skills in group interaction; problem solving and consultation; counseling exceptional children; confidentiality; and interest-based negotiation skills.

## **Current Issues in Education**

### **EGC 526 3 Credits**

This course examines both historical and current issues in education which affect student learning. Topics include pressing issues in education today such as charter schools, the achievement gap, standards and the use of technology. School counseling candidates gain a better understanding of the school context, effective teaching practices, and the controversies surrounding education. Upon successful completion, candidates earn their Issues of Abuse Certificate.

## **Individual Counselling Theory and Practice**

### **EGC 530 3 Credits**

Candidates explore theories of individual counselling applicable to school-based practice, 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.

*Course Prerequisites: Admittance to the MEd Leadership and School Counselling program or by approval of the Program Coordinator/Director.*

## **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 Counselling and Management**

### **EGC 536 3 Credits**

Students gain an overview of group counselling theories, stages of group development, and the management of group processes. Research skills are developed in the identification and evaluation of group counselling needs within the school. Students study and write plans for small group counselling sessions related to specific identified need areas that are developmentally and culturally appropriate for participants. Ethical approaches are discussed and investigated.

## **Mental Health Issues in Schools**

### **EGC 539 3 Credits**

Students gain an understanding of the developmental and ecological context of individual challenges as contrasted with models of normal development. Students study the mental health issues in schools for children and adolescents, mental health, crisis issues and social deviancy. Diagnostic classification systems are introduced (e.g. the Diagnostic and Statistical Manual of Mental Disorders 4th edition) with the view of student's becoming familiar with its application. Students will explore their personal perspectives that influence practical approaches when working with students, parents, and colleagues and consider the applicability of diagnostic tools for diverse populations.

## **Assessment and Evaluation in Counselling**

### **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 Counselling and Information Services**

**EGC 545** **3 Credits**

Students identify how knowledge of the world of work, career opportunities, and information services is relevant to academic and social counselling in the public schools. Students study educational and career decision-making, values, and information services as applied equitably to diverse groups.

## **Multicultural Counseling**

**EGC 596** **3 Credits**

This course is designed to build multicultural counseling competencies for success in working with all students. Focus will be placed on the principles of effective multicultural development: awareness, knowledge, and skills. Candidates engage in a cultural self-evaluation; investigate community cultures and issues; research resources that promote resilience and support for students in schools and research strategies that are culturally specific. This course will increase candidates' abilities to work effectively with all students.

## **Graduate Seminar In Guidance & Counseling**

**EGC 597** **1-3 Credits**

Graduate Seminar In Guidance & Counseling

## **Independent Study/ 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.*

## **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 counsellor'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.

## **Internship II**

**EGC 607** **3 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 counsellor'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.

## **School Counselling Internships**

**EGC 609** **3 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 counsellor'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.

# COURSE DESCRIPTIONS

## Counseling Practicum

### **EGC 620** **1 Credit**

This course focuses on the specific skills which comprise the foundation of school-based counseling. The brief counseling model includes empathy, reflective listening, identifying feelings, and paraphrasing. Through guided practice, candidates will gain increasing mastery of counseling skills to use in their field experiences.

## Internship I

### **EGC 632** **1 Credit**

The school counseling internship is a sequential, mentored, and integrated field experience. This is the first phase of internship as candidates observe and reflect on the ASCA comprehensive school counseling model in the K-12 setting. The role of the school counselor is explored in multiple settings, including schools serving high needs' populations. Upon completion, candidates continue their internship with hands-on counseling activities under the guidance of a cooperating counselor in the school and a university field supervisor.

*Course Prerequisites: Cleared Fingerprints.*

## Internship II

### **EGC 633** **2 Credits**

Having completed the observation segment of the internship series, the candidates now practice skills relevant to the school counseling role. Candidates are mentored by a cooperating counselor and overseen by a university field supervisor. Emphasis is placed on skill development and exploration of legal and ethical issues. Candidates learn individual planning, systems intervention, responsive services and guidance curriculum.

*Course Prerequisites: EGC 632 Fingerprint Clearance.*

## Internship III

### **EGC 634** **2 Credits**

Having completed Internship II, candidates continue to practice skills relevant to the school counseling role. This course provides support and a framework to prepare for certification during candidates' placement in schools. Candidates are mentored by a cooperating counselor and overseen by a university field supervisor. Emphasis is placed on skill development and exploration of legal and ethical issues.

Candidates practice individual planning, systems intervention, responsive services and guidance curriculum.

## Internship IV

### **EGC 635** **2 Credits**

This is the culminating experience of the internship sequence. Candidates hone skills relevant to the school counseling role and consistently show independent competence during work at their placement site. This course provides support and a framework for the completion of requirements necessary for certification. Candidates are mentored by a cooperating counselor and overseen by a university field supervisor. Emphasis is placed on fine-tuning skill development and exploration of legal and ethical issues. Candidates demonstrate mastery in delivering individual planning, systems intervention, responsive services and guidance curriculum.

*Prerequisites: EGC 633, 634 or Program Director permission.*

## Project and Presentation

### **EGC 640** **3 Credits**

For the "Project" option, the implementation is based on the creation of a product that applies the understandings gained in course work and throughout internships and is intended to improve learning for the stakeholders and/or working practices within the school setting. Candidates are expected to give a presentation on their project during a presentation to a panel appointed by the university.

## Thesis and Presentation

### **EGC 641** **3 Credits**

This option is available for graduate candidates who wish to pursue an original research methodology. It is an individual, scholarly investigation of a research topic that defines a question to be answered or a hypothesis to be tested. It utilizes a student-selected and academically accepted methodology. Candidates are expected to give a thesis defense during a presentation to a panel appointed by the university.

## Comprehensive Examination

### **EGC 650** **0 Credits**

School Counselling Comprehensive Examination

## Language Structure and Academic Writing I

### **ELP 51** **0 Credits**

This course is designed to help high-intermediate learners of English improve grammar and prepare them for writing assignments in an academic program with a business focus. Emphasis is placed on writing structured paragraphs, summaries, and essays, as well as developing critical thinking, problem-solving and persuasion skills. Students learn to research topics, work with sources, paraphrase, quote and cite, and are introduced to APA documentation guidelines.

## Academic Reading, Listening and Discussion I

### **ELP 52** **0 Credits**

This course is designed to help high-intermediate learners of English improve reading and speaking skills in preparation for an academic program with a business focus. Students increase reading speed and comprehension, acquire academic business vocabulary, and practice expressing their opinions clearly and coherently. Emphasis is placed on working with sources, researching topics, inferring meaning, examining texts on different levels, presenting, and participating in class discussions. Other topics include pronunciation practice, listening to lectures, and note-taking skills.

## Language Structure and Academic Writing II

### **ELP 61** **0 Credits**

This course is designed to help advanced learners of English master grammar and refine the academic writing, research, and critical thinking skills needed for success in an academic program with a business focus. Emphasis is placed on writing accurate summaries, effective responses, a case study and a research paper. Topics include presenting evidence for a clearly developed claim, evaluating and selecting sources, reporting information gathered from research, and documenting sources following APA conventions.

## Academic Reading, Listening, and Discussion II

### **ELP 62** **0 Credits**

This course is designed to help high-intermediate learners of English improve reading and speaking skills in

preparation for an academic program with a business focus. Students increase reading speed and comprehension, acquire academic business vocabulary, and practice expressing their opinions clearly and coherently. Emphasis is placed on working with sources, researching topics, inferring meaning, examining texts on different levels, presenting, and participating in class discussions. Other topics include pronunciation practice, listening to lectures, and note-taking skills.

## **Academic Writing Support (Undergraduate)**

### **ELP 70 0 Credits**

This course provides academic writing support for students enrolled in undergraduate courses at City University of Seattle and is designed for both individual and group assistance, based on the learners' needs. Students draft their assignments, engage in peer review, and revise their work based on peer and instructor feedback. Additional topics include accessing library databases, evaluating information sources, narrowing and developing topics, using credible sources to support claims, organizing ideas, following academic writing conventions, applying APA guidelines, and reviewing language structure.

## **Foundations of Academic Writing**

### **ELP 71 0 Credits**

This course is designed to introduce students whose first language is not English to the writing skills necessary to succeed in an academic program conducted in English. Emphasis is placed on the stages of the writing process, paragraph and essay development, and grammatical accuracy. Students will be introduced to the basic organization and structures of closed form English composition, identify such features within sample texts, practice revising and editing their own writing, and provide constructive feedback to peers. This course also covers APA guidelines and the basics of navigating CityU's library resources and writing from sources.

## **Academic Writing and Study Skills Support**

### **ELP 80 0 Credits**

This course provides academic support for advanced English learners enrolled

in graduate programs at City University of Seattle. Students access and evaluate information sources and learn to include them ethically in their work. Students also develop academic writing, reading, and study skills. Other course activities include drafting, reviewing, and revising assignments from graduate courses in which the students are enrolled.

## **Language Structure**

### **ELP 81 0 Credits**

This course offers advanced learners of English an opportunity to develop English proficiency. Emphasis is placed on practice with verb tenses, key sentence structures, editing, and word choice. Through listening, speaking, reading, and writing activities, students learn to use English more fluently when communicating with other English speakers in professional and university environments. Other topics include building academic and business vocabulary and developing structured paragraphs.

## **Academic and Professional Writing**

### **ELP 85 0 Credits**

This course is designed to help advanced learners of English improve the quality of their academic and professional writing. Emphasis is placed on writing persuasively and supporting ideas with academic and professional sources. Students learn to write according to academic and business writing conventions. Practical applications of these principles include writing business correspondence and a short research report.

## **Academic Listening and Speaking**

### **ELP 89 0 Credits**

In this course, advanced learners of English develop listening comprehension and speaking skills for academic and professional settings. Emphasis is placed on lecture listening, note-taking, presentation, and discussion skills. Other topics include practice and improvement of pronunciation, impromptu speaking, and teamwork.

## **Humanities Content Integration and Assessment in the Middle School**

### **EML 301 3 Credits**

The course focuses on best practices for effective middle school integration of language arts and social studies skills and content. Emphasis is given to

curriculum integration, technology tools for curriculum integration, grammar, and assessment. Upon completion of this course, students have skills and strategies to teach integrated social studies and language arts content in the middle grades, with a focus on current technology tools to motivate and engage young adolescent learners.

## **US History 1492-1850**

### **EML 341 (SS) 3 Credits**

Through this course, candidates develop a foundation in US History, learn about the key issues challenging the young nation, and hone their analytical skills by reading historical texts and primary source documents. After completing this course, candidates have the content knowledge and some instructional strategies to effectively teach US History in the middle grades.

## **US History**

### **EML 342 (SS) 3 Credits**

Through this course, candidates develop a foundation in US History, learn about the key issues testing the young nation, and hone their analytical skills by reading historical texts and primary source documents. After completing this course, candidates have the content knowledge and some instructional strategies to effectively teach US History in the middle grades.

## **American Government**

### **EML 344 (SS) 3 Credits**

This is the government course in the United States history and government course sequence for the Middle Level Humanities endorsement. Topics include the principles, powers and limits of the US Constitution and Bill of Rights, how the Articles of Confederation became the Constitution, political efficacy and American political culture. After completing this course, candidates have content knowledge and instructional strategies to effectively teach American government concepts in Social Studies classes in the middle grades.

## **Language Arts Instruction in the Middle School**

### **EML 351 3 Credits**

Through this course, candidates develop a foundation in literacy instruction for the middle school. This course examines common challenges in student writing,

# COURSE DESCRIPTIONS

and provides strategies to address these issues. Candidates implement strategies to improve student writing at the middle school level. After completing this course, candidates will have the content knowledge and instructional strategies to effectively teach writing in the middle grades. Course Entry Requirements: A valid Washington State Residency, Continuing, Professional, or National Board Teaching Certificate and access to middle school students and classrooms.

## **Literacy Instruction and Integration in the Middle School**

**EML 356** **3 Credits**

Through this course, candidates develop a foundation in literacy instruction for the middle school. Content area literacy strategies, strategic processing and meta-cognition as related to adolescent literacy development are key concepts. After completing this course, candidates have the content knowledge and some instructional strategies to effectively teach literacy in the content areas of social studies and language arts in the middle grades. Course Entry Requirements: A valid Washington State Residency, Continuing, Professional, or National Board teaching certificate and access to middle school students and classrooms.

## **Pacific Northwest History**

**EML 370 (SS)** **3 Credits**

This course examines the history of the Pacific Northwest. Emphasis is placed on Washington State, the history and development of the region. After completing this course, candidates have content knowledge and instructional strategies to effectively teach Pacific Northwest History in the middle grades.

## **World History**

**EML 372 (SS)** **3 Credits**

This course provides an overview of world history for middle school social studies teachers. Topics include Egypt, Mesopotamia, ancient China, India, Africa, Greece and Rome, Pre-Columbian Americas, Medieval Europe. Upon completion of this course, candidates have the skills to effectively teach world history concepts to middle school students in social studies classes.

## **Geography and Economics for the Middle School Teacher**

**EML 379 (SS)** **4 Credits**

This course is designed to give middle school teachers knowledge of the concepts in economics and geography needed for teaching middle school social studies content. Topics include physical, human, and cultural regions, geographic place, geographic tools, markets, production, scarcity, supply and demand, international markets, and competition. Upon completion of this course, candidates have instructional strategies and analytic skills to effectively teach economics and geography to middle school students.

## **History of Mathematics**

**EML 410 (NS)** **3 Credits**

The purpose of this course is to provide the candidate a historical development of mathematical teaching ideas and methods. This course emphasizes the diversity of all individuals involved; the philosophical and sociological perspectives; the development of intellectual mathematical activities; along with the role of content literacy in academic learning at the secondary level. In this course an emphasis will be placed on instructional strategies to assist students' acquisition of mathematics content knowledge effectively through reading, writing, and discussion. Upon successful completion of this course, candidates have content knowledge and beginning instructional strategies to effectively teach mathematics in secondary and middle school settings.

## **Mathematics:**

### **Number Sense and Theory**

**EML 435 (NS)** **3 Credits**

Candidates will explore how students have an intuitive understanding of numbers, their magnitude, relations, and how they are affected by operations. It works with the conceptual framework of number information that enables a person to understand numbers and number relations and to solve mathematical problems. Upon successful completion of this course, candidates have content knowledge to effectively teach number sense and theory in secondary and middle school settings.

## **Mathematics:**

### **Geometry and Measurement**

**EML 445 (NS)** **3 Credits**

Candidates are introduced to Euclidean and non-Euclidean geometrics. Candidates explore the logical notions of consistency, model interpretation, independence, properties and theorems of geometric systems. Upon successful completion of this course, candidates have content knowledge to effectively teach geometry and measurement in secondary and middle school settings.

## **Mathematics: Linear Algebra**

**EML 455 (NS)** **3 Credits**

Candidates learn systems of linear equations, matrices, vectors in  $R^2$  and  $R^3$ , linear independence, bases and dimensions, linear transformations. This course includes introduction to determinants, and eigen-value problems. Upon successful completion of this course, candidates have content knowledge to effectively teach linear algebra in secondary and middle school settings.

## **Mathematics: Calculus**

**EML 465 (NS)** **3 Credits**

Candidates learn the concepts of functions and absolute value, open and closed intervals, and solutions of inequalities. The course covers limits, derivatives, definite integrals, techniques of integration and differential equations. Upon successful completion of this course, candidates have content knowledge to effectively teach calculus in secondary and middle school settings.

## **Mathematics:**

### **Discrete Mathematics**

**EML 475 (NS)** **3 Credits**

Candidates learn the logic of proofs, combinatorics, graph theory, and topics from recurrences and generating functions, and set theory. Upon successful completion of this course, candidates have content knowledge to effectively teach discrete mathematics concepts in secondary and middle school settings.

## **Mathematics:**

### **Probability and Statistics**

**EML 485 (NS)** **3 Credits**

Candidates learn descriptive statistics including measures of location, spread and central tendency; an introduction to



inferential statistics including confidence intervals and hypothesis testing; empirical and theoretical frequency distributions; and, the binomial and normal random variables. Upon successful completion of this course, candidates have content knowledge to effectively teach probability and statistics in secondary and middle school settings.

**Teaching Mathematics:  
Bringing It All Together**

**EML 490 3 Credits**

This course covers effective integration of mathematics content, pedagogy and assessment in the secondary and middle school classroom. Upon successful completion of this course, candidates will recognize the relation between the teaching of mathematics and other subject areas

**English Composition I**

**ENG 101 5 Credits**

English I

**English Composition II**

**ENG 102 5 Credits**

This course enhances and further develops the skills necessary for effective academic writing. Students will learn how to develop ideas to guide their research and to think critically when finding and using sources to write well-documented academic papers. Students learn how to use ideas from sources as evidence in essays and longer research papers. This course addresses research strategies, audience analysis, and bibliographic style, as well as organizational skills for writing the well-constructed, researched, and written college paper.

**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 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.

**Writing For Behavioral Sciences**

**ENG 302 5 Credits**

Writing For Behavioral Sciences

**Sustainable Business**

**ENV 340 5 Credits**

Course under development at time of publication.

**Sustainable Accounting and Finance**

**ENV 341 5 Credits**

Course under development at time of publication.

**Environmental Politics and Policy**

**ENV 350 5 Credits**

Course under development at time of publication.

**Course Continuation**

**EPC 99 0 Credits**

Required for registration each quarter a student is pursuing work on a Y graded course.

**Entry 1: Professional Growth and Contributions**

**EPC 510 2 Credits**

This is a support provider course for students working on Entry 1 requirements for the Washington State ProTeach Portfolio and will focus upon the following Washington State teaching standards: analyze your practice and reflect on the strength of your skills and content knowledge (Criteria 2b and 2c), advocate for curriculum that meets the needs of each student (Criterion 3a), collaborate in school improvement and decision making (Criterion 3b).

*Prerequisite: Washington State ProTeach eligibility requirements*

**Entry 2:**

**Building a Learning Community**

**EPC 520 2 Credits**

This is a support provider course for students working on Entry 2 requirements for the Washington State ProTeach Portfolio and will focus upon the following Washington State teaching standards: classroom management (Criterion 1c), cultural sensitivity/competence with students and families (Criterion 1e), the involvement of parents/guardians and other community members in student learning (Criterion 1g).

*Prerequisite: Washington State ProTeach eligibility requirements.*

**Entry 3: Curriculum, Instruction and Assessment**

**EPC 530 2 Credits**

This is a support provider course for students who are working on Entry 3 requirements for the Washington State ProTeach Portfolio and will focus upon the following Washington State teaching standards: instructional strategies (Criterion 1a), assessment strategies (Criterion 1b), the design of a challenging curriculum (Criterion 1d), the integration of technology (Criterion 1f), the evaluation of your own teaching practice (Criterion 2a).

*Prerequisite: Washington State ProTeach eligibility requirements.*

**Portfolio Entry 1**

**EPC 555 2 Credits**

Course under development at time of publication.

**Portfolio Entry 2**

**EPC 556 2 Credits**

Course under development at time of publication.

**Portfolio Entry 3**

**EPC 557 2 Credits**

Course under development at time of publication.

**Portfolio Entry 4**

**EPC 558 2 Credits**

Course under development at time of publication.

**Pre-Assessment Center Seminar**

**EPC 560 1 Credit**

Course under development at time of publication.

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## **National Board Certification**

### **EPC 9000 0 Credits**

Participants will become familiar with the National Board standards for accomplished teaching in their certificate areas and work in regional facilitated sessions during the school year to prepare portfolio entries, collect student work samples, and construct written commentaries that describe, analyze and reflect on their work with K-12 students.

## **Language Acquisition & Literacy Development**

### **ERL 406 5 Credits**

This is the first of three courses in the literacy sequence for the undergraduate Teacher Certification Program. This course is designed to provide a foundation for literacy instruction. Topics include reading and writing instruction, response to literature, language acquisition, construction of meaning/comprehension, and strategies for English language learners. Candidates will learn strategies for literacy instruction which can be used with all learners.

## **Literacy Instruction & Assessment**

### **ERL 407 5 Credits**

The second of three courses in the literacy sequence for the undergraduate Teacher Certification Program, this course examines a variety of literacy assessment and instructional strategies. Topics include guided reading instruction, strategies for increasing fluency, and literacy assessments. Upon completion of this course, candidates are able to effectively assess and teach literacy skills for K-8 students. Course

*Prerequisites: Admission to Bachelor of Arts program or permission of Program Director.*

## **Language Acquisition & 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.

## **Integrating Literacy in the Content Areas**

### **ERL 413 5 Credits**

This course provides candidates strategies for integrating literacy into the content areas. The use of text forms and features as literacy tools is examined. Meta-cognitive reading strategies for informational and expository text; and, how to read informational, functional, and task-specific texts for a variety of purposes are studied. The use of technology in adolescent literacy instruction is integrated in this course.

## **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.

## **Literacy Assessment and Instruction Topics**

### **ERL 416 5 Credits**

This course examines instruction and assessment strategies in the essential components of literacy. Topics include phonemic awareness, phonics, fluency, vocabulary, comprehension, guided reading, phonology, morphology, orthography, and literacy assessment. Upon completion of this course, candidates have the skills to assess K-12 students in reading and design appropriate literacy instruction.

## **Literacy Instruction: Meeting the Needs of All Learners**

### **ERL 417 4 Credits**

This course examines fluency and family involvement in children's

literacy development. Topics include instructional intervention, motivating reluctant readers, literature circles, welcoming parents as partners, and strategies for word recognition. Upon completion of this course, candidates can effectively modify literacy instruction to meet individual student needs and create meaningful opportunities for family involvement and support of literacy development.

## **Reading Internship**

### **ERL 418 4 Credits**

This course is the capstone course for the reading endorsement and is designed as a practicum for literacy instruction with P-12 students. The practicum includes intervention work with struggling readers, vocabulary, fluency and phonics instruction, comprehension strategy instruction, and literacy assessment. Upon completion of this course, candidates have completed the requirements for teacher certification endorsement in reading in the State of Washington.

## **Content: Literacy Integration**

### **ERL 440A 5 Credits**

This course provides candidates with specific strategies for differentiating literacy instruction. Topics include literacy instructional strategies, technology to foster flexible learning opportunities, writing, and children's multicultural literature. Practical application includes designing instructional plans to support literacy development for all learners.

*Prerequisites: Admission to Undergraduate BA in Education Program or permission of the Director.*

## **Performance: Literacy Integration**

### **ERL 440B 0 Credits**

Course under development at time of publication.

## **Literacy Development and the 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.

## **Personalized Learning in the Classroom**

### **ERL 506 3 Credits**

Personalized learning honors each student as an individual learner, recognizes that each student has his or her own learning style, unique gifts, interests, aspirations, and challenges to learning, and supports each student to learn in his or her own unique way. This course applies literacy strategies to facilitate differentiated instruction and understand different learning styles in order to build successful working relationships with students from diverse backgrounds. This information will help in developing a plan for implementing a literacy program that meets the needs of all students.

## **Research Methods in Literacy**

### **ERL 508 3 Credits**

Course under development at time of publication.

## **Using Data to Inform Instruction**

### **ERL 512 3 Credits**

In this course, candidates deepen their understanding of research and how using data applies to the everyday world of classroom teaching. Candidates learn how to use the inquiry process to collect evidence, evaluate interventions and become an effective researcher. Overall, the systematic collection of data is used to document positive impact on student learning.

## **Linking Literacy to Technology**

### **ERL 514 3 Credits**

This course explores ways in which technology tools can be used to teach 21st century literacies, broadening the concept of literacy from page-based to screen-based, in support of reading and writing skill development. Candidates learn ways to meet challenges in a world of changing technologies, to connect their students to classrooms around the world, and to integrate technology into the curriculum.

## **Language Acquisition and English Language Development**

### **ERL 516 3 Credits**

This course emphasizes the conditions of learning that create language acquisition. Topics include ways to create

literate environments; use of print and electronic media in instruction; and best instructional practices. Candidates learn specific strategies useful for communicating with and instructing all students as they acquire literacy skills.

## **Education in a Global Society**

### **ERL 518 3 Credits**

This course provides a global, theoretical, and practical review of issues affecting education and literacy development. Candidates deepen their understanding of issues of diversity, policy and equity as they impact theory and practice in literacy, strategies designed to address diversity in the classrooms' global educational setting and best practices in culturally responsive teaching by examining acquisition of literacy skills, literacy development outside of school, and specific areas for teacher development. This analysis and comparison of educational and literacy development establishes the important commonalities and links needed to provide educators with current and broad-ranging information to develop stronger and more effective literacy programs that are culturally responsive.

## **Teaching a Comprehensive Literacy Program for all Students**

### **ERL 520 3 Credits**

This course addresses ways to develop a comprehensive literacy program. Candidates learn specific strategies for instructing and assessing students as they acquire literacy instruction skills, particularly in the processes of reading and writing. Candidates will learn how to individualize their programs to accommodate a wide variety of learning needs including ELL and special education students.

## **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.

## **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.

## **Current Instructional Practices**

### **ERL 534 3 Credits**

Course under development at time of publication.

## **Literacy Instruction for All Learners**

### **ERL 535 3 Credits**

Course under development at time of publication.

## **Literacy Across Secondary 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.

## **Diagnostic Assessment in Literacy**

### **ERL 554 3 Credits**

This course focuses on formative and summative assessments to guide literacy instruction. Candidates examine the ways in which assessments are impacted by language, age, and cultural barriers. Candidates build on their knowledge of literacy skill development and utilize effective ongoing diagnosis and assessment strategies to support and enhance literacy skills and strategies development.

## **Content Area Literacy Instruction**

### **ERL 557 3 Credits**

This course examines strategies for integrating literacy into the content areas. Topics include meta-cognitive strategies for informational and expository text, text features, the use of technology in adolescent literacy instruction, and

# COURSE DESCRIPTIONS

vocabulary instructional strategies. Upon completion of this course, candidates can effectively teach literacy skills in each of the content areas to adolescent learners using informational, expository, functional, and task-specific texts.

*Course Prerequisites: Admission to the Master in Teaching Program dual endorsement program, completion of ETC 537, ETC 547, ETC 549, accessibility to P-12 students and/or classrooms; or admission to the Master of Education program and valid Washington State initial, residency, continuing, professional teaching certificate or valid National Board Teaching certification; accessibility to P-12 students and/or classrooms*

## **Research in Literacy Application**

### **ERL 558 3 Credits**

Course under development at time of publication.

## **Building Family Partnerships and Learning Communities**

### **ERL 560 3 Credits**

In this course, candidates deepen their understanding of effective school-family-community partnerships and the partnerships' role in establishing a caring educational community designed to ensure literacy success. The six keys to successful school-family-community partnerships: parenting, communicating, volunteering, home learning, decisions making, and community collaboration, will serve as the underlying themes for research-related study and topics that include strategies for creating effective partnerships in the educational setting. Candidates design a school-related "School Partnership Action Plan" that includes an inventory of present practices, a one-year Action Teams for Partnerships (ATP plan), and coordinating ATP plan evaluation/assessment to improve practices in the school year following implementation of the plan.

## **Effective Literacy Leadership**

### **ERL 562 3 Credits**

In this course candidates use their literacy expertise to provide leadership in school, district and community settings. This course provides candidates with the structure to apply what they have learned about best literacy practices to leadership roles. They deepen their understanding of leadership skills needed and processes used to analyze, establish and implement data based literacy goals. Candidates also refine their

ability to collaboratively plan, implement and evaluate professional development to support those goals. The development of a dynamic literacy-based leadership plan, based on school and district data, serves as a core outcome.

## **Child and Adolescent Literature**

### **ERL 563 3 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. Also included is a study of how the use of literature affects reading motivation, reading engagement, and how it can be integrated into the curriculum.

## **Writing And Grammar I**

### **ESL 10 0 Credits**

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 Credits**

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 & Speaking Skills I**

### **ESL 12 0 Credits**

ESL 012 is a conversation-based beginning speaking and listening skills course for non-native 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 Credits**

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 Credits**

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 & Speaking Skills II**

### **ESL 22 0 Credits**

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 Credits**

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 Credits**

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 & Speaking Skills III**

#### **ESL 32 0 Credits**

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 Credits**

ESL 040 is an intermediate-level course in English composition and grammar for non-native 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 Credits**

ESL 041 is a high-intermediate course for increasing reading ability and vocabulary 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 a monolingual dictionary selectively. Students read passages with a variety of topics, sources, and purposes, including reading for pleasure.

### **Listening & Speaking Skills IV**

#### **ESL 42 0 Credits**

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 Support**

#### **ESL 199 5 Credits**

Prerequisites: Completion of ELP 80 and 81 with a grade of 2.5 or higher.

### **ESL Methodology: 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.

### **Internship**

#### **ESL 418 4 Credits**

This capstone course for the ELL endorsement is designed as a practicum for ELL instruction with P-12 students. The practicum includes intervention work with ELL students P-12, vocabulary, fluency, reading and writing instruction,

and assessment. Upon completion of this course, candidates have completed the requirements for teacher certification endorsement in ELL in the State of Washington.

### **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.

### **ELL 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 and Advocacy**

#### **ESL 431 3 Credits**

This course is an introduction to the history of bilingual education, relevant federal education legislation, and court cases which are related to the teaching of English to students whose first language is not English. Legal cases relevant to advocacy for English Language Learners (ELL) and their families are examined.

### **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

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cooperative learning, cross-cultural testing, peer teaching, and methods for integrating content and language.

## **Performance:**

### **English Language Learners**

**ESL 467** **0 Credits**

Course under development at time of publication.

### **ELL Reading Instructional Strategies**

**ESL 525** **3 Credits**

This course examines strategies for teaching literacy skills, vocabulary, and reading comprehension to English language learners. Topics include reading assessment principles and methods appropriate for ELL students. Upon completion of this course, candidates have the knowledge and skills to demonstrate their capacity to analyze and synthesize core knowledge and skills within the context of P-12 students in their learning communities.

### **Writing Strategies for ESL Learners**

**ESL 526** **3 Credits**

This course focuses on how to teach English as a Second Language writing. Candidates review the pedagogical issues in ELL writing instruction, study curriculum design, consider how to respond appropriately to student writing, and investigate writing assessment methods. Through the culminating project, candidates demonstrate their capacity to analyze and synthesize core knowledge and skills within the context of K-12 students in their learning communities.

### **Linguistics for ELL Teachers**

**ESL 541** **2 Credits**

This course examines the principles and uses of linguistics as they pertain to the teaching of English Language Learners (ELL) and the process of second language acquisition. Topics include theories of language learning, linguistic principles, the nature of human language, grammatical aspects of language, the psychology of language, and language in society. Upon course completion, candidates are able to effectively apply knowledge and skills of linguistic principles and language acquisition theories with P-12 ELL students.

### **Researching: History of Bilingual Education and Advocacy**

**ESL 551** **3 Credits**

This course is an introduction to the history of bilingual education, relevant federal education legislation, and court cases which are related to the teaching of English to students whose first language is not English. Legal cases relevant to advocacy for English Language Learners (ELL) and their families are examined. Upon completion of this course, candidates can effectively advocate for the rights of ELL students and families.

### **Learning Strategies and Assessment for Language Learners**

**ESL 554** **3 Credits**

This course examines instructional and assessment practices for English language learners in a variety of learning environments. Topics include assessment strategies, peer teaching, and instructional strategies for integrating content and language acquisition. Upon course completion, candidates are prepared to teach and assess non-native English speakers in P-12 classrooms.

### **Performance: English Language Learners**

**ESL 665** **0 Credits**

Course under development at time of publication.

### **Human Growth and Development, Adolescent Emphasis**

**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 for the Diverse Secondary Classroom**

**ESM 301** **3 Credits**

This course is an introduction to reflective planning, teaching, and evaluation for prospective secondary

teachers enrolled in an alternative route to certification. The course emphasizes student centered instructional design including assessment of the student learning context, best practices, Essential Learnings (EALRs), and Grade Level Expectations (GLEs). The course will introduce candidates to elements of effective planning and instruction including positive inclusion of historically marginalized students and families. Candidates will establish habits of professional practice that they will implement throughout their careers. The companion course ESM 301B identifies the performance tasks completed during the candidate's mentored internship.

### **Performance: Curriculum and Instruction for the Diverse Secondary Classroom**

**ESM 301B** **2 Credits**

This syllabus guides the demonstration of competency of curriculum planning and instruction through a series of self-directed performance tasks during the yearlong full-time mentored internship. Candidates in an alternative route to certification demonstrate planning and instruction of research-based strategies at a variety of levels. With guidance of their internship team, candidates self-assess and plan for demonstration of knowledge, skill, and understanding of the 2007 Washington Mathematics or Middle Level Mathematics Competencies necessary to be successful in their career.

### **Depth: Differentiating Curriculum and Instruction**

**ESM 308A** **2 Credits**

This course provides candidates with the knowledge and tools to modify curriculum, instruction, and learning environments to positively include all students. Candidates will analyze the relationship between the environment and differentiation by observing secondary classrooms and an in-depth case study. Candidates will apply their learning to planning and modifying instruction.

### **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, Practice, and Law in a Global and Diverse Society: Secondary Emphasis**

**ESM 311** **3 Credits**

This course introduces students to the philosophical foundations of the American educational system. Emphasis is placed on the social, historical, moral and political dimensions of society as they apply to the secondary classroom and school. Candidates will develop a set of values to teach by in order to establish the dispositions of a professional educator.

**Reading in the Secondary Mathematics Classroom**

**ESM 320** **2 Credits**

Candidates explore the role of content literacy in academic learning at the secondary level. Candidates learn strategies to assist students' acquisition of mathematics content knowledge effectively through reading, writing, and discussion.

**Depth: 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 express the philosophical notion of classrooms as communities largely constructed upon the perspectives of the classroom teacher in conjunction with the values, actions and beliefs endorsed through the State or region. Topics include comparative approaches to classroom management, differentiated instructional strategies, and analysis of field observations. The course is intended to influence candidates through all aspects of interaction within the classroom and school learning community.

**Performance: Classroom Management**

**ESM 409B** **2 Credits**

This course guides the performance tasks wherein candidates in an alternative route to certification demonstrate

understanding of the theories and ability to implement effective practices of classroom management in a secondary classroom. Candidates self-design, implement, and reflect upon a classroom management plan for student teaching with the intent to create a classroom learning community that positively includes all students and families.

**Depth: Secondary Mathematics Methods**

**ESM 414A** **3 Credits**

This course focuses on concepts, methods, materials, and models of teaching mathematics to middle school and high school students in a diverse and inclusive classroom. Concurrent with the beginning of a yearlong mentored internship, candidates observe and actively engage in mathematics with students in a middle or high school setting, analyze their experiences, and dialogue on the implications for planning and teaching of mathematics. Demonstration of competency occurs through a self-directed performance task in ESM 414B

**Performance: Secondary Mathematics Methods**

**ESM 414B** **4 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.

**Depth: Assessment and Evaluation**

**ESM 416A** **3 Credits**

This course is designed to provide preservice 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. Emphasis is placed on introducing current assessment theories and practices within the field of education, with the companion field experience in ESM 416B, to build quality classroom assessments. Practical application of these principles will enable candidates to make inform

instructional decisions that guide and improve student learning, and assist students in monitoring their own progress and learning.

**Performance: Assessment and Evaluation**

**ESM 416B** **3 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 year-long 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 gradual increase of responsibilities.

**Apprenticeship II with Student Teaching Option**

**ESM 471** **4 Credits**

The Apprenticeship Seminar II accompanies the second quarter of the year-long mentored internship for Alternative Routes to Certification. Candidates work with their mentor teacher, cooperating teacher, and field supervisor to create a management plan for student teaching and completion of the performance tasks. Candidates demonstrate understanding of issues of abuse and the mandatory reporting requirements of professional educators.

**Apprenticeship III with Student Teaching**

**ESM 472** **4 Credits**

The Apprenticeship Seminar III accompanies the third quarter of the year-long mentored internship for Alternative Routes to Certification. Candidates work with their mentor teacher, cooperating teacher, and field supervisor to demonstrate competency on the Performance Pedagogy Assessment for student teaching and completion of the performance tasks.

# COURSE DESCRIPTIONS

## **Content: Exceptionality in Special Education**

**ESP 370A** **4 Credits**

The purpose of this course is to inform candidates on both inclusion and specialist paradigms in special education, including definitions of disabilities and program delivery. This course emphasizes identification, specific needs of students, service delivery, and legal issues. Practical application of these principles will form the foundation for future special education courses.

## **Performance: Exceptionality in Special Education**

**ESP 370B** **0 Credits**

Course under development at time of publication.

## **Special Education: Low-Incidence Students**

**ESP 373** **3 Credits**

This course is a study of students identified with low-incidence disabilities such as: Developmentally Delayed, Autism Spectrum, Moderate/Severe Mental Retardation, Traumatic Brain Injury (TBI), Orthopedically Impaired, Deaf/Hard of Hearing and Visually Impaired. Components of the course include definitions, family involvement, assessments, instructional methods, procedural, and landmark legal issues in Special Education. Candidates provide appropriate program accommodations for students identified with a low-incidence disability.

*Course Prerequisites: Admittance to the Bachelor of Arts in Education program or prior approval of the Program Director or Senior Faculty is required before students begin this course.*

## **Autism**

**ESP 376** **3 Credits**

The purpose of this course is to provide the candidate opportunities to delineate and define autism spectrum disorders (differences and similarities). The course emphasizes knowledge of autism spectrum disorders with regard to severity and intensity and other characteristics unique to each disorder. Candidates apply information learned in this course to meet the educational aspects of students with Autism Spectrum Disorder (ASD).

*Course Prerequisites: Admittance to the Bachelor of Arts in Education program or prior approval of the Program Director or Senior Faculty is required before students begin this course.*

## **Behavior Analysis and Management**

**ESP 405** **3 Credits**

The purpose of this course is to provide candidates opportunities to explore models for analyzing and managing student behavior. The course emphasizes basic types of student behavior, motivation, prevention strategies, intervention strategies and behavior change plans. Practical application of these principles will be demonstrated through the completion of data collection samples, a functional behavioral assessment, a positive behavior support plan, and an aversive therapy plan.

## **Student Assessment and Evaluation**

**ESP 408** **3 Credits**

This course focuses on the necessary foundations, strategies and understanding to successfully perform assessments and evaluations in the classroom for placement and implementation of programs for students receiving special education services. Emphasis is placed on the selection of appropriate assessment and evaluation tools, timelines and the interrelationship between assessment components. Candidates demonstrate selection of appropriate assessment tool and accurately interpret data used in the assessment process for qualification and implementation of individual programs for students receiving special education services.

## **Content: Fundamentals of the IEP Process**

**ESP 409A** **3 Credits**

The purpose of this course is to provide candidates with the compliance elements necessary for writing and implementing a quality Individualized Educational Plan (IEP). This course emphasizes State and Federal mandates, procedural safeguards, IEP content requirements, and parent participation. Upon successful completion of this course, candidates will be able to write an appropriate IEP that meets the needs of students identified with (a) special education need (s).

## **Performance:**

### **Fundamentals of the IEP Process**

**ESP 409B** **3 Credits**

In ESP 409B, Alternative Routes certification candidates applied theory learned in ESP 409A. The purpose of this course is to provide candidates with the compliance elements necessary for writing and implementing a quality Individualized Educational Plan (IEP). This course emphasizes State and Federal mandates, procedural safeguards, content requirements, and parent participation. Upon successful completion of this course, candidates will be able to write an appropriate IEP that meets the needs of special education students.

### **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.

### **Transitions, Teaming and Collaboration**

**ESP 465** **1 Credit**

Course under development at time of publication.

### **Student Teaching in Special Education**

**ESP 485** **9 Credits**

Course under development at time of publication.



## **Seminar: Student Teaching in Special Education**

**ESP 486** **0 Credits**  
Course under development at time of publication.

## **Behavior Analysis and Management Internship**

**ESP 498** **1-12 Credits**  
Internship

## **Independent Study: Special Education**

**ESP 499** **1-5 Credits**  
Independent Study: Special Education

## **Instructional Strategies P-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 is an introduction to theories and practice of classroom management. Emphasis is placed on candidate practice of skills and strategies necessary to establish and maintain classroom communities that will support student learning and human relationships. Candidates begin preparing for a range of diverse classroom management situations and create a classroom management toolbox to support them as special education instructors.

## **Behavior Analysis and Management**

**ESP 525** **3 Credits**  
The purpose of this course is to provide candidates opportunities to explore models for analyzing and managing student behavior. The course emphasizes basic types of student behavior,

motivation, prevention strategies, intervention strategies and behavior change plans. Practical application of these principles will be demonstrated through the completion of data collection samples, a functional behavioral assessment, a positive behavior support plan, and an aversive therapy plan.

## **Student Assessment and Evaluation**

**ESP 528** **3 Credits**  
This course provides teacher candidates with necessary foundations, strategies, and understanding to successfully perform assessments and evaluations. Topics include referral process, informal and formal assessments, test administration, data interpretation and implementation of data into the Individualized Education Program/Plan (IEP). Candidates demonstrate selection of appropriate assessment tools and then accurately interpret data to develop and implement an IEP for children who qualify for special education services.

## **Fundamentals of the IEP Process**

**ESP 529** **3 Credits**  
The purpose of this course is to provide candidates with the compliance elements necessary for writing and implementing a quality Individualized Educational Plan (IEP). This course emphasizes State and Federal mandates, procedural safeguards, content requirements, and parent participation. Upon successful completion of this course, candidates will be able to write an appropriate IEP that meets the needs of special education students.

## **Exceptionality in Special Education**

**ESP 531** **4 Credits**  
The purpose of this course is to inform candidates on both inclusion and specialist paradigms, including definitions of disabilities and program delivery. This course emphasizes identification, specific needs of students, service delivery, and legal issues. Practical application of these principles will form the foundation for future special education courses.

## **Low Incidence Disabilities**

**ESP 535** **2 Credits**  
This course is a study of disabilities identified with low-incidence disabilities. Candidates will investigate the

disabilities identified as Low Incidence: Developmentally Delayed, Autism Spectrum, Moderate/Severe Mental Retardation, Traumatic Brain Injury, Orthopedically Impaired, Hearing Impaired and Visually Impaired. Components of the course will include definitions, family involvement, assessments, instructional methods, and procedural and landmark legal issues in Special Education. Candidates will be able to provide appropriate program accommodations for students identified with a low-incidence disability.

## **Literacy I: Phonemic Awareness, Phonics, and Comprehension**

**ESP 537** **3 Credits**  
In this course, candidates develop skills to evaluate and teach emergent literacy, phonemic awareness, phonics, and comprehension. Candidates design and construct learning activities and assessment tools to promote literacy in the special education classroom.

*Prerequisite: Admission to the Master in Teaching Program or permission of the Director.*

## **Collaboration, Teaming, and Transitions**

**ESP 538** **3 Credits**  
Course under development at time of publication.

## **Literacy II: Vocabulary, Fluency, and Comprehension**

**ESP 547** **3 Credits**  
This course provides candidates with the opportunity to study essential literacy components of vocabulary, fluency, and comprehension. Candidates examine the elements of vocabulary, fluency, and comprehension via children's literature beyond the early stages of reading development as they prepare activities for each. Candidates will be able to use strategies for teaching vocabulary, fluency and comprehension skills in the special education classroom.

## **Curriculum Modifications and Adaptation**

**ESP 548** **2 Credits**  
The purpose of this course is to provide candidates with the pedagogical foundations, strategies, and understanding to modify curriculum and make accommodations to the learning environment. This course emphasizes the identification of students' needs,

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developing appropriate learning strategies, and collaboration between appropriate staff members. Upon successful completion of this course, candidates will be able to modify curriculum and make accommodations for students with special needs.

*Course Prerequisites: Admittance to the Masters in Teaching program or prior approval of the Program Director or Senior Faculty is required before students begin this course.*

## **Literacy III: Language Acquisition and Language Arts**

**ESP 549** **4 Credits**  
Course under development at time of publication.

## **Student Teaching in Special Education**

**ESP 640** **7 Credits**  
Course under development at time of publication.

## **Seminar - Student Teaching in Special Education**

**ESP 641** **0 Credits**  
Course under development at time of publication.

## **Performance: Fundamentals of the IEP Process**

**ESP 663** **0 Credits**  
Course under development at time of publication.

## **Human Growth And Development**

**ETC 501** **2 Credits**  
This course addresses major theories of human growth and development and application of the theories to the classroom. Topics include cognitive development, moral development, emotional development and physical development of early childhood, middle childhood, and adolescence. Candidates apply the knowledge of the developmental stages of human growth and development to their instructional decisions.

## **Health-Fitness And Safe Living**

**ETC 502** **2 Credits**  
This course provides an understanding of the potential empowering or limiting effects of health/fitness choices and habits on quality of life, health and lifespan. Topics include exploration into health-related topics as well as

candidate development of teaching skills necessary for effective health education and application of physical activities that promote fitness in the K-8 student learning environment.

## **The Arts**

**ETC 503** **2 Credits**  
This course focuses on the basic elements, principles, related concepts, and vocabulary of the creative arts. Emphasis is placed on a variety of media and lesson planning. Candidates will be able to integrate the arts into planning academic, technological and multicultural curricula for K-8 classrooms.

## **Classroom Management**

**ETC 504** **2 Credits**  
This course is an introduction to theories and practice of classroom management. Candidates will practice a variety of ways to establish rapport with students and families, promote student participation and engagement, and manage student behavior. Emphasis is placed on candidate practice of skills and strategies necessary to establish and maintain classroom communities that will support student learning and important human relationships.

## **Public School and Special Education Law**

**ETC 534** **3 Credits**  
This course examines public school law with an emphasis on the rights and responsibilities of students and teachers. Candidates analyze current issues and case studies specific to public education, special education and the education of recent immigrants for positive inclusion in a public school. Candidates learn professional boundaries, procedures, and resources to maintain a safe environment for teaching and learning.

## **Literacy I: Phonemic Awareness, Phonics, and Comprehension**

**ETC 537** **3 Credits**  
In this course, candidates develop skills to evaluate and teach emergent literacy, phonemic awareness, phonics, and comprehension. Candidates design and construct learning activities and assessment tools to promote literacy in the K-8 classroom.

*Prerequisite: Admission to the Master in Teaching Program or permission of the Director.*

## **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.

## **Literacy II: Vocabulary, Fluency, and Comprehension**

**ETC 547** **3 Credits**  
This course provides candidates with the opportunity to study essential literacy components of vocabulary, fluency, and comprehension. Candidates examine the elements of vocabulary, fluency, and comprehension via children's literature beyond the early stages of reading development as they prepare activities for each. Candidates will be able to use strategies for teaching vocabulary, fluency and comprehension skills in the special education classroom.

## **Curriculum, Instruction, and Assessment Methods**

**ETC 548** **5 Credits**  
This course examines the basic principles of quality instructional design, delivery, and assessment. Topics include personalized learning as well as instructional and assessment strategies that promote learning experiences and enable both teacher and student to monitor learning progress and make data-driven decisions.

*Prerequisites: ETC 501, ETC 556, ETC 552, ETC 680 and Public School and Special Education Law are prerequisites to this course.*

## **Literacy III: Language Acquisition and Language Arts**

**ETC 549** **3 Credits**  
This course provides candidates with the opportunity to study essential literacy components of vocabulary, fluency, and comprehension. Candidates examine the elements of vocabulary, fluency, and

comprehension via children's literature beyond the early stages of reading development as they prepare activities for each. Candidates will be able to use strategies for teaching vocabulary, fluency and comprehension skills in the special education classroom.

**Diversity in Schools and Society**  
**ETC 552 2 Credits**

This course examines the diversity of the American school population. Candidates will explore issues of diversity in schools and society not limited to gender, socio-economic status, culture/ethnicity, special needs, bilingual needs, and migrant status. The course will promote the candidate's sensitivity, acceptance, and ability to self-reflect in regards to issues related to diversity and will inspire the candidate to do the same with his/her students.

**Introduction To Schools And Society**  
**ETC 556 1 Credit**

This course introduces students to the philosophical foundations of the American educational system. Emphasis is placed on the social, historical, moral and political dimensions of society as they apply to the classroom, teaching, and the school. Candidates begin development of a set of values to teach by in order to establish the dispositions of a professional educator.

**Inquiry Methods in Science and Social Studies**

**ETC 578 4 Credits**

This course guides teacher certification candidates to demonstrate competency in inquiry-based approach to teaching Science and Social Studies that emphasizes sustainability and honors multicultural perspectives. Participants apply the cycle of inquiry to the essential components of Science and Social studies-concepts, knowledge, understanding, skills, reasoning, product development and dispositions. The course provides opportunities for direct classroom application and transformative student learning.

*Course Prerequisites: Admission to Master in Teaching program or Program Director permission.*

**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.

**Internship I**

**ETC 610 1 Credit**

In this first field experience, candidates complete at least 20 half-days in a school classroom with guidance of a cooperating teacher and field supervisor. Topics include essential dispositions and skills in planning for instruction, engaging students, and assessing learning. Completion of this introductory internship provides candidates field-based perspectives and reflection skills needed to improve performance in this and following field experiences.

*Prerequisite: Admission to the Master in Teaching Program or permission of the Director.*

**Seminar - Internship I**

**ETC 611 0 Credits**

In this reflective seminar course that accompanies Internship I, candidates prepare for the field experience

and reflect upon their classroom observations and experiences. Topics addressed in seminars and individual conferences include: orientation to the field experience, reflective journaling, essential dispositions, sharing and reflecting upon field experiences, professional development planning, professional writing, introduction to the evidence-based portfolio, and characteristics of quality evidence. Completion of this seminar course provides candidates deeper understanding of their own and other candidates' field experiences as basis for improving performance.

*Prerequisite: Admission to the Master in Teaching Program or permission of the Director*

**Internship II**

**ETC 625 1 Credit**

In this second developmental field experience, candidates complete a minimum of 25 half-days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. Topics include classroom duties; establishing a learning environment; working with individual students, small groups, and the whole-class; collaborative planning, instruction, and assessment; evidence of student learning; and developing collaboration and problem-solving skills. To build capacity regarding residency endorsement competencies, candidates plan and teach a minimum of 10 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

*Prerequisites: Admission to the Master in Teaching Program or permission of the Director, and completion of Internship I or equivalent.*

**Seminar - Internship II**

**ETC 626 0 Credits**

In this reflective seminar course that accompanies Internship II, candidates prepare for the field experience, reflect upon their classroom observations and experiences, and acquire familiarity with requirements of capstone project and summative assessments. Topics addressed in seminars and individual conferences include: orientation to the field experience, completing written assignments for maximum value, essential dispositions, sharing

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and reflecting upon field experiences, professional development planning, professional writing, quality evidence, building an evidence-based portfolio, and the State's assessment of preservice teachers. Completion of this seminar course provides candidates deeper understanding of their own and other candidates' field experiences as the basis for improving performance.

*Prerequisites: Admission to the Master in Teaching Program or permission of the Director, and completion of Seminar Internship I or equivalent.*

## **Internship III**

**ETC 630** **2 Credits**

In this third developmental field experience, candidates complete a minimum of 25 half-days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. Related topics include establishing a learning environment; collaborative planning, instruction, and assessment; evidence of student learning; and developing collaboration and problem-solving skills. To build capacity regarding residency endorsement competencies, candidates plan and teach a minimum of 10 lessons or activities, record and analyze a video of their own teaching, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

*Prerequisites: Admission to the Master in Teaching Program or permission of the Director, and completion of Internship II or equivalent.*

## **Seminar - Internship III**

**ETC 631** **0 Credits**

In this reflective seminar course that accompanies Internship III, candidates prepare for the field experience, reflect upon their classroom observations and experiences, and develop skills needed to complete program summative assessments. Topics addressed in seminars and individual conferences include: orientation to the field experience, endorsement competencies, essential dispositions, producing and using videos of candidate lessons, sharing and reflecting upon field experiences, professional development planning, professional writing, quality evidence, building an evidence-based portfolio, academic language, and the State's assessment of preservice

teachers. Completion of this seminar course provides candidates deeper understanding of their own and other candidates' field experiences as the basis for improving performance.

*Prerequisites: Admission to the Master in Teaching Program or permission of the Director, and completion of Seminar - Internship II or equivalent.*

## **Seminar - Internship IV**

**ETC 636** **0 Credits**

Course under development at time of publication.

## **Student Teaching in Elementary Education**

**ETC 640** **7 Credits**

Course under development at time of publication.

## **Seminar - Student Teaching in Elementary Education**

**ETC 641** **0 Credits**

Course under development at time of publication.

## **Student Teaching in Specialized Content**

**ETC 644** **7 Credits**

Course under development at time of publication.

## **Internship IV**

**ETC 645** **2 Credits**

Course under development at time of publication.

## **Seminar - Student Teaching in Specialized Content**

**ETC 646** **0 Credits**

Course under development at time of publication.

## **Performance: Learning Community I**

**ETC 650** **0 Credits**

This course provides the opportunity for candidates to meet with others in the field for the purpose of improving teacher performance. Topics addressed include professional learning communities, engagement in teaching and learning protocols, and preparation and/or review of CityU performance tasks. The communication and reflective practice skills executed in this course prepare candidates to be contributing members of the field of education as a learning community.

## **Performance: Learning Community II**

**ETC 651** **0 Credits**

This course provides the opportunity for candidates to meet with others in the field for the purpose of improving teacher performance. Topics addressed include professional learning communities, engagement in teaching and learning protocols, and preparation and/or review of CityU performance tasks. The communication and reflective practice skills executed in this course prepare candidates to be contributing members of the field of education as a learning community.

## **Performance: Learning Community III**

**ETC 652** **0 Credits**

This course provides the opportunity for candidates to meet with others in the field for the purpose of improving teacher performance. Topics addressed include professional learning communities, engagement in teaching and learning protocols, and preparation and/or review of CityU performance tasks. The communication and reflective practice skills executed in this course prepare candidates to be contributing members of the field of education as a learning community.

## **Performance: Mathematics: Concepts and Methods**

**ETC 660** **0 Credits**

Course under development at time of publication.

## **Performance: Inquiry in Science and Social Studies Methods**

**ETC 661** **0 Credits**

Course under development at time of publication.

## **Performance: Literacy**

**ETC 662** **0 Credits**

Course under development at time of publication.

## **Performance: Curriculum, Instruction, and Assessment Methods**

**ETC 663** **0 Credits**

This course represents the companion performance task for ETC 548 Curriculum, Instruction and Assessment Methods, taken earlier in the program. Focus topics include planning tasks, student engagement tasks, and assessment

tasks aligned with the Washington State Teacher Performance Assessment. These state-required “teaching event tasks” serve to ensure all teachers entering the field of education in Washington State demonstrate an appropriate level of teaching proficiency.

**Performance:**

**Classroom Management**

**ETC 664 0 Credits**

This course represents the companion performance task for ETC 504 Classroom Management taken earlier in the program. Focus topics include student involvement in establishing classroom norms and families as partners in the educational process. Demonstration of candidate ability to connect to both students and families as a pre-service teacher, prepares candidates for greater success when managing their own future classrooms and establishing effective learning environments.

**Teacher Research I**

**ETC 680 1 Credit**

This course introduces candidates to action research and requirements of the master project. Topics include the cycle of inquiry, information literacy, models of action research, professional writing, and APA style. Candidates examine how classroom teachers use the principles and processes of action research to inform and improve student learning.

**Teacher Research II**

**ETC 683 1 Credit**

Course under development at time of publication.

**Teacher Research III**

**ETC 686 1 Credit**

Course under development at time of publication.

**Master Project**

**ETC 690 2 Credits**

Course under development at time of publication.

**Capital Formation and Corporate Management**

**FIN 541 3 Credits**

In this class students will understand and be able to analyze the appropriate use of methods of capital formation. 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.

*Prerequisites: MBA 530, MBA 535, MBA 540.*

**Banking and the Movement of Capital**

**FIN 542 3 Credits**

In this course students will learn 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. The global flow of capital, in part facilitated through the back offices of global banks, has tied the world’s economies.

*Prerequisites: MBA 500, MBA 530, MBA 535 and MBA 540.*

**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 trading of stocks and bonds has become global. The market in equity and debt instruments now is a 24 hour system. This course takes a comprehensive overview look at how markets are organized and how trading occurs. It establishes a framework for understanding how existing markets are established, how trading occurs in them, and how they evolve over time. The skills learners will gain will have profound long term impacts on their personal lives as well as in their professional responsibilities.

*Prerequisites: MBA 530, MBA 535, MBA 540.*

**Financial Management of Public 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 range from 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. The role of finance in the public and not for profit sectors has become central to the stability of the world economy. On the local level, governments and not for profit corporations provide critical services. Internationally, NGOs play major roles in mediating key global problems. Governments financed projects, from the Three Gorges Dam in China, to the new tide regulation project in Venice and to the rebuilding of Port infrastructure in Seattle, have wide ranging local and global impacts.

*Prerequisites: MBA 530, MBA 535 and MBA 540.*

**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.

**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-

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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/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 (SS)** 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.

## **The Ancient World**

**HST 401 (SS)** 7 Credits

The Ancient World

## **Introduction To Philosophy**

**HUM 200 (HU)** 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 (HU)** 5 Credits

This course is an introduction to the humanities designed for students with limited experience in the arts. The course explores the basic principles and practices of the arts painting, printmaking, sculpture, music, theater, dance, literature, and architecture of Western and other cultures. Approaching the arts from a world viewpoint, students will learn to apply fundamental definitions and concepts to the arts of diverse cultures.

## **Introduction To World Literature**

**HUM 222 (HU)** 5 Credits

This course explores 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.

## **Independent Study**

**HUM 299** 1-5 Credits

Independent Study

## **Modern Greek Language: Writing & Grammar I**

**HUM 310 (HU)** 7 Credits

Course under development at time of publication.

## **Independent Study**

**HUM 499** 1-5 Credits

Independent Study

## **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 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 (SS) 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.

## **Independent Study**

### **INT 498 1-5 Credits**

Independent Study

## **Practicum Intern Studies**

### **INT 499 1-5 Credits**

An introduction into the practicing world of business and management. The practicum will consist of a combination of observation and participation. The student will be placed under the mentorship of a practicing professional and under the guidance of a senior faculty member. In this position the student is expected to observe the environment in which she/he is working. The student is expected to observe and maintain a 'learning journal' of the events and observations.

## **Fundamentals of Computing**

### **IS 201 5 Credits**

This course is designed to provide an overview of the fundamentals of computing. Emphasis is placed on the five basic areas of Information Technology (IT): applications, platforms, development, data, and communication. Students will develop their understanding of basic IT concepts, and delve into Information Technology planning and analysis through practical application of current techniques and tools for building a website.

## **Data Management Communications and Networking**

### **IS 306 5 Credits**

This course develops student understanding of a model of Information Systems composed of data acquisition, data transport, data manipulation, data storage and data display. The use of data to develop business intelligence, competitive advantage, and support business operations through lean supply chains, delivery, and oversight has become an increasingly critical component in business success. Students will learn how modern computer systems work with data across multiple systems to deliver relevant time critical information to managers and workers. Students will gain an insight into networked communications in support of business operations. This course prepares the student for working with data in a modern highly connected organization anywhere in the world.

## **Basic Telecommunications**

### **IS 307 5 Credits**

This course provides an examination of electrical and physical characteristics of signals, light and sound and the hardware and software used for the networking of voice, data and video telecommunications. Emphasis placed on the OSI Model, TCP/IP protocols, and the integration of data for cost effective telecommunication solutions. Included are sections on regulation, system design, and management.

## **Internet Technologies**

### **IS 308 5 Credits**

Course under development at time of publication.

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## Web Design

### **IS 312** **5 Credits**

This course presents web design topics for developing websites such as XHTML tags to create page layouts, forms, tables, and frames including such topics as CSS and XML. Emphasis is placed on the client-side of web development and the course concludes with students completing the design of a website. In this course, the students incorporate new web technologies into a Website they design. Prerequisite: IS 306.

## Project / Change Management

### **IS 320** **5 Credits**

This course focuses on project/change management using the Project Management Body of Knowledge (PMBOK) as the foundation to examine: planning, scheduling, estimating, and change management models. The Kotter model for change management along with other industry change models will also be covered. Students learn how to plan and manage a software project, demonstrating how to implement change in organizations through hands on projects and activities.

## 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.

## Understanding Technology for Communication

### **IS 331** **5 Credits**

Course under development at time of publication.

## Operating Systems

### **IS 340** **5 Credits**

This course examines basic operating system concepts and principles. The concepts include Operating Systems components, architecture, and management. Operating system management will examine process, memory, storage, and security management. Several exercises and

hands-on activity reinforce the concepts and principles covered in the course.

*Course Entry Requirements: IS 201, IS 305, and IS 320.*

## Information Security

### **IS 345** **5 Credits**

This course examines the threats and vulnerabilities information security professionals face and the countermeasures that mitigate them. Topics covered: information system threats and vulnerabilities, include the following security controls: information security policies, the technologies and procedures that implement these policies, the awareness training that disseminates information about information system security, information assurance audit and compliance, and legal and ethical considerations. Practical application of these principles make software developers more aware of how vulnerabilities arise in the development process and how to evaluate and adopt best security practices-offering a broad overview of the field of information security.

*Prerequisites: IS 201, IS 305, IS 320, IS 330, and IS 340.*

## Systems Analysis and Design

### **IS 350** **5 Credits**

This course examines systems analysis and design using the Software Engineering Body of Knowledge (SWEBOK) as a foundation. The concepts include data, process, and network modeling 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. Several exercises and hands-on activities reinforce the design of a system covered in the course.

*Course Entry Requirements: IS 201, IS 305, IS 320, IS 330, IS 340, and IS 345.*

## 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, MS SQL Server 2008, Oracle, and 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 future directions of database technologies.

*Course Entry Requirements. IS Core, 201 through 345.*

## C++ - Introduction

### **IS 365** **5 Credits**

This course focuses on the fundamentals of programming concepts in C++ including control statements, conditional statements, functions, operators, flow control constructs and iteration statements. This course also discusses basic object-oriented programming concepts including class, structure, abstract class, interfaces, and exception handling. The student will be able to write, compile, debug, and execute an application written in C++.

*Course Entry Requirements: IS 201, IS 305, IS 320, IS 330, IS 340 and IS 345.*

## Programming with Silverlight

### **IS 366** **5 Credits**

Course under development at time of publication.

## Java Programming

### **IS 370** **5 Credits**

Course under development at time of publication.

## C++ - Intermediate

### **IS 375** **5 Credits**

This course focuses on intermediate object-oriented programming concepts such as creating and implementing interfaces, implementing properties, and using indexers. Students learn to overload operators, interrupting program flow by creating delegates and handling events. Students are introduced to generics and utilize some of the STL/CLR templates library.

*Course Entry Requirements: IS 201, IS 305, IS 320, IS 330, IS 340, IS 345, and IS 365.*

## C# - Introduction

### **IS 380** **5 Credits**

Course under development at time of publication.

## C# - Intermediate

### **IS 382** **5 Credits**

Course under development at time of publication.

## Programming

### **IS 410** **5 Credits**

This course further explores the concepts, principles, and skills of programming including compilers, algorithms, and problem solving using C# and Java languages. Emphasis is



placed on: classes, interfaces, operators, program control, arrays, testing, debugging, polymorphism, and event handling. The course concludes with student project teams designing a working programming project. Completion of this course will result in the student being able to incorporate new techniques for simplifying the programming process and improving code quality

*Prerequisite Courses: IS 201, 320, 340, and IS 405.*

## **Website Design**

### **IS 424 5 Credits**

This course explores social networking's influence upon the usability and relevance of a website. Emphasis is placed upon website organization and the use of XHTML and CSS in the design of a website. Students will be able to apply concepts such as "User Value," "Link Bait," and the use of social networks (Facebook, blogs, newspapers, etc.) in evaluating the design, relevance, and value of a website.

*Prerequisites: IS 201, IS 320, IS 340, IS 345.*

## **C# - Advanced**

### **IS 425 5 Credits**

This course focuses on the advanced concepts of C# programming such as .NET assemblies, reflection and attributes, processes, app domains, contexts, and CLR hosts. Students will learn to build multithreaded applications and applications that deal with data using ADO.NET. They learn about .NET remoting and object serialization and deserialization. Students also get introduced to building graphical applications using GDI+.

*Course Entry Requirements: IS 201, IS 305, IS 320, IS 330, IS 340, IS 345, IS 404, and IS 415.*

## **Web Programming**

### **IS 430 5 Credits**

This course covers both client-side and server-side development technologies through hands on exercises and assignments. Topics include: Java Script, applets on the client side and Perl/CGI, PHP, Ruby, Ruby on Rails and Ajax on the server side. Completion of this course will result in the student being able to analyze and evaluate web development technologies.

*Prerequisites: IS 201, IS 305, IS 320, IS 330, IS 340, IS 345, IS 405, IS 410, and IS 420.*

## **API's and Widgets**

### **IS 432 5 Credits**

This introductory course covers the essentials of web API and mashups. An emphasis is placed on the different classes of popular API's and mashups, and the enabling technologies needed to create API and mashup applications. Through projects and hands-on tutorials, students learn about the practical tools and technologies needed to manipulate digital content using XML, AJAX, and web service APIs such as Flickr, Delicious, and the Google Maps API.

*Prerequisites: IS 201, IS 320, IS 340, IS 345, and IS 431*

## **Programming in AIR**

### **IS 433 5 Credits**

This course explores Adobe Integrated Runtime (AIR), which is a cross operating system runtime that allows Rich Internet Applications (RIAs) to run as desktop applications. Emphasis is placed upon the core principles of creating native windows, persisting data applications, using the file system, using an embedded SQL database, connecting applications, and understanding AIR security. Students will leverage their experience with AJAX technologies to create an RIA to run as a desktop application.

*Prerequisites: IS 201, IS 305, IS 320, IS 330, IS 340, IS 345 and IS 431.*

## **C# - Special Topics**

### **IS 435 5 Credits**

This course focuses on the special topics of C# programming to explain those algorithms and data structures most commonly encountered in routine software development. Students learn about data structures such as lists, queues, stacks, binary search trees, sets, maps, and b-trees. Students also learn algorithms such as sorting, hashing, searching, iteration and recursion. The students will benefit from this class by obtaining a strong foundation to write better code.

*Prerequisites: core courses IS 201, IS 305, IS 320, IS 330, IS 340, IS 345, IS 404, IS 415, and IS 425.*

## **Programming in Flash II**

### **IS 436 5 Credits**

This course continues the work begun in IS 434 (Programming in Flash I) by expanding the use of ActionScript from an intermediate to advanced state and introduces AIR programming. Emphasis is placed on using ActionScript to enhance

the creation of interactive Flash content, of engaging presentations, and of rich media advertising skills learned in IS 434. Students will develop time saving techniques through lessons designed to impart practical tips and tricks of the trade. The student will re-build a Flash CS4 program (IS 434) with advanced levels of ActionScript that solves an animation problem assigned by the Instructor.

*Prerequisites: IS 201, IS 305, IS 320, IS 330, IS 340, IS 345, and IS 434.*

## **C++ - Advanced**

### **IS 437 5 Credits**

This course focuses on the advanced concepts of C++ programming such as debugging techniques, creating windows applications, windows programming with Microsoft Foundation Classes (MFC), and working with dialogs and controls. Students also learn about object serialization and deserialization, writing windows forms applications accessing data sources, and creating application graphical user interface. The students will benefit from this class by obtaining a strong foundation to write better code.

*Prerequisite: IS 375.*

## **C++ - Special Topics**

### **IS 438 5 Credits**

This course focuses on special topics of C++ programming to write basic windows service and web service applications. The students learn to use C++ to write web applications, write multithreaded applications, write network applications, and create assemblies. Students also learn about writing unsafe and secure code. This course builds a strong foundation which enables students to write better code and to effectively use the C++ support library.

*Prerequisite: IS 437.*

## **Quality Assurance**

### **IS 440 5 Credits**

This course focuses on software testing throughout the lifecycle of systems development to ensure the delivery of a functional product. Emphasis is placed on developing the skills to utilize industry standard methods to develop a Quality Assurance (QA) Plan. Students will learn to utilize Industry Standard Methodologies, Peer Reviews, AARs (After Action Reviews), lessons learned, and audits to effectively develop a

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Quality Assurance Plan. A deliverable of this course will be a Quality Assurance Plan for the student's organization.

*Course Entry Requirements: IS 201, IS 305, IS 320, IS 330, IS 340, IS 345, IS 410, IS 420, and IS 430.*

## **Multimedia Web Publishing**

### **IS 445 5 Credits**

In this course, students will learn the concepts of multimedia, the most commonly-used graphic design software, Adobe CS Suite, and the web design suite, Microsoft Expression Web. The technical principles behind graphic elements and web design objects are covered in detail. Multimedia software applications as Silverlight, 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.

*Prerequisites: IS 201, IS 305, IS 320, IS 330, IS 340, and IS 345.*

## **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.

*Course Entry Requirements. IS Core IS 201 through IS 345.*

## **Information Security Overview**

### **IS 461 5 Credits**

This course introduces the meanings of information security and privacy, provides background into the world of computer crime, and presents several common approaches to considering the issue of how to provide information security. The business of security is introduced, including an exploration of career specializations, the role of compliance and regulations, security in the business world, secure coding practices, and future trends in the industry.

## **Policy and Audits**

### **IS 464 5 Credits**

This course investigates national and international policies that govern information security. Many policies govern how data and systems are used inside the corporate environment. Policy is the process in which technical controls are codified into standards and practices that a company or a governmental organization will use to define controls, and assess compliance of those controls in the working environment. The student will learn about basic policy guides, how policy ties into corporate governance, and how policy is interpreted in the United States as well as in the European Union. The student will learn the guiding standards in the information security field as it relates to the use of systems and data as well as privacy and data protection. This course focuses on the core aspects of data security policies and procedures for protecting data.

*Prerequisites: IS 201, IS 305, IS 320, IS 330, IS 340, and IS 345 before taking this course.*

## **Tools and Techniques**

### **IS 468 5 Credits**

This course integrates the concepts covered in Auditing (IS 462), Policy (IS 464), and Hacking (IS 466) and will now view that material in light of specific Tools used in Hacking. Students will expand their consideration of Web Application Vulnerabilities and the effect of SOX upon vulnerabilities. Students will gain experience using Nessus, Nikto/NStealth, WS Fuzzer/FuzzOr, BobCat/SQL Map, Absinthe, FXCop, and others.

*Prerequisites: IS 201, IS 320, IS 340, IS 345, IS 462, IS 464, and IS 466.*

## **Information Security Capstone**

### **IS 469 5 Credits**

This is the final course in the BSIS Information Security Major. This course focuses on the comprehensive understanding of both technical and management skills learned throughout the Information Security major. The technical skills involve identifying, repairing, testing, and reporting on security vulnerabilities in networks. Management-oriented skills involve interpreting and possibly critiquing policy to insure adequate mitigation of security risks and compliance with policy requirements. Students will review a series of real world code sets, and apply

their knowledge to ensuring that the recommendations to fix those code sets are reasonable and cost effective. Students will also discuss several case studies to reinforce and integrate the concepts that they learned in the previous courses and will investigate emerging trends such Web 2.0 and cloud computing and explore policy issues involved in these areas. After finishing this course, students will have an understanding of the technical and organizational complexity of information security. Students will also appreciate that information security is a continually evolving field and that keeping up with developments in the field will require a plan for lifelong learning.

*Course Entry Requirements: CS481, IS 464 and IS 468. Any exceptions must have special permission from the IS Program Director.*

## **IT Service Management**

### **IS 470 5 Credits**

This course focuses on Information Technology Service Management (ITSM) best practices as defined by Information Technology Infrastructure Library (ITIL), Capability Maturity Model Integration (CMMI), Six Sigma, and Total Quality Management (TQM). Emphasis is placed on ITSM drivers of processes and strategies to create a viable Information Technology (IT) organization. Students will learn the foundation, values, strategies and operations of ITSM. Several exercises and hands on activities will focus on service support and service delivery.

*Prerequisites: IS 201, IS 305, IS 320, IS 330, IS 340, IS 345, + Program Major.*

## **Information Technology Ethics**

### **IS 471 5 Credits**

IS 471 Information Technology Ethics introduces students to the social, ethical, and policy dimensions of technology in organizations, schools and society. This course examines access and equity issues, censorship, privacy, piracy, hacking, commercialization, literacy, online communication, Intellectual Property, crime, Civil Liberties, Social Media, and developing a "global community" through the Internet. Understanding of Professional and Ethical Responsibilities and awareness of ethical issues facing IT professionals is emphasized. Analysis of situations involving ethical conflicts and the ability to make decisions based on professional codes of ethics and conduct is explored.

## **IT Compliance**

### **IS 472**

**5 Credits**

IS 472 IT Compliance introduces students to the scope and impact of various established and emerging standards, specifications, regulations, and laws impacting information technology in organizations. Compliance issues for an organization's technological and information infrastructure including HIPAA, SOX, GLBA, white collar crime, and other legal guidelines/regulations/laws are examined. Students develop strategies techniques for assessing compliance and integrating compliance initiatives into IT strategy, planning and projects. The e-records retention requirements of the Sarbanes-Oxley Act of 2002 and defending the organization against exposure to financial loss and liability is emphasized.

## **Intellectual Property**

### **IS 473**

**5 Credits**

This course covers the concept of Intellectual Property and how it relates to business and to strategic planning for a business. We will begin by looking at what Intellectual Property is and how that relates to the economic well being of a business. Consideration will be given to how innovation is driving economic globalization and how that translates into economic opportunities and risks from the standpoint of intellectual property. We will consider methods of quantifying a business's Intellectual Property and creating a strategic plan for development, capitalization of, and protection of that Intellectual Property. Finally, we will look at the integration of a business strategic plan with an Intellectual Property strategic plan.

## **Network Design and Acquisition**

### **IS 477**

**5 Credits**

This course provides a pragmatic overview of Network Design and Acquisition to include Costs-Benefits and Cost-Avoidance Analysis, Network and Design Life Cycles, Logical and Physical Network Design, Network Optimization, Network Protocols, Network Security, Network Documentation, Network Support and Network Implementation. Emphasis is placed on both the technical and performance requirements, those are: Network Performance Requirements: Availability, Bandwidth utilization,

Accuracy, Efficiency, Response time; and the Technical Requirements: Scalability, Availability, Performance, Security, Manageability, Usability, Adaptability, Affordability; Key aspects of any network design or improvement are discussed in detail, they are: Scalability, Availability, Performance, Security, Manageability, Usability, Adaptability, and Affordability.

*Course Entry Requirements: IS 476 Enterprise Networking or Sr. Faculty permission.*

## **Capstone - Software Development**

### **IS 480**

**5 Credits**

This course is the capstone for the major core of the Bachelor of Science in Information Systems (BSIS) program. Emphasis is placed on key elements of the curriculum and the student's opportunity to apply knowledge from the previous courses in the BSIS track. In addition, this course covers: how to apply project management to Software/IT Infrastructure development, addressing topics such as the appropriate development life cycle, planning and estimating development, staffing and controlling projects, feasibility studies, cost/benefit analysis, requirements gathering, design, Software/IT Infrastructure quality assurance, configuration management, testing, Software/IT Infrastructure documentation, Software/IT Infrastructure implementation and maintenance, and IT strategic planning. After finishing the course, students will complete the BSIS degree with an understanding of the technical and organizational complexity of software development. Students will also appreciate that software development is a continually evolving field and that keeping up with developments in the field will require a plan for lifelong learning.

## **Internship**

### **IS 498**

**5 Credits**

As part of the City University of Seattle IS 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. An internship is a planned new learning activity which provides a curriculum-related learning experience designed to enhance competency while integrating

theory and practice within a given field. There must be 30 hours of work for each credit hour earned. The company supervisor will provide oversight during the internship, the IS Program Director will provide mentorship and support to the student and the company. Both the company supervisor and the faculty mentor will evaluate the internship.

## **Capstone - Software Development**

### **IS 499**

**5 Credits**

This course is the capstone for the major core of the Bachelor of Science in Information Systems (BSIS) pro

## **Information Security Overview**

### **ISEC 500**

**3 Credits**

This course will cover changes in information security management and understanding. The age of information security as technology alone has passed, people currently involved with information security need to understand the entire information security landscape, from rules, laws, corporate laws and rules, decision-making, working in teams, leadership, and other ways that information security is changing people and the work place.

## **System Administration for Information Security**

### **ISEC 505**

**3 Credits**

This course looks at the day-to-day systems administration role, and how information security plays a role in patching, updates, configuration, penetration testing and other skills that enhance and provide an important counterpoint to information security and the normal operations of a company. Particular attention will be made in meeting compliance roles such as PCI, HIPAA, and other federal laws, as well as state laws for breach reporting such as HB 1386.

*Prerequisites: IS 201, IS 305, IS 320, IS 330, IS 340, IS 345, IS 350, IS 360, IS 405, IS 440, IS 450, and IS 470. Any exceptions must have special permission from the IS Program Director.*

## **The Senior Manager and Information Security**

### **ISEC 510**

**3 Credits**

Senior Managers are responsible for their companies, and this includes information security. This course takes an in-depth look at the role that the Senior Manager

# COURSE DESCRIPTIONS

has in developing, supporting, running an information security and influencing an information security program in a corporation. This is everything that a Senior Manager needs to know about the information security department that they ultimately are responsible for.

## **Privacy and Open Systems**

### **ISEC 515 3 Credits**

Web 2.0, open systems, federated identity, and other systems present both an opportunity and a source of potential misuse of data and systems. This course covers the risks and rewards of using open systems, federated identity, and other resources, including cloud computing, and the particular issues that information security engineers will need to pay attention to, so that these systems can be used with minimized risk.

## **Ethical Obligations in Information Security**

### **ISEC 520 3 Credits**

This course is a study of the ethical problems that arise in information security. The students will interpret their ethical responsibilities when responding to issues in information security in accordance with industry standards according to SANS/ISC2 and ACM. The students will also demonstrate an understanding of commitment to ethical practices and services by develop risk management plans and strategies.

## **Cybercrime**

### **ISEC 530 3 Credits**

Cyber Crime has risen from the average script kiddie, to an elaborate collaborative black market system where data is constantly bought and sold. New malware, new methods of compromised are often built and used by cyber criminals, and companies are not prepared to deal with cyber crime. Every company can become an unwilling participant in cyber crime, this course builds fundamental knowledge of cyber crime, who to involve, and how the police work in the digital environment.

## **Cyber Warfare**

### **ISEC 540 3 Credits**

Companies are ill prepared to be either a victim or unwitting participant in a cyber war action, this course covers the concepts of asymmetrical warfare,

and the ability to respond, work with government entities, police, and how the nation is working on a national cyber warfare policy/program.

## **E-Government**

### **ISEC 550 3 Credits**

E-government is difficult to manage and enforce security standards. All governments face an ever-decreasing budget process complicated by political pressures, cyber warfare, cyber crime, and users who will stumble across security issues with an e-government web site. The lessons learned in implementing, managing, comparing multiple types of government is a primer for learning about the systems that empower e-government, and how they will be attacked. Students will take away from this course an ability to understand the complex relationship between people, budget, implementation, and standards when building or analyzing an government initiative.

## **Intellectual Property and Espionage**

### **ISEC 560 3 Credits**

Intellectual Property Protection, industrial espionage is very common. This course provides a fundamental groundwork in methods, tactics like "spear phishing" and other ways that governments, nation states, criminals, and hackers are all trying to get data from your company.

## **Breaking and Securing C#**

### **ISEC 570 3 Credits**

This course focuses on how to abuse and otherwise get good C# code to go bad via Fuzzing, Black/White box testing, and other testing methods to work out exactly where code flaws lie in a system.

## **Breaking and Securing Java**

### **ISEC 580 3 Credits**

Java is a commonly used programming language that extends the functionality of a web site to make it more interactive, customizable, and share information resources between various information providers. This course reviews the public API's that are available to programmers and teaches students how to evaluate those public API's for information security concerns. Students will review a number of public Java based API's throughout this course and learn to

analyze them for common security vulnerabilities. Students will gain an understanding of Java security, how to test security, and how to recommend changes to the public API's to make them safer for consumption.

*Prerequisite: ISEC 570*

## **Breaking and Securing Hybrid Applications**

### **ISEC 590 3 Credits**

This course reviews the security implications around Adobe AIR applications. Adobe AIR provides a Rich Internet Application (RIA) environment that can be used to deliver data to any device. Adobe AIR has many uses for delivering data to clients that must be secured against eavesdropping or modification while that data is in transit. The students will download and work with multiple Adobe AIR applications, and learn how these applications can secure or expose information to hackers. The students will learn how to use Adobe AIR and secure the communications paths that these applications use between the client software on any device and the servers that provide data to those clients.

*Prerequisite: ISEC 570.*

## **Elements of Web Site/ Application Breaking**

### **ISEC 600 3 Credits**

This course is an advanced course in Breaking web based services, how services are exposed, consumed, and how to get them to misbehave. Standard methods such as XSS, CSRF, trust models, exposed API's, manifests, are all ways that a web site can be taken over or used for other purposes.

## **Reverse Engineering Malware**

### **ISEC 620 3 Credits**

This course is an advanced course in Breaking web based services, how services are exposed, consumed, and how to get them to misbehave. Standard methods such as XSS, CSRF, trust models, exposed API's, manifests, are all ways that a web site can be taken over or used for other purposes.

## **Reverse Engineering Code**

### **ISEC 610 3 Credits**

Course under development at time of publication.

## **Masters Thesis Capstone**

### **ISEC 630 3 Credits**

Course under development at time of publication.

## **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.

*Prerequisites: ITMGMT 500 and 601.*

## **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. You will gain a perspective and skill set that will enable you to emerge as a leader in your current environment, as well as prepare for increasing levels of responsibility in your IT leadership career.

*Prerequisites: ITMGMT 500 and 601.*

## **Managing Process Innovation**

### **ITMGMT 530 3 Credits**

This course will explore information technology innovation from a process perspective. The course 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.

*Prerequisites for MS in Technology Management students: ITMGMT 500 and 601.*

## **Managing the Technology Enterprise**

### **ITMGMT 540 3 Credits**

Managing the technology enterprise as a business will be the focus of this course. You 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. You 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, you will have a broadened perspective of the role of IT in the global economy.

*Prerequisites: ITMGMT 500 and 601.*

## **Financial Skills for the Technology Managers**

### **ITMGMT 545 3 Credits**

This course introduces students to the skills they 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. Students 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 students to examine their 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 the student's perspective on the impact that their technology decisions can have on others around the world. Students will join a global community, engage in learning about an issue of their choice, and emerge with a personal commitment to be an advocate for social responsibility in the technology management field.

## **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.

*Prerequisites for MS in Technology Management students: ITMGMT 500, 601, and 602.*

# COURSE DESCRIPTIONS

## **Leveraging Emerging Technologies**

### **ITMGMT 565 3 Credits**

This course is designed 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 students in virtual teams to examine real-time trends that are influencing their industries in topics such as biotechnology, rapid prototyping, artificial intelligence, simulated environments, social networking, wireless communications, and many others as technology continues to evolve. Students will gain the ability to recognize an emerging technology, propose it to a business leader, and defend their position with a critical examination of its potential to support a business initiative while mitigating the risk inherent in innovation.

*Prerequisites for MS in Technology Management students: ITMGMT 500 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. Students will work as teams to develop technology benchmarks to support comparisons and to make decisions based on criteria that are aligned to business requirements. Students will create a proposal for implementing and maintaining a technology infrastructure to support a business in the industry of their choice.

*Prerequisites for MS in Technology Management students: ITMGMT 500, 601 and 602.*

## **Technology Implementation and 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.

*Prerequisites for MS in Technology Management students: ITMGMT 500, 601, and 602.*

## **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. Students will define a performance opportunity in their organization, gather and analyze data from varied sources, summarize their findings, and create a communication and follow-up plan appropriate for presentation to a leadership team. Students will enhance their skills and identity as proactive problem solvers as a result of this course.

*Prerequisites for MS in Technology Management students: ITMGMT 500, 601 and 602.*

## **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.

*Prerequisites: ITMGMT 500 and 601.*

## **The Practicing Technology Manager**

### **ITMGMT 590 3 Credits**

This course concludes the program, with a return back to a focus on the student's skill development and application of program learning by creating a set of tools that he/she can use to showcase his/her accomplishments and move forward in his/her career. Students will learn and practice techniques for marketing their accomplishments, promoting their skills, and articulating their career goals as they transition from student to practicing Technology Manager. Outcomes of this course will include an updated resume, completed online portfolio of program work, and a plan for continuing career development. Pre-requisites for MS in Technology Management students: All courses in the ITMGMT program, with the exception of ITMGMT 603, should be completed before taking this course. ITMGMT 603 may be taken during the same term as this course.

## **Applied Action 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 student 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. Students will propose a project to the instructor, learn how to integrate course work into his/her action learning project plan, and create a website to house artifacts from the course work as it is applied. Pre-requisite: ITMGMT 500. This course may be taken in the first term of the MSTM program, at the same time as the initial courses if necessary. This course addresses all program outcomes through the integration of course work into a project applied in the workplace.

## **Applied Action 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 results of your projects and update your project plan to

# COURSE DESCRIPTIONS

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.

*Prerequisites: ITMGMT 500, 601, 510, 520, 530, 540, 565, and 585.*

## **Applied Action 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 for MS in Technology Management students: All courses in the ITMGMT program should be completed before or during the same term as this course. This course addresses all program outcomes through the integration of course work into a project applied in the workplace.

## **Residency 1** **LDRD 601** **3 Credits**

Course under development at time of publication.

## **Residency 2** **LDRD 602** **3 Credits**

Course under development at time of publication.

## **Residency 3** **LDRD 603** **3 Credits**

Course under development at time of publication.

## **Theories and Future Trends** **LDRD 605** **3 Credits**

Course under development at time of publication.

## **Cultural Competence in a Diverse Society** **LDRD 607** **3 Credits**

Course under development at time of publication.

## **Transition Planning and Management** **LDRD 609** **3 Credits**

Course under development at time of publication.

## **Leading Change through Project Management** **LDRD 611** **3 Credits**

Course under development at time of publication.

## **Socially and Environmentally Responsible Leadership** **LDRD 613** **3 Credits**

Course under development at time of publication.

## **Critical Thinking and Innovative Decision Making** **LDRD 615** **3 Credits**

Course under development at time of publication.

## **Research Fundamentals and Statistics** **LDRD 617** **3 Credits**

Course under development at time of publication.

## **Quantitative Research Methods** **LDRD 619** **3 Credits**

Course under development at time of publication.

## **Qualitative Research Methods** **LDRD 621** **3 Credits**

Course under development at time of publication.

## **Research Design** **LDRD 623** **3 Credits**

Course under development at time of publication.

## **Advanced Research Topics** **LDRD 625** **3 Credits**

Course under development at time of publication.

## **Ethical Organizational Leadership** **LDRD 630** **3 Credits**

Course under development at time of publication.

## **Collaborative Coaching** **LDRD 632** **3 Credits**

Course under development at time of publication.

## **Leading in a Global Environment** **LDRD 634** **3 Credits**

Course under development at time of publication.

## **Leading Diverse Teams** **LDRD 636** **3 Credits**

Course under development at time of publication.

## **Leading Organizational Change** **LDRD 638** **3 Credits**

Course under development at time of publication.

## **Strategic Planning** **LDRD 640** **3 Credits**

Course under development at time of publication.

## **Systems Thinking** **LDRD 642** **3 Credits**

Course under development at time of publication.

## **Managing Complexity in Organizations** **LDRD 644** **3 Credits**

Course under development at time of publication.

## **Social Responsibility Reporting** **LDRD 646** **3 Credits**

Course under development at time of publication.

## **Leading Sustainable Organizations** **LDRD 648** **3 Credits**

Course under development at time of publication.

## **Comprehensive Exam 1** **LDRD 680** **3 Credits**

Course under development at time of publication.

## **Comprehensive Exam 2** **LDRD 681** **3 Credits**

Course under development at time of publication.

## **Proposal 1** **LDRD 690** **3 Credits**

Course under development at time of publication.

## **Proposal 2** **LDRD 691** **3 Credits**

Course under development at time of publication.

# COURSE DESCRIPTIONS

## Dissertation 1

**LDRD 694A** **3 Credits**

Course under development at time of publication.

## Dissertation 2

**LDRD 694B** **3 Credits**

Course under development at time of publication.

## Dissertation 3

**LDRD 694C** **3 Credits**

Course under development at time of publication.

## Dissertation 4 - Completion and Dissemination

**LDRD 694D** **3 Credits**

Course under development at time of publication.

## Continuing Dissertation Services

**LDRD 99** **0 Credits**

Course under development at time of publication.

## 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.

## 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. You will 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 versus 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 will 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-orientated 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 Exp, 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 or Practicum Experience**

**MAL 660** **6 Credits**  
This course focuses on research, development, and analysis of a practicum experience or submission of a leadership article for publication. Emphasis is placed on completion of a project or practicum identified in MAL 650. Students will analyze a leadership environment, identify the root cause of an existing problem, identify opportunities for improvement, recommend a solution, and evaluate the impact of the practicum or leadership article. Specific deliverables for the practicum or leadership article are defined in the Project or Practicum Experience Handbook for the MAL Program.

*Course Entry Requirements: MA in Leadership Core courses.*

## **Mathematics for Elementary Teachers**

**MAT 252** **5 Credits**  
This course is designed for candidates desiring to become elementary teachers and prepares candidates with foundation content knowledge for teaching mathematics. The mathematical topics emphasized in this course are: problem solving, set theory and Venn diagrams, the fundamental operations of arithmetic, number theory and fractions, geometry, proportional reasoning, algebraic thinking, probability, and statistics. This course satisfies the mathematics prerequisite requirement for entrance into the Bachelor of Arts in Education and Masters in Teaching programs. For teacher candidates; it may be applied towards satisfying the general education requirement in mathematics.

## **Mathematical Reasoning and its Applications**

**MATH 107** **5 Credits**  
This course applies mathematics to real life issues. Topics include number systems and operations, fractions, percents, decimals, radicals, geometry, and mathematical modeling and their applications (linear, quadratic, and exponential). This course fulfills college mathematics requirements at CU. Students who need higher level mathematics courses to fulfill their program requirements should instead take MATH 138, Math 141, or MATH 151.

## **College Algebra**

**MATH 138** **5 Credits**  
MATH 138 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. Certain degree programs require higher level mathematics courses. Students should consult their advisors to determine if MATH 138 meets their program requirements. Students needing only to fulfill the university's general education or college mathematics requirement may take MATH 107 instead of MATH 138.

# COURSE DESCRIPTIONS

## **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 students to the overall MBA program and the strategies required in preparing a comprehensive and viable business plan. Students will also practice business decision-making through the use of simulations, and practical, analytical, and conceptual foundations in team-based learning. Learning how to find relevant data through the use of credible sources will be a main focus of this course, as well as how to effectively communicate in writing.

*Prerequisite: MBA 505.*

## **Business Communications and Research Methods** **MBA 501** **3 Credits**

The knowledge, competence and mastery of human communication are essential for success in every business setting. This course introduces students to the power of written and oral communication within the context of a multi-cultural and diverse business environment. Students will learn the most effective methods for communicating information, data, research and ideas to both external and internal stakeholders using various media. It is designed to help students develop the initial academic skills needed to successfully complete the program, as well as the communication skills to be successful in the world of business.

## **Business Communications** **MBA 505** **3 Credits**

The knowledge, competence and mastery of human communication are 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 media. Prerequisite: Students must have completed MBA 500 or be enrolled concurrently in the course.

## **Law and Economics for Global Business** **MBA 510** **3 Credits**

In this course students analyze the legal and economic context of business. Students 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. The course will cover the following topics: Social and cultural context of business, industry descriptions, market structures and trend analysis, economic cycles, political and regulatory issues, legal environment, financial markets, global supply and distribution channels.

*Prerequisite: MBA 500.*

## **Law for Global Business** **MBA 511** **3 Credits**

### **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 associated with 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 projects to best accomplish corporate strategic objectives.

*Prerequisite: MBA 500.*

## **Managing with Technology** **MBA 520** **3 Credits**

Managers need to be familiar with the powerful communications and information systems available to them in order to strategically employ them in an organization. This course introduces students to the complexities of managing with technology within the context of a multi-cultural, diverse, and global business environment. Students will explore how information and information processing can support an organization's strategic processes. Among the activities in this class, students 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.

*Prerequisite: MBA 500.*

## **Applied Marketing** **MBA 525** **3 Credits**

In this course, students analyze marketing principles that create competitive advantages in the market place. Students will analyze strategies related to product, price, promotion, and distribution. Applied Marketing is a business function that identifies current unfilled needs and wants, defines and measures their magnitude, determines which target markets the organization can best serve, and decides on appropriate products, services, and programs to serve these markets. The purpose of this course is to focus on Marketing strategies and the processes that are associated with it.

*Prerequisite: MBA 505.*

## **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 to 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.

*Prerequisite: Students must have completed MBA 510 or be enrolled concurrently in the course.*

## **Applied Managerial Economics** **MBA 531** **3 Credits**

## **Managerial Accounting** **MBA 535** **3 Credits**

In this course, you will learn to analyze different internal management information to render decisions such as pricing, inventory procurement, make or buy, and production volume. 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.

*Prerequisite: MBA 530.*

## **Strategic Financial Management** **MBA 540** **3 Credits**

This course examines the theory and practice of business finance from a decision-maker's perspective. Using quantitative and qualitative tools, students 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 students understand how financial management supports other components of a firm's overall business strategy. The course explores the different methods of presenting financial information to a range of audiences and the special challenges involved in managing the finances of international firms.

*Prerequisite: MBA 535.*

## **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.

*Prerequisite: MBA 505.*

## **European Union** **MBA 546** **3 Credits**

Course under development at time of publication.

## **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.

*Prerequisites: MBA 500, MBA 520 and MBA 535.*

## **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.

*Prerequisites: MBA 500, MBA 505, MBA 510, MBA 515, MBA 520, MBA 525, MBA 530, MBA 535, MBA 540, MBA 545. Can be taken concurrently with MBA 550.*

## **Practical Business Applications 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. *Prerequisites:* This course is to be taken at the end of the MBA program after all of the required MBA core courses. Exceptions to this policy will require the approval of the MBA Program Director.

## **Hospitality Management** **Business Practical Application I** **MBA 561** **3 Credits**

Course under development at time of publication.

## **Practical Business Applications 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 your presentation skills by presenting your Practicum results to an outside panel of evaluators. *Prerequisites:* This course is to

be taken at the end of the MBA after all of the required MBA core courses. Students must have completed MBA 560 or be enrolled concurrently in this course.

## **Hospitality Management** **Business Practical Application II** **MBA 566** **3 Credits**

Course under development at time of publication.

## **Environmental and** **Corporate Responsibility** **MBA 575** **3 Credits**

As future business leaders, it is important that students understand the problems that they will be facing as well as the changing landscape in which they will conduct business. This course introduces students to the impacts that both individuals and corporations are having on the environment and helps them understand the urgent need for solutions to today's environmental problems. Business leaders of both today and tomorrow are going to be faced with unprecedented environmental and social challenges that can no longer be ignored. This course not only presents an overview of environmental problems but challenges students to begin to think about possible solutions.

## **Environmental Accounting** **MBA 580** **3 Credits**

For any human activity to be sustainable, it must first be economically viable. The first purpose of this course is to provide students with a basic understanding of the types and behavior of business and environmental costs; how these costs are collected and measured; and how they are incorporated into decision models for business purposes. This course examines the principles of finance and financial techniques for effective management decision-making in the organizations that follow a triple-bottom-line approach. The focus is on understanding and analyzing financial information such as carbon credits and stakeholder issues and integrating them into effective financial decisions. Topics include forecasting; green investing; cash and capital budgeting; working capital management; non-profit metrics, carbon credit and similar markets and risk management.

# COURSE DESCRIPTIONS

## **Sustainability and Business Opportunity**

**MBA 585** **3 Credits**

This course examines how to move from an idea to the successful launch of new sustainable ventures, either by starting a new enterprise or leading a new initiative within an established business. Students will analyze new models of business leadership that emphasize environmental concerns, ethical and ecological considerations, and a long-term sustainable time horizon as starting points to become a successful entrepreneur. The focus will be on how to achieve desired outcomes in areas such as alternative energies, clean technology, and social entrepreneurship. Students will analyze sustainable business plans to evaluate the extent to which they support sustainable entrepreneurship and will use this analysis to develop sustainable business plans of their own.

*Course Entry Requirements: Completion of or concurrent enrollment in MBA 530 or equivalent, or by Program Director's approval.*

## **Hospitality and Organizational Management**

**MBA 605** **3 Credits**

This course introduces students to the basic principles of human behavior that effective managers use when managing individuals and groups in hospitality organizations. It provides a comprehensive perspective for understanding organizational behavior theories and practical application of these theories to effectively manage people in organizations. The focus is on the structure, interaction of people, and management of people in hospitality organizations. Topics include the nature of the hospitality industry, working effectively with people, the nature of managerial work, managerial style and behavior, organizational processes and structure, managerial leadership and the personnel function.

*Prerequisite: MBA 500.*

## **High Performance Hospitality Management**

**MBA 606** **3 Credits**

This course introduces students to the basic principles of sustainability that effective managers use when managing hospitality organizations. The focus is on sustainable management

principles and management of host-culture sensitive and environmentally responsible hospitality organizations. It examines high-performance hospitality organizations focusing on sustainable construction and operations, environmentally responsible market planning and development, challenges and barriers. The impact of hospitality development and operations on the physical, cultural, social and economic environment will be examined. Emphasis is on integrated and sustainable hospitality planning, management and development models at global, national, regional, and host (local) community levels.

*Prerequisite: MBA 500.*

## **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.

## **International Human Resource Management**

**MC 585** **3 Credits**

Course under development at time of publication.

## **Introduction To 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.

## **Students In Free Enterprise (SIFE)**

**MG 491** **5 Credits**

This course prepares students for City University of Seattle's Students In Free Enterprise (SIFE) Team's global competition. SIFE is a global, non-profit education organization providing students with opportunities to apply business concepts to develop community outreach projects that improve the quality of life and standard of living for people at risk or in need. SIFE teams' projects address topics established by SIFE, including market economics, entrepreneurship, financial literacy, personal success skills, environmental sustainability and business ethics. SIFE students form project and marketing teams working within the framework of these topics while adapting their approach to the diverse needs of people in different communities. Students have a "hands-on" opportunity to integrate and utilize theories, concepts, applications and skills developed in previous courses in SIFE projects that are global in scope and purpose, with the flexibility and responsiveness of a community-based organization. Participation in SIFE enables students to hone business, management, and leadership skills, as well as foster a sense of service and responsibility to the community and world around them. .

## **Management Strategy**

**MG 495** **5 Credits**

MG 495 Management Strategy is the capstone course for the Bachelor of Arts in Management. It provides a 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.

## **Independent Study-Management**

**MG 499** **5 Credits**

Independent Study-Management

## **Principles of Marketing**

**MK 300** **5 Credits**

This course investigates various promotional tools used in the communication mix, such as advertising,

sales promotion, and publicity, to sell products and services. Concepts include: advertising planning processes, determining advertising and promotional goals and objectives, control and evaluation of advertising and promotional programs, and regulatory issues. Students will develop a comprehensive advertising campaign for a real or imaginary product.

*Prerequisite: MK 300 or its equivalent.*

## **Marketing Research**

### **MK 386 5 Credits**

This course examines e-marketing's various roles in an organization's total marketing program. Topics include target audience analysis, developing a site plan, creating a content development strategy, email marketing campaigns, search engine optimization, co-branding and community strategy, customer service, ad buys, sales/lead conversion, using site metrics, and ethical considerations. Students will plan & develop e-marketing strategies and a campaign for a real or imaginary small business.

*Prerequisite: MK 300 or its equivalent.*

## **Global Marketing**

### **MK 388 5 Credits**

This course provides 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.

*Prerequisite: MK 300 Principles of Marketing.*

## **Advertising & Sales Promotion**

### **MK 390 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.

*Prerequisite: MK 300 Principles of Marketing.*

## **E-Marketing**

### **MK 401 5 Credits**

This course examines e-marketing's various roles in an organization's total marketing program. Topics include target audience analysis, developing a site plan, creating a content development strategy, email marketing campaigns, search engine optimization, co-branding and community strategy, customer service, ad buys, sales/lead conversion, using site metrics, and ethical considerations. Students will plan & develop e-marketing strategies and a campaign for a real or imaginary small business.

*Prerequisite: MK 300 or its equivalent.*

## **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.

*Prerequisite: MK 300 or its equivalent.*

## **Public Relations**

### **MK 403 5 Credits**

This course provides 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**

This course 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.

## **Independent Study: Marketing**

### **MK 499 1-5 Credits**

Independent Study: Marketing

## **Strategic Brand Creation & 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. The course provides understanding of how consumer behavior and culture influence the creation and management of a successful brand, product, or product category. The course

# COURSE DESCRIPTIONS

explores brand-product strategies and research techniques and analytical processes contributing to the advent and management of effective and successful brand-product strategies. Course emphasis is on utilization of data rather than its collection. This course is designed to build on and apply conceptual tools acquired in MBA 525 and relate them to brand creation and management. Class projects include a group brand design project integrating content throughout the course and an individual brand portfolio assessment providing opportunity to analyze selected brands in greater detail.

## **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. Class projects include a team project focused on discovering an unmet consumer need and designing a product and marketing plan to address that a need.

## **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. Class projects include a team project focused on

identifying and solving a channel conflict by developing a channel management plan to address or resolve the conflict.

## **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. How concerns and issues of the organization's various publics are identified and managed through the planning process and implemented in information and public relations programs is addressed. Message selection, choice of appropriate media technologies, design, strategies, budgeting and follow-up structures is investigated. Interaction between Public Relations and media is probed including how organizations develop collaborative and cooperative media relations with press, broadcast, internet and other outlets. Class projects include a team project identifying a concern or an issue for advocacy of an organization's publics and developing a PR Campaign Plan to advocate on behalf of the issue or resolve the concern or conflict.

## **Marketing in the New Economy**

**MK 575** **3 Credits**

This course introduces the basic concepts of sustainable or green marketing with a focus on how businesses can incorporate sustainable concerns into their marketing and management programs. The ultimate aim of the course is to provide students with an understanding of tools to address sustainable values in all aspects of marketing to improve the performance of the firm. The potential and pitfalls of sustainable marketing will be explored in an international context with theory, cases, readings, and examples from current industrial situations. Topics will include green consumerism; environmental and sustainable certification and labeling; chain of custody issues; trends in green building; life cycle analysis, product development; stakeholder engagement; promotions and public relations;

and segmentation to develop niche strategies for environmentally conscious consumers.

## **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 back-ground and uses applications to explain statistical concepts without using mathematical symbols and equations. The applications include sports, advertising, politics, medicine and psychology. The course will not teach you how to produce statistics, but it will teach you how to understand them. This course can be applied toward the general education requirement in Mathematics.

## **Precalculus**

**MTH 180 (NS)** **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 (NS)** **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** **5 Credits**

Independent Study

## **Ecological Science Lab**

**NAS 210 (NS)** **1 Credit**

The purpose of this course is for the teacher candidates to understand the relationship of ecological science and scientific inquiry. Candidates develop an ecological science lab experiment using the scientific inquiry method. Candidates

demonstrate their understanding of the procedures of conducting simple investigations and the relationship between science, ecology and sustainability.

## **Biodiversity and Conservation**

### **NAS 331 (NS) 5 Credits**

Biodiversity and Conservation incorporates an interdisciplinary approach to the study of biodiversity and conservation, with a foundation in ecological theory and principles as a basis for the conservation and management of natural, production, and disturbed systems. Students explore biodiversity as an ordered progression in biological complexity, from genes to ecosystems, and the mechanisms behind the development of species and ecosystems. The key processes that threaten biodiversity conservation are examined. The impact of humans on the earth's biodiversity and current issues in the conservation of biodiversity are examined, in both global and regional settings. The scientific basis of species and habitat conservation and current practices and problems are also explored. Prerequisites: Enrollment in University of South Queensland Bachelor of Accounting in Sustainable Business program.

## **Sustainable Resource Use**

### **NAS 332 (NS) 5 Credits**

Sustainable Resource Use provides students with an understanding of the principles of sustainable development, with a focus on the environmental impact of current land and resource uses. Human impacts and land use over the past 200 years are examined, along with the limitation of current environmental policies and legislation. Forestry, fisheries, mining, energy, agriculture, and urban development, and the impact of each of these on the environment, are reviewed, both locally and on a global scale. Economic growth and traditional management practices are analyzed. Current approaches to land and resource use and planning, including world-wide environmental policies and legislation, are evaluated in terms of their contributions to global sustainability and options for the future are reviewed. Students leave the course with an appreciation of the challenges of sustainable resource use.

## **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 (PLA). Students learn how to recognize, explain, and document their prior learning. Students are required to complete PLA 200 as Phase 1 of the PLA process. In this phase, students work with the PLA 200 instructor and complete the required assignments, culminating with the completion of a draft portfolio. Students must successfully complete Phase 1 before moving to independent work on the completion and submission of a final portfolio to the PLA Program Manager.

## **Prior Learning Assessment Portfolio I**

### **PLA 300 0 Credits**

Prior Learning Assessment Portfolio I: 0-15 credits

## **Prior Learning**

### **Assessment Portfolio II**

#### **PLA 301 0 Credits**

Prior Learning Assessment Portfolio II: 16-30 credits

## **Prior Learning**

### **Assessment Portfolio III**

#### **PLA 302 0 Credits**

Prior Learning Assessment Portfolio III: 31 - 45 credits

## **Prior Learning Assessment**

### **Portfolio - Education**

#### **PLA 303 0 Credits**

Pla Portfolio - Education

## **Fundamentals of Project Management**

### **PM 401 5 Credits**

PM 401, Fundamentals of Project Management, utilizes a real team project to manage a project's life cycle. Emphasis is placed on activity networks, managing resources, and creating control mechanisms that minimize risk. Project leadership is explored in the context of building effective project teams and maintaining stakeholder relationships. Students will learn and apply basic project management concepts including time and resource constraints, planning, scheduling, work breakdown structure, Gantt Charts, network diagrams, and project control.

## **Introduction to Project Planning And Control**

### **PM 404 5 Credits**

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.

*Prerequisite requirement: PM 401.*

## **Project Risk and Change Management**

### **PM 406 5 Credits**

PM 406, Project Risk and Change Management, utilizes a simulated project to teach students how to manage risk and crisis occurrence through a project's life cycle. Strong emphasis is placed on integrating SWOT, Risk Breakdown Structure, and Risk Mitigation into the overarching project life cycle. Project leadership is explored in the context of building effective project teams and maintaining stakeholder relationships, especially in times of uncertainty and crisis. Students will learn and apply basic project management concepts related to identifying, classifying, and mitigating risk.

*Prerequisite requirement: PM 401.*

## **Introduction To Cost Management In Projects**

### **PM 407 5 Credits**

PM 407 Introduction to Cost Management in Projects 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. Since projects are implemented in companies to improve their overall financial performance, emphasis is placed on viewing cost management as 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. Students will learn how project costs extend beyond project boundaries to include consideration of additional processes and management techniques such as return-on-investment, discounted cash flow, payback analysis and the concept of project life cycle cost.

*Prerequisite requirement: PM 401.*

# COURSE DESCRIPTIONS

## **People and Communication in Projects**

### **PM 408 5 Credits**

PM 408, People and Communication in Projects, provides an overview of people and communication factors in managing projects. Topics include human resource planning; how teams work; managing conflict; social and relationship capital in the context of projects; managing behaviors; diversity; leadership pitfalls; and communication factors within a project environment.

*Course Entry Requirements: PM 401 is a prerequisite for this course.*

## **Introduction To Project Management**

### **PM 501 3 Credits**

This course will introduce the practices that are fundamental to successful project management in a broad range of industry environments. You will be introduced to the knowledge and skills needed to be successful in this fast growing professional field including project planning, scheduling, managing cost, quality, and risk, while monitoring the influences that can affect project scope and eventual project success. The challenges of working with diverse teams of internal and external resources will be explored through activities and interaction with distributed teams. The goal of this course is to provide a sense of confidence in bringing projects to a successful close in any professional setting.

## **Project Leadership in Situational Business Context**

### **PM 502 3 Credits**

Application of project management practices, methods, processes, and tools can vary significantly across industry sectors and business context (such as product, service or infrastructure development). The same is true concerning other environmental factors affecting the project such as where a project manager intercepts the project or program (beginning, middle, or project recovery), the velocity of implementation (industry typical lifecycle or fast-track), and whether it is a domestic or international project. This course explores the commonalities and differences in applying project management principles given these varying business and environmental factors, future trends in project and

program management, and critical skills and competencies that are needed today and in the future for project managers to succeed. A personal skills inventory and leadership assessment by each student is a component of this course.

*Prerequisites: PM505 and PM 509.*

## **Communication for Project Success**

### **PM 503 3 Credits**

Communication is the glue that holds project teams and organizations together. Thus being a successful project manager means being an effective communicator. This course introduces communication strategies and proven techniques especially valuable in addressing the challenging dynamics of stakeholder interaction. The aim is to improve communication skills and increase clarity, relevance, and precision in communication to better interact among a diverse workforce and set of stakeholders. Students learn how to tailor project messaging and its timing to meet the needs of varying stakeholders (senior managers, team members, functional managers, customers, vendors, and partners). Importantly, students learn how communication can facilitate decision-making processes, negotiations between competing stakeholder objectives, and keep alignment between project outcomes and business goals.

## **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.*

## **Mastering Portfolios and Programs**

### **PM 505 3 Credits**

result is always decreased organizational performance. This course reviews organizational best practices regarding the disciplines of portfolio management, program management, and project management, focusing specifically on the differences between program and project processes, tools, measures, and

metrics. Students examine the tools and techniques that, when effectively used to manage a set of interdependent projects as a single program, result in improved business performance and keep projects aligned with organizational goals and strategy. From a portfolio perspective, the student will learn industry-proven approaches to ensure that an organization is investing in the right set of projects and programs that provide maximum return to an organization given both budget and resource constraints.

## **Leading Domestic and Global Teams**

### **PM 506 3 Credits**

Many projects today are managed on a global scale. This scale is very different than the much smaller, and less dynamic, domestic scale. With the expanded global marketplace, a project manager's ability to lead geographically distributed teams has become a critical skill. Successful project managers understand the dynamics of teams - domestic and global - and can deploy necessary strategies, tactics, and situational leadership techniques to build an effective project team. This course focuses on how to build and sustain alignment among team members by focusing on improved coordination, communication, and collaboration among team members regardless of geographical location.

## **Project Financial Management**

### **PM 507 3 Credits**

Cost, scope, and schedule are considered the triad of project management. This course is a continuation of PM 504 and will focus on the cost leg of that triangle and earned value management. Project activity-based financial principles will be presented to support the assignment of resource and cost loaded schedules for performing budget planning and estimating. You will learn cost estimating methods, budgeting, performance measurement and controls, as well as various project financial management terms, techniques, and tools and how to apply them in managing the various phases of a typical project. Topics will include an introduction to ANSI 748 Earned Value Standards. You will resource and cost load the schedule you developed in PM 504 and experiment with methods to deal with changes that affect the successful outcome of your project.

*Prerequisites: PM 501 and PM 504.*



## **Managing Risk: Project and Business**

**PM 508** **3 Credits**

Risks associated with cost, schedule, quality, and performance are prevalent in project work and therefore need to be managed. This course exposes students to a plethora of project risks and the means for effective mitigation. Specifically, students will investigate principle theories and practices of risk management to learn the latest techniques for identifying, assessing, and evaluating trade-offs to manage the various types of risk associated with a project. These theories and practices will help students plan and predict potential project issues and have ready-to-implement mitigation plans if and when risk events materialize. From such work, students will learn about the impact of project risk as it relates to the probability of failure to achieve the business goals associated with the project and further determine the potential damage it has to the overall organization. Opportunity risk is also evaluated as it relates to project selection within the portfolio management process and toward achievement of strategic advantage for a business.

## **Business Fundamentals for Project Managers**

**PM 509** **3 Credits**

Organizations are complex with a multitude of business activities being executed every day. Undergirded by the notion of general systems theory, this course provides business fundamentals for project managers. Students learn about business strategy, marketing, voice-of-the-customer, finance and accounting, operations, and human resource management. Understanding these fundamentals allows project managers to better deploy tools and techniques of the discipline (such as a project's business case, cash flow management plan, risk-mitigation strategy, schedule) and bridge the divide between customer needs, business goals, and project planning, designing, developing, and implementing. Further, students will be exposed to the effective use and management of vendors, partners, and contractors and their implications relative to decision-making, legal, and ethical concerns.

## **Power, Politics, and Stakeholder Management**

**PM 510** **3 Credits**

The focus of this course is essentially decision making. Effectiveness regarding decisions starts with an understanding of organizational culture, power streams, and political structures. Students learn how to identify all organizational stakeholders (inside and outside the organization) associated with a project or program, analyze and assess stakeholder objectives, and then develop a stakeholder management plan that satisfies the needs of influential stakeholders while managing their competing objectives against the objectives of the project and business. Further, this course evaluates the sources of organizational politics and power struggles, and the resulting impact on a project or program. Students learn to master techniques to work appropriately based on the cultural pressures of the organization and reduce the negative impact of organizational politics. This ability allows project managers to foresee and overcome obstacles by building relationships within the complexity of organizations.

## **Measuring Project Performance for Success**

**PM 511** **3 Credits**

Ensuring project health is a vital concern for all project managers. This certification course focuses on the underlying business goals that drive the need for projects. The course is designed to help project managers develop and implement a set of performance measures that evaluate and facilitate achievement of goals for the project and the business. Students will learn to integrate the historic triple constraint project performance measures (time, budget, and quality) with a larger set of business measures specific to operational and customer needs that together can define a successful project. Through this process of measuring performance, students learn how to determine and integrate appropriate performance targets, measures and metrics, then detail the means to collect baseline and actual performance data necessary to measure, analyze, trend and report findings and recommendations to project stakeholders.

*Prerequisite: PM 501.*

## **Applying Advanced Project Management Tools and Methods**

**PM 512** **3 Credits**

This course ensures a 'master level' understanding of key tools and project management methodologies in the project and program manager's toolbox. Students will first learn to evaluate the use of various project management methodologies (waterfall, agile, six sigma, PRINCE) to use in varying business and project situations. The student will then learn how to evaluate and select the right suite of project management tools based upon what is being measured, project or program structures, local or distributed team environments, and alignment of tools to business goal achievement. Both strategic tools (portfolio maps, roadmaps, complexity assessments, strategy alignment matrices) and operational tools (budget reports, time management tools, program maps, project dashboards) will be applied in this course.

*Prerequisites: PM 501, PM 504, PM 507.*

## **Project Managers As Change Agents**

**PM 513** **3 Credits**

Organizations cannot remain static in today's ever-changing business environments. To do so would result in business failure. Projects and project managers aim to address this concern. With the understanding that projects are change endeavors, project managers are change agents and are looked to for leadership in times of business transition. With focus on diagnosing the root causes and need for organizational change, the personal psychology of change, and why change efforts commonly fail, this course enables the student to be an effective contributor and change agent in a constantly changing organization. To accomplish this aim, various organizational change management and business transition theories, concepts, techniques, and interventions are explored. Each student will define differing change management approaches most effectively applied in varying organizational situations and will create a business transition and change management strategy along with an integrated project plan and schedule that addresses the need for change and its interdependencies in complex business systems of today.

# COURSE DESCRIPTIONS

## **Project Integration**

### **PM 514**

**3 Credits**

The work of a project manager is continually challenging and situational based upon the broader business context in which a project operates. This integration course is conducted using multiple simulations that allow students to apply critical elements of project management in a variety of real-world scenarios and situational contexts. Applying knowledge from prior coursework in simulations will build practical understanding and integration of core project management tools and activities. In concert with the simulations, students are professionally facilitated through a process of reflective learning about the simulations, the project management discipline, and their planned career. The integrative learning summarizes the prior course work while preparing students for the remaining courses in the master's program. Upon completion of this course, the student will be eligible for the Graduate Certificate in Project Management and ready to proceed toward higher levels of learning in the MSPM degree program.

*Prerequisites: PM 501, PM 504*

## **Action Learning Project 1**

### **PM 602**

**1 Credit**

The application of project work will be supported by three 1-credit courses at the end of each learning phase throughout the Project Management program. These courses will provide guidance and assessment of student progress in implementing 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 implemented and studied throughout the program. You will propose a project to the instructor, learn how to integrate course work into an action learning project plan, and create a website to house artifacts from course work as it is applied.

*Prerequisite: PM 501*

## **Action Learning Project 2**

### **PM 603**

**1 Credit**

This course will continue the implementation 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 project 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 e-portfolio progress.

*Prerequisites: PM 501, PM 504, PM 507, PM 511, PM 514, and PM 602.*

## **Action Learning Project 3**

### **PM 604**

**1 Credit**

This course will conclude the implementation 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 project and update your project plan to address what you have learned and what has and has not worked. This course will serve the final program checkpoint for your project e-portfolio progress. Pre-requisites: All courses in MSPM should be completed or in process when this course is taken.

## **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)**

**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.*

## **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 (SS) 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.

## **Fundamentals of Testing and Assessment**

### **PSY 323 (SS) 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.*

## **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;

# COURSE DESCRIPTIONS

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 (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.

## **Health Issues in Aging PSY 423 5 Credits**

Course under development at time of publication.

## **Special Populations Practicum PSY 497 5 Credits**

Course under development at time of publication.

## **Senior Seminar PSY 498 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 5 Credits**

Independent Study

## **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.

## **Independent Study SCI 499 1-5 Credits**

Independent Study

## **Social Media and Society SOC 305 (HU) 5 Credits**

Course under development at time of publication.

## **Gerontology SOC 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**

**SOC 319 (SS) 5 Credits**

This course provides 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**

**SOC 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.

## **Sociology of the Family**

**SOC 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.

## **Introduction To International Studies**

**SSC 107 (SS) 5 Credits**

An introductory look at the world's 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.

## **Introduction To Sociology**

**SSC 200 (SS) 5 Credits**

This course examines the field of sociology from a variety of theoretical perspectives. It introduces students to sociological terminology, theory, and research methods. Topics include culture and society, deviant behavior and social control, social change and social movements, and social stratification.

## **Intro to Criminal Justice**

**SSC 202 (SS) 5 Credits**

This course examines the field of criminal justice from a variety of theoretical perspectives. It introduces students to criminal justice terminology, theory, and research methods. Topics include crime and justice, victimology, police and judicial system, and punishment and corrections.

## **Introduction to Sociocultural Anthropology**

**SSC 203 (SS) 5 Credits**

This introduction to the study of human culture and society provides an opportunity to learn and understand cultural differences and to explore cultural diversity and social change. In this course, we will examine and discuss the factors that affect, shape, and create meanings in the everyday lives of people throughout the world - culture, ethnicity and race, kinship and family organization, gender, belief in the supernatural and religion, political systems, means of making a living, and forms of inequality and social control. In this multicultural, globally interconnected world, it is increasingly important - as citizens, tourists, employees, and employers - to be aware of the diversities and similarities of humans and their cultures. Understanding different cultures will help us think more critically about our own culture and how our own culture shapes our worldview and experiences.

## **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.

## **Comparative European Politics**

**SSC 300 (SS) 5 Credits**

This course examines political, social, and economic events in Europe and their relationships to political developments in European states. The course covers various political aspects of the Cold War, the transformation to market economies, and the challenges facing European states today in the age of globalization and terrorism. By comparing the past and present political behavior of European states, students will better understand what it is to be European.

*Prerequisites: INT 301, INT 305.*

# COURSE DESCRIPTIONS

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## **Technology Leadership in Education**

**TCI 508** **3 Credits**

This course examines how effective technology leadership can impact student learning. The course topics include: advocating for technology integration, addressing access and equity issues, assessing implemented practices to insure on-going support for professional development, community relations and adherence to ethical and legal requirements. Candidates examine and apply key educational leadership principles in technology use.

*Course Prerequisites: Acceptance into the Masters in Education program.*

## **Using Technolog Learning**

**TCI 512** **3 Credits**

Candidates gain practical experience integrating technology into the classroom to enhance and extend learning. State academic standards and national technology standards are used to make decisions about curriculum content and to plan technology-based activities. Writing and presentation software is used for communication; multimedia and web-tools are used to design engaging learning environments. Candidates use classroom productivity software and hardware to support and enhance inquiry learning.

## **Staying Current with Emerging Technologies**

**TCI 513** **3 Credits**

This course examines the impact that staying current with emerging technologies has on supporting a diverse classroom learning environment. The course explores student disparities in performance with regard to the use of technology. Candidates analyze and implement appropriate emerging technologies to engage and meet the differing abilities of K-12 students.

## **Fundamentals of Computers**

**TCI 517** **2 Credits**

This course investigates technical aspects of the computer, balanced between hardware and operating system. Methods of maintenance, troubleshooting and repair are demonstrated and experienced. The goal is to demystify the computer, not create technicians. Candidates learn basic technical language and concepts to communicate about, prevent, and solve basic technical problems, enabling them to function more effectively in educational settings with computers. This includes being able to make technically informed decisions regarding the purchasing and upgrading of computers.

## **Bridging Technology Gaps**

**TCI 537** **3 Credits**

Candidates examine the reasons that there are significant student disparities in performance with, and access to, technology. These disparities are along gender, economic, class, and cultural lines. Candidates investigate existing strategies to redress these "divides" in the classroom, in the community, and nationally. Candidates will also explore curriculum and teaching techniques to broaden technology's appeal and engage more students in expanding their learning opportunities by using technology.

## **Technology And Issues In Education**

**TCI 540** **3 Credits**

Candidates research, analyze, and synthesize current issues in education and how these issues may be addressed with technology. Candidates examine local, state, and national standards; diversity and gender concerns; grant writing and technology funding; and high stakes testing. Candidates explore integrated learning systems, adaptive technologies, and computer aided instruction as a means to support student learning.

## **Project And Presentation**

**TCI 600** **3 Credits**

Project And Presentation

## **Thesis And Presentation**

**TCI 610** **3 Credits**

Thesis And Presentation

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