2019-2020 CATALOG

The contents of the 2019-2020 City University of Seattle Catalog have been compiled and organized to provide enrolled and prospective students, and others, with a broad overview of the programs and policies of City University of Seattle. Enrolled students may use this catalog as a student handbook. It is as current and complete as publication deadlines permit.

Typically, within a catalog’s effective dates of use, courses and curricula can vary, tuition and fees may be increased, policies might be modified, and personnel changes will occur. Normally, the University makes announcements of this nature via the University Web Site at www.CityU.edu or Portal at my.CityU.edu. Letters dealing with specific changes in programs, policies or procedures may be emailed to students’ CityU email accounts, 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 Advisor with questions.

The writing and editing of this catalog have 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 Main Campus
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Suite 100
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Please use our live chat option via www.CityU.edu
Website: www.CityU.edu
Email: info@CityU.edu
WELCOME TO CITY UNIVERSITY OF SEATTLE

Welcome to City University of Seattle

We are so excited you have joined the City University of Seattle family! Welcome!

City University of Seattle (CityU) is a special institution. Founded nearly 50 years ago to help working adults complete their bachelor or master degree programs, it has grown into an institution with global diversity, mixing students from Washington state, the United States, China, Mexico, Vietnam, Slovakia, the Czech Republic, and other parts of the world. CityU students get an education flavored with a global perspective from students who are working or who are hoping to figure out how to live and succeed in a complex world. One thing we would like to make clear: No matter where you are from, you are welcome at CityU, in Seattle, and in the state of Washington.

At CityU, we offer you the opportunity to learn the “best practices” that are currently being used in your chosen field or profession. You will also be challenged to develop insight into how to improve the profession by faculty who are practitioners themselves, and scholars in their respective discipline. You will be given exposure to alternate career pathways that you may not have previously considered. One thing is certain, upon completion of your chosen program you will be prepared with the skills generally required to meet and exceed your career pathway expectations. It is also important to us that you finish your program of study, and we remind ourselves of that frequently. Starting is good, but finishing allows you to do great things.

CityU has a rich heritage as one of the first Pacific Northwest universities to participate in distance and online education. We have an established tradition and commitment to personalized education with highly ranked academic and certificate programs. The University is ranked among the top 50 U.S. universities offering online bachelor degrees by U.S. News & World Report, and has been so for the last seven years.

As the demands of students and technologies have advanced, so have the wide varieties of learning formats and delivery methodologies that will be available to you. Today, you have an opportunity to participate in online, onsite, a hybrid of the online and onsite, and leading edge performance-based education as just a few illustrations of this commitment.

Annually, CityU serves nearly 7,000 students worldwide, but our priority is to treat each student as an individual with the care and service that is a hallmark of CityU. It is because of this personalized approach that more than 90 percent of students surveyed feel they have gained new career competencies in their degree program; and more than 80 percent of CityU’s surveyed alumni say they had a positive experience with CityU.

Thank you for coming to CityU. There is a great deal of extraordinary learning and professional development happening here, and it is our goal to help you achieve the life you want. We are a private, nonprofit university where our students remain our only shareholders. Please let us know how we can serve you better.

Randy C. Frisch
President of City University of Seattle

Message from the Chancellor

Dear Student,

It is a great pleasure to welcome you to the City University of Seattle family of exceptional faculty, staff, students, and a strong alumni network. We are excited to support you in reaching your educational goals, and we are committed to providing world-class education that is both affordable and accessible.

CityU is a private nonprofit university that has distinguished itself by offering quality, market-relevant degrees through innovative programs that positively transform and impact students, enterprises, and communities. As part of CityU, you join a diverse community of life-long learners who are part of the National University System. Together we share a common
approach to learning and fostering student success while creating new and exciting pathways for your educational future.

Since the creation of the National University System, we continue to build on the foundation of serving adult learners in new and creative formats. Today, NUS is comprised of:

- City University of Seattle: Emphasizes master’s, doctoral, and international programs, while establishing choice through workforce partnerships

- National University: A veteran-founded institution that serves a diverse population of adult learners through innovative educational solution

- John F. Kennedy University: Focuses on community and social justice, largely through differentiated graduate and doctoral programs in psychology and law

- Northcentral University: NCU mentors students one-to-one with a highly credentialed, 100% doctoral faculty within our five schools: Business, Technology, Education, Health Sciences and Social & Behavioral Sciences

- The Division of Pre-College Programs: Fosters the success of the next generation of K-12 learners through the National University Academy and the National University Virtual High School

The System also oversees the Sanford Programs, three programs inspired by the vision of renowned philanthropist T. Denny Sanford to address critical needs in the education and nonprofit sectors. Sanford Harmony and Sanford Inspire provide innovative resources for the PreK-12 education sector and the Sanford Institute of Philanthropy offers educational programs to help nonprofits become more effective at fundraising and donor relationships.

Connected by their shared values of academic excellence and integrity, the affiliates of the National University System offer pathways for students to attain professional and terminal degrees by maximizing the value of faculty, staff, partners and advanced technologies to create a more customized learning experience that guides students to successful completion of their academic and career goals. The National University System further establishes deep partnerships with industry to educate and develop market-ready employees to meet the needs of the 21st-century economy.

As graduates can attest, an education from a National University System affiliate provides the skills and knowledge necessary to succeed and lead in today’s ever-changing environment.

Thank you for choosing City University of Seattle and Welcome! I wish you much success in your academic and professional journey.

Sincerely,

Michael R. Cunningham, Ph.D.
## ACADEMIC CALENDAR

### 2019/2020

<table>
<thead>
<tr>
<th>Event</th>
<th>SUMMER 2019/20</th>
<th>FALL 2019/20</th>
<th>WINTER 2020</th>
<th>SPRING 2020</th>
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<tbody>
<tr>
<td>Last Day of Registration</td>
<td>June 20, 2019</td>
<td>September 20, 2019</td>
<td>December 20, 2019</td>
<td>March 20, 2020</td>
</tr>
<tr>
<td>Late Registration for 10 Week and 5 Week-one Sessions</td>
<td>June 21, 2019-forward</td>
<td>Sept 21, 2019-forward</td>
<td>Dec 21, 2019-forward</td>
<td>March 21, 2020-forward</td>
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<tr>
<td>Late Registration for 5 Week-two Session</td>
<td>July 20, 2019-forward</td>
<td>October 20, 2019-forward</td>
<td>Jan. 20, 2020-forward</td>
<td>April 20, 2020-forward</td>
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<tr>
<td>First Day of Quarter</td>
<td>July 1, 2019</td>
<td>October 1, 2019</td>
<td>January 1, 2020</td>
<td>April 1, 2020</td>
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<tr>
<td>Last Day to Officially Withdraw from Class</td>
<td>80% mark of the course</td>
<td>80% mark of the course</td>
<td>80% mark of the course</td>
<td>80% mark of the course</td>
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<td>Last Day of Quarter</td>
<td>September 30, 2019</td>
<td>December 31, 2019</td>
<td>March 31, 2020</td>
<td>June 30, 2020</td>
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<table>
<thead>
<tr>
<th>Day</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tbody>
<tr>
<td>Canada Day (Canadian Holiday)</td>
<td>July 1, 2019</td>
<td></td>
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<tr>
<td>Independence Day (U.S. Holiday)</td>
<td>July 4, 2019</td>
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<tr>
<td>Civic/Provincial Day (Canadian Holiday)</td>
<td>August 5, 2019</td>
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<tr>
<td>Labor Day (U.S. and Canadian Holiday)</td>
<td>September 2, 2019</td>
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<tr>
<td>Thanksgiving (Canadian Holiday)</td>
<td></td>
<td>October 14, 2019</td>
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<tr>
<td>Veterans Day (U.S. Holiday)</td>
<td></td>
<td>November 11, 2019</td>
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<tr>
<td>Remembrance Day (Canadian Holiday)</td>
<td></td>
<td>November 11, 2019</td>
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<tr>
<td>Thanksgiving (U.S. Holiday)</td>
<td></td>
<td>November 28-29, 2019</td>
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<tr>
<td>Christmas (U.S. &amp; Canadian Holiday)</td>
<td></td>
<td>December 25, 2019</td>
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<tr>
<td>New Year’s Day (U.S. &amp; Canadian Holiday)</td>
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<td></td>
<td>January 1, 2020</td>
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<tr>
<td>Martin Luther King Day (U.S. Holiday)</td>
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<td>January 20, 2020</td>
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</table>
Family Day (Canadian Holiday)            February 17, 2020
Presidents Day (U.S. Holiday)            February 17, 2020
Good Friday (Canadian Holiday)          April 10, 2020
Victoria Day (Canadian Holiday)         May 18, 2020
Memorial Day (U.S. Holiday)             May 25, 2020
Commencement Ceremony                   TBA

Session Start Dates for Refunds (Please note the session start date does not always correlate to first day of class)

<table>
<thead>
<tr>
<th></th>
<th>Summer 2018/19</th>
<th>Fall 2018/19</th>
<th>Winter 2019</th>
<th>Spring 2019</th>
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<tbody>
<tr>
<td><strong>10 Week - Regular</strong></td>
<td>July 8, 2019</td>
<td>October 7, 2019</td>
<td>January 6, 2020</td>
<td>April 6, 2020</td>
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<tr>
<td><strong>10 Week - Distance Learning</strong></td>
<td>July 8, 2019</td>
<td>October 7, 2019</td>
<td>January 6, 2020</td>
<td>April 6, 2020</td>
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<tr>
<td><strong>5 Week - Regular</strong></td>
<td>July 8, 2019</td>
<td>October 7, 2019</td>
<td>January 6, 2020</td>
<td>April 6, 2020</td>
</tr>
<tr>
<td><strong>5 Week - Distance Learning</strong></td>
<td>July 8, 2019</td>
<td>October 7, 2019</td>
<td>January 6, 2020</td>
<td>April 6, 2020</td>
</tr>
<tr>
<td><strong>5 Week Two - Regular</strong></td>
<td>August 19, 2019</td>
<td>November 18, 2019</td>
<td>February 17, 2020</td>
<td>May 18, 2020</td>
</tr>
<tr>
<td><strong>5 Week Two - Distance Learning</strong></td>
<td>August 19, 2019</td>
<td>November 18, 2019</td>
<td>February 17, 2020</td>
<td>May 18, 2020</td>
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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.

Many of CityU’s programs are offered through distance education and other innovative modes. The distribution 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 student-centered approach to education has 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 accepted today by nearly all leaders of higher education. City University of Seattle is proud of the role it has played in the vanguard of this liberating movement within higher education, and continues its commitment to student-centered education.

In 2013, the University became an affiliate of the National University System (NUS). The National University System was established in 2001 to meet the emerging challenges and demands of education in the 21st century. The System is uniquely aligned to connect a diverse population of students to a network of innovative educational programs that are relevant to their lives, careers, and the marketplace and are delivered in a format that respects competing life priorities.

In addition to City University of Seattle, the affiliates of the National University System are National University; Northcentral University; John F. Kennedy University; and the Division of Pre-College Programs, consisting of National University Academy and National University Virtual High School.

Mission, Vision, and Values

As a private nonprofit 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 onsite and/or online. Its five core values are:

- **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.

Core Themes and Strategic Goals

The Board of Trustees approves an institutional 5-year strategic plan to guide City University of Seattle. The strategic plan is a “living document” that will guide the University for the next five years. It is updated annually, serving as a road map to help the University fulfill its mission and achieve its vision. The University’s strategic plan guides operational activities, including the determination of annual goals and objectives for its performance.

**City University of Seattle Core Themes:**

- **Theme One:** Deliver High Quality, Relevant Education
Theme Two: Ensure Student Access
Theme Three: Strengthen Global Connections
Theme Four: Foster Life-long Learning

Accreditation and Approval

City University of Seattle has been incorporated as a not for profit university in the state of Washington since 1974. The University has continuously been accredited by the Northwest Commission on Colleges and Universities (8060 165th Ave. NE, Suite 100, Redmond, WA 98052), the regional accrediting body authorized to accredit universities in the Northwest region by the U.S. Department of Education, since 1978.

City University of Seattle’s School of Management and its management degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). More information can be obtained at www.acbsp.org.

The Bachelor of Science in Information Systems (BSIS) offered by the Technology Institute is accredited by the Computing Accreditation Commission of ABET, the Accrediting Board for Engineering and Technology. ABET is a recognized accreditor in the United States by the Council for Higher Education Accreditation. CityU’s BSIS is the only Information Systems program accredited in Washington State and one of only 40 ABET accredited information systems programs nationally. The Technology Institute has been designated by NSA/DHS as a National Center of Academic Excellence (CAE) in Information Assurance. The Information Assurance Courseware Evaluation (IACE) Program has validated that City University of Seattle courseware meets all of the elements of the Committee on National Security Systems (CNSS) National Training Standard for Information Systems Security, allowing its graduates to qualify for NSA certifications. Further, the Master of Science in Information Security, with Information Security Audit Depth Block program, was found to be in alignment with the ISACA Model Curriculum for IS Audit and Control, 3rd Edition. Graduates of this program qualify for one year work experience toward the Certified Information Systems Auditor (CISA) designation.

Since 2011, City University of Seattle’s School of Management’s Master of Science in Project Management (MSPM) has been accredited through the Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC). The MSPM has continued with its level of commitment to quality which was acknowledged by re-accreditation through 2023. In addition, the Bachelors of Science in Project Management has also received the same honor for its first time since program conception in 2013. Degree programs that achieve GAC accreditation must demonstrate and meet the GAC’s rigorous global standards, which include an assessment of each program’s objectives and outcomes, faculty and student evaluations, onsite and online resources, annual self-evaluation, and proof of continuous improvements in the area of project management education. GAC accreditation ensures the quality of academic degree programs and their graduates in order to meet the needs of the rapidly growing field of project management. Obtaining PMI GAC accreditation is a rigorous process and CityU’s participation makes a public statement about the deep commitment of the institution and its faculty to ongoing evaluation and continuous quality improvement. GAC accreditation confirms that the scale and quality of an institution’s project management degree program conforms to a comprehensive international standard. Additionally, both programs hold the ACBSP accreditation.

The Washington State Board of Education and the Professional Educators Standards Board of the State of Washington has authorized City University of Seattle to offer a teacher certification program, as well as school counselor, principal and superintendent certification programs, which qualify its graduates for appropriate state licensures to work in the schools of the State of Washington.

City University of Seattle’s Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling emphases within its Master of Arts in Counseling Program has been accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

In British Columbia, Canada, City University of Seattle is authorized to use the term “university” under the written consent of the Minister of Advanced Education, as it has undergone a quality assessment process and been found to meet the criteria established by the Minister in that Province. Its Master of Education and Master of Counselling Programs are approved by the Degree Quality Assessment Board of the Province, and its graduates qualify for licensure in their respective fields in the Province. City University of Seattle has been granted the Education Quality Assurance designation by the Minister of Advanced Education in British Columbia.

In Alberta, Canada, the Master of Education and the Master of Counselling programs are offered pursuant to the written approval of the Minister of Advanced Education and Technology, having undergone a quality assessment process through the Campus Alberta Quality Council and been found to meet the criteria established by the Council and the Minister. Graduates of the Master of Counselling program are qualified to apply for professional registration as a Registered Psychologist (R. Psych.) in the Province.

Programs offered at international locations including
China, The Czech Republic, Mexico, Slovakia, and Vietnam have been granted the appropriate governmental authorizations, and are conducted in conformity with the relevant educational laws.

**Governance**

City University of Seattle is a not for profit corporation created under the laws of the State of Washington. It is governed by a Board of Trustees consisting of up to 19 members. The Board of Trustees has legal and fiduciary responsibility for the quality and integrity of the institution. The Board selects a Chief Executive Officer (President), approves and monitors the implementation of the mission of the institution, establishes institutional policies, approves all new academic programs, adopts the University budget, and exercises oversight to ensure compliance with policies. The Board delegates to the President the responsibility to implement and administer institutional policies as well as to carry out the mission of the institution. The President reports directly to the Board of Trustees.

City University of Seattle is a constituent University of the National University System, along with National University and JFK University, among others. The President is responsible for System collaboration, working with National University System Chancellor, and is evaluated by the Chancellor and the Board 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 strategic and operational plans. The President represents the University to the local and regional publics.

The Provost and Vice President for Academic Affairs reports directly to the President. Duties include defining and maintaining academic quality and rigor in accordance with accreditation standards for domestic and international programs. The Provost is responsible for oversight of the quality and operations of all Academic Affairs. Reporting to the Provost are the Deans of the Schools of Management, Applied Leadership, the Albright School of Education/School of Arts and Sciences. Academic operational units reporting to the Provost include the Dr. Vi Tasler Library & Learning Resource Center, the Division of E-Learning, the Office of Institutional Effectiveness, the University Registrar, the Office of International Affairs, and the Division of Academic Operations. The Academic Deans and VP of Canadian Programs supervise experienced Administrative Faculty who in turn identify, recommend for appointment, and supervise more than 650 Teaching Faculty worldwide. Programs offered in Europe and Asia are supervised by appropriate Regional Deans or Directors who ensure academic quality and provide daily 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 European Operations reports directly to the President. The position is accountable for the operation 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 committees which review and recommend 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, chaired by the Provost, is the primary academic governance body for Academic Affairs. It reviews and recommends new programs, substantial program revisions, new partnerships, and academic policies. An Associate Faculty Advisory Board meets periodically with the Provost and President to discuss matters relevant to the Teaching Faculty. All Faculty are encouraged to participate in policy or governance discussions and decisions by providing written and/or oral input through Administrative faculty, Deans, and the 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, which provide industry feedback to the programs, include students in their membership. Students may at any time provide feedback and suggestions through their advisors, and suggestion boxes that are available at every site, online, or by taking advantage of an open-door policy of all faculty and administrators, including the Provost and the President.

**Governing Board and Administration**

The City University of Seattle Board of Trustees oversees City University of Seattle and plays an integral role in shaping the quality and character of the institution as well
as steering its future course.

Trustees are recognized leaders in their communities and individually respected in the fields of business, education, the law, and the arts. The Board meets three times a year to assess University goals and the progress toward achieving them.

**Board of Trustees**

Tom Clevinger
Donald Kripke
Jeanne Connelly
Richard Chisholm
Michael R. Cunningham
Stacy Allison
Gerald Czarnecki
Kim Folsom
Harold Greenberg
Rebecca Henderson
Ruthan Heinrich
W. H. Knight, Jr. (Joe)
Erlinda J. Martinez
Michael McGill
Kimberly Mitchell
Tom Page
Joanne Pastula
Dan Pittard
Hiep Quach
E. Lee Rice
Carlos Rodriguez
Jay Stone
Thomas Topuzes

**Administration**

President
Randy C. Frisch, M.B.A, J. D.

Executive Assistant
Nandi Moonflower, B.A.

Chief Financial Officer
Christopher Bryan, C.P.A.

Vice President, Student Administration
Melissa Mecham, Ed.D.

Vice President, Marketing and Enrollment
Mika McAskill, M.S.

Director, Human Resources
Janet O'Leary, M.A.

Director, Information Technology
Kevin Brown, B.A.

Darcy Keller, B.A.
Director, Student Financial Services

Karen Langer, M.Ed
Director, Counseling and Career Center

Teresa D'Ambrusio
Director, Enrollment and Advising

Kristy Gilmartin, M.A.
Director, Strategic Partnerships

Sabine Saway, M.B.A.
Director, International Student Office

Maika Tshimbalanga, M.A.
Director, Enrollment and Student Success, Canada

Tanya Scorah, B.A.
Senior Director of Operation, Canadian Operations

**Academic Affairs**
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.

**Faculty Model**

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.

**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.
LOCATIONS

City University of Seattle’s headquarters and main campus is in Seattle, Washington. As such, the Office of the President; the Office of Business and Finance; the Office of Alumni Affairs; the Office of Student Financial Aid; the Office of Human Resources; the Office of Enrollment Services, including the International Student Office; the Office of Student Services, including the Washington Academy of Languages; the Office of the Registrar; and the Office of Academic Affairs are all based in Seattle. The Office of Academic Affairs includes the School of Management, the Technology Institute, the Gordon Albright School of Education, the School of Arts and Sciences, the School of Applied Leadership, the Center for Curriculum and Instruction, and the Vi Tasler Library & Learning Resource Center.

City University of Seattle administrative and instructional sites have well-equipped classrooms, meeting rooms, and computer labs. 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’s administrative offices, and instructional and partnership locations in North America, Europe, and Asia along with contact information is found at www.CityU.edu.

City University of Seattle Main Campus
521 Wall Street
Suite 100
Seattle, WA 98121
206.239.4500 (main)
800.426.5596 (Toll Free in North America)
Please use our live chat option via www.CityU.edu
ADMISSIONS

Admission Policy
City University of Seattle employs a “rolling admission” policy for most programs, which means that the University will accept applications and announce admission decisions continually throughout the year. All applicants, regardless of location, must meet the same general admissions standards. Applicants should note, however, that additional program admission requirements, tuition, and fee schedules may differ from program to program.

Admission Procedures
Following are the procedures for gaining general admission to City University of Seattle at the undergraduate, graduate and doctoral 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 an application. Online applications may be located and submitted at the following sites:
   - Study in the United States: http://www.cityu.edu
   - Study in Canada: http://www.cityuniversity.ca

3. Pay the nonrefundable application fee. Fee payments may be submitted at www.CityU.edu.

4. Provide all required documents relevant to the respective degree or certificate program. Materials required for admission may also be submitted through the online application for processing. Paper documents should be submitted to:
   - Study in the United States: City University of Seattle, Admissions, 521 Wall Street - Suite 100, Seattle, WA 98121
   - Study in Canada: City University of Seattle in Canada, Admissions, 789 West Pender Street - Suite 310, Vancouver, BC, V6C 1H2

5. Request official transcripts from all previously attended institutions. Have transcripts mailed to:
   - City University of Seattle, Office of the Registrar, 521 Wall Street - Suite 100, Seattle, WA 98121
   - Certified electronic transcripts may be sent to evaluations@cityu.edu through an authorized vendor used by the student's sending institution.

Note: Applicants seeking financial assistance or planning to use U.S. Veteran Benefits may be required to submit additional documents.

Application Deadlines
Under the rolling admission policy, the University will accept applications continually throughout the year.

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.

Admission Requirements for Master’s Degree and Graduate 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, U.S. Federal Financial Aid processing is not possible without proof of a posted bachelor’s degree.

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.

All applicants must also provide proof of English proficiency according to established University policy.
Requirements for Special Admission to Master's Degree Programs

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’s Office. It is then reviewed by the appropriate 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 or video-conference when an in-person meeting is not practical).

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 two required graduate courses in the degree program (i.e. earning a grade of 3.0 or higher in each course).

Admission Requirements Specific to Doctoral Programs

Students entering one of City University of Seattle’s Doctoral programs must meet the following admissions criteria:

1. Hold a master’s degree from an accredited or otherwise recognized institution.
2. Provide a resume/C.V. that demonstrates two or more years in a leadership capacity.
3. Provide three references with name, title, email, and phone contact information for professional, academic, or other associates who can attest to the student’s ability to be successful in a doctoral program. One reference must be a current supervisor.
4. Submit responses to the Admissions Statement Questions.
5. Provide proof of English proficiency according to established University policy.
6. Complete an interview with a member of the program faculty. Note: Students will be contacted to schedule an interview once all of the application materials have been submitted.

Upon inquiry to the program, the advisor and program faculty will work with the student to facilitate the process of collecting the required information for the application.

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 graduate 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.
Admission of Active-duty Military Students (and eligible dependents)

A Servicemembers Opportunity College (SOC) agreement is valid for seven years from the date of the 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. Although City University of Seattle no longer issues new SOC agreements, existing agreements will be honored as noted in these guidelines.

Admission Deadlines for International Students Studying in Either the U.S. or Canada

(Application Deadlines)

Consistent with the University’s rolling admissions policy, international students may begin their studies in either the summer, fall, winter or spring term. Due to the increased time required to process documents for international students, 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), observing the following deadlines:

<table>
<thead>
<tr>
<th>Term/Start Date</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Term (begins July 1)</td>
<td>Due June 1</td>
</tr>
<tr>
<td>Fall Term (begins October 1)</td>
<td>Due September 1</td>
</tr>
<tr>
<td>Winter Term (begins January 1)</td>
<td>Due December 1</td>
</tr>
<tr>
<td>Spring Term (begins April 1)</td>
<td>Due March 1</td>
</tr>
</tbody>
</table>

International students applying to study in the U.S. or Canada should submit required documents to

International Student Office
City University of Seattle
521 Wall Street, Suite 100
Seattle, WA 98121, U.S.A.
https://www.cityu.edu/prospective-students/

(or)

International Student Office

City University of Seattle
789 Pender Street, Suite 310
Vancouver, BC V6C1H3, Canada
https://www.cityuniversity.ca/admissions/future-students/international-students/

Admission of U.S. Visa Holders to Study in the U.S.

In addition to the general admissions criteria for City University, students from other countries applying to study at City University of Seattle teaching locations in the U.S. who hold visas must submit the following:

- Copy of the student passport including identification page, expiration date, and U.S. visa page.
- Copy of the U.S. Immigration Form I-94 if currently in the U.S., or upon arrival.

Admission of F-1 Student Visa-Status Holders in the U.S.

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

- Financial declaration form.
- Current bank statement and sponsor statement, if applicable.

Upon meeting all admission requirements, the Form I-20 will be issued to the student. Students outside the U.S. 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 whose Form I-20’s are transferable from other U.S. institutions are not required to leave the U.S. before starting their studies at City University of Seattle as permitted by U.S. federal law.

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.

Admission to a program of study does not guarantee admission to the University as an F-1 visa holder.
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.. In addition to the general admission requirements, students must submit the following:

- 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:
https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada.html

Medical Insurance Requirements for International Students Studying in Either the U.S. or Canada

Before becoming enrolled, international students on student visas in the U.S. or Canada 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.

Continuous Enrollment for International Students Studying in Either the U.S. or Canada

To maintain student 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 courses may only contribute to full-time status as defined by U.S./Canadian immigration regulations.

Employment for International Students in the U.S. and Canada

U.S. and Canadian immigration laws prescribe the terms and conditions under which students holding a visa may be employed. International students are permitted to accept employment consistent with either U.S. or Canadian immigration regulations.

Visiting International Students to the U.S. or 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 the 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.
Support Services for International Students Studying in Either the U.S. or 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.

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 received by mail carry the embossed seal of the institution and signature of the certifying school officer. They must be received by City University of Seattle in a sealed envelope. Copies are unofficial and unacceptable.

Electronic transcripts must come to a central designated email (evaluations@cityu.edu) in the Registrar's Office. Electronic transcripts must be accompanied by an electronic certification. Electronic transcripts, or emails pertaining to retrieving electronic transcripts, may not be forwarded and would be considered unofficial and unacceptable.

City University of Seattle does not solicit transcripts. 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.

Master 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 (p. 29). Exceptions to this policy may be made by the school dean.

Applicants to Programs at Teaching Locations Outside of North America

The same requirements that govern admission to degree and certificate programs in North America apply to the University’s locations overseas. Applicants should note, however, that program admission requirements, tuition, and fee schedules may differ from program to program.

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.
GENERAL EDUCATION REQUIREMENTS

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

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Required Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>Quantitative/Symbolic Reasoning</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>Humanities</td>
<td>15 quarter credits*</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>15 quarter credits*</td>
</tr>
<tr>
<td>Natural Sciences / Mathematics</td>
<td>15 quarter credits*</td>
</tr>
</tbody>
</table>

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

In order to fulfill the College Composition requirement, students must achieve a minimum grade of 2.0 in the designated College Composition course for transfer or through completion at CityU.

In the School of Management and the Albright School of Education (ASOE) the general education courses covering college composition and college mathematics are admission requirements. In the School of Arts and Sciences, one or both of the courses is a required prerequisite.

General Education
A course fulfilling the college composition requirement must stress written communication and be equivalent to the university's designated college composition course, ENG 102 English Composition II, and must be taught in English. A course fulfilling
A course fulfilling the college composition requirement must stress written communication and be equivalent to the University’s designated college composition course, ENG 102 English Composition II, and must be taught in English. A course fulfilling the Quantitative/Symbolic Reasoning requirement must be equivalent to the University’s designated Quantitative/Symbolic Reasoning course for the specific degree program.

Examples of course Quantitative/Symbolic Reasoning include:
- College-level mathematics
- Logic (must include Venn diagrams and Aristotelian logic)
- A course from a Washington state college direct transfer agreement (DTA) associates degree meeting the degree awarding schools' QSR requirement for degree completion.

Students must also complete courses in at least two separate disciplines within the humanities, social sciences, and natural sciences/ mathematics. Examples of course areas within each discipline include:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Required Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td></td>
</tr>
</tbody>
</table>
Communications  Drama/Theater
Languages          Literature
Music              Philosophy/ Logic
Speech             Ethics
History*           Religion

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

Natural Sciences/Mathematics
Astronomy          Biology
Botany             Chemistry
Geology            Mathematics
Meteorology        Oceanography
Physics            Quantitative Logic
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.

General education requirements may be fulfilled in all of the following ways:

• CityU lower- or upper-division courses, if designated by the University as applicable to general education (Some undergraduate programs allow students to satisfy certain general education requirements through upper-division coursework).
• Courses completed at other recognized institutions.
• Standardized examinations in appropriate subjects.
• Prior learning assessment (PLA)

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

<table>
<thead>
<tr>
<th>Content Area</th>
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</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
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<tr>
<td>Quantitative/Symbolic Reasoning</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>Humanities</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>Natural Sciences / Mathematics</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>Electives (from any of the required areas)</td>
<td>5 quarter credits</td>
</tr>
</tbody>
</table>

Prerequisites for Entry into Upper-Division Coursework

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

• Successful completion of CityU courses 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 examinations, such as CLEP and DANTES, in the appropriate subjects.
• Course challenges.

Prior Learning Assessment (PLA).

Exceptions to this policy may be made by the Provost or the designated general education director for the University.
GENERAL EDUCATION LEARNING OUTCOMES

Students in City University of Seattle’s undergraduate programs develop a breadth of knowledge, skills, and awareness that prepare them to engage intellectually in a complex and global world. Students are assessed on general education outcomes that include communication, critical thinking, diversity, ethical reasoning, and quantitative literacy that are integrated throughout the undergraduate curriculum.

**Communication**
Definition: Communication is the development and expression of ideas to increase knowledge, to foster understanding, or to promote changes in attitudes, values, beliefs, or behaviors. It can involve different genres, styles, technologies, and delivery methods. Communication abilities typically develop through iterative experiences across the curriculum.

Outcome: City University of Seattle graduates demonstrate the ability to develop and express ideas, while applying a variety of delivery models, genres, and styles.

**Critical Thinking**
Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Outcome: City University of Seattle graduates demonstrate the ability to explore/analyze issues, ideas, artifacts, and events to inform well developed opinions and conclusions.

**Diversity**
Definition: Students explore complex global challenges; Collaborate respectfully with diverse others; Become informed, open-minded, and responsible people attentive to diversity across the spectrum of differences; Understand how their actions affect local and global communities/contexts; Address pressing and enduring issues collaboratively and equitably.

Outcome: City University of Seattle graduates demonstrate the ability to understand the complexity of various cultures and interact with culturally different others.

**Ethical Reasoning**
Definition: Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Outcome: City University of Seattle Graduates demonstrate the ability to reason in an ethical manner and to reflect core beliefs and core competencies in authentic contexts.

**Quantitative Literacy**
Definition: Use of data to draw conclusions, with the quantitative component fully evident in the discussion and analysis of the problem or project presented.

Outcome: City University of Seattle Graduates demonstrate the ability to reason and solve problems in authentic contexts through the analysis and use of data.
TRANSFER CREDIT TOWARD ADVANCED STANDING

Students may obtain advanced standing toward degree and certificate programs at City University of Seattle by transferring the following types of credit:

- Appropriate courses satisfactorily completed at regionally or nationally recognized institutions.
- Acceptable scores on standardized examinations in college-level subjects.
- Completion of formal non-collegiate sponsored instructional programs.
- Courses 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.
- CityU 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.

Transfer Policies for Undergraduate Degree and Certificate Programs

Students who enter City University of Seattle as candidates for associate or bachelor’s degrees or for undergraduate certificates may already have completed courses at other educational institutions, as documented by official transcripts. For any course to be transferred into an undergraduate program, a student must have achieved a cumulative college level grade point average (GPA) of 2.0 (C) or higher at each prior institution. Students who meet the minimum cumulative GPA of 2.0 (C) may have courses transferred with a minimum course grade of 1.0 (D) or higher.

Undergraduate students seeking to transfer credits with a college level cumulative GPA below 2.0 (C) at each institution will have courses evaluated on a course-by-course basis. Courses with a grade of 2.0 (C) or higher will be eligible for transfer in this instance.

Bachelor of Arts Education programs have specific transfer requirements to meet Washington state standards. Students must earn a per course grade of 2.0 (C) or higher to be considered for transfer.

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.

Note: All grade point average decimal references above are based on a 4 point scale with 4 being the highest grade attainable.

Associate’s Degrees

CityU accepts up to 65 transfer credits from accredited or recognized colleges, universities and other institutions toward associate degree requirements. Of these 65 credits, up to 20 may be awarded through Prior Learning Assessment 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 transfer credits. Only one five-credit (5) capstone course, which is the residency requirement, must be taken through CityU.

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

Bachelor’s Degrees

CityU accepts a maximum of 135 approved transfer credits from accredited or recognized colleges, universities and other institutions toward fulfillment of bachelor’s degree requirements. Students may earn advanced standing by transferring credits from two- or four-year institutions.

Students who have earned a Washington state Associates degree under the Direct Transfer Agreement (DTA) and are entering the same discipline area (e.g., Associate of Business entering a Bachelor of Science Business Administration) will be considered to have met general education requirements within the allowed transfer credits with one exception. The Bachelor of Arts in Education degree program requires a per course grade of 2.0 (C) or
Transfer Credit Toward Advanced Standing | 25

higher to be considered for transfer.

To complete any bachelor’s degree program a student must earn at least 45 upper division credits in residency (i.e., through CityU courses taken in any delivery format) by completing the upper division courses in an approved Program of Study and its prerequisites.

**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.

**Credit from Technical and Vocational Institutions**

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.

**Credit from Accredited, Associate Degree-Granting Institutions**

CityU accepts up to 135 undergraduate 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 and Bachelor of Science degree programs, students are required to meet the following general education requirements:

- **College Composition** - 5 credits
- **Quantitative Symbolic Reasoning (QSR)** - 5 credits
- Humanities - 15 credits
- Social Sciences - 15 credits
- Natural Science/Mathematics - 15 credits

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

**Formerly college Mathematics. To meet the QSR requirement via transfer of credit students must have achieved a minimum grade of 1.7 in the designated QSR course unless otherwise noted by the program.

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

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 Non-Collegiate Sponsored Instruction

In awarding credit for non-collegiate-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 non-collegiate sponsored instruction. Upon request, the University may also do an internal evaluation of non-collegiate 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 for admission. All military credit requests should be submitted on a Joint Services Transcript (JST) or Community College of the Air Force Transcript, and must be sent directly to CityU. Joint Services transcripts are requested through

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 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 self-assessment to where one is educationally and where one needs to focus.

Associate degree candidates may earn up to 20 quarter credits via a PLA portfolio. Bachelors 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.

City University of Seattle will allow transfer of PLA assessment portfolio credits from other higher education institutions which meet the accreditation standards and have clearly marked the prior learning assessment on official transcripts awarding credit for specific coursework. Only 25% of any degree or certificate may constitute prior learning assessment portfolios, no matter where the source of the credit (whether internal to CityU or from another school). Therefore, students who have PLA portfolios from more than one source or a large amount from a single source need to be aware of this 25% limitation. No exceptions may be made to this 25% limit.

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.

The CLEP General Examinations provide a comprehensive measure of achievement in five (5) 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.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Quarter</th>
<th>Credits Minimum</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>9</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>9</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>College Mathematics</td>
<td>9</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>9</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Social Science &amp; History</td>
<td>9</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

General exams are multiple-choice and each as 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.

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, Abit ur, 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's degree; and up to 45 of the 55 required lower-division general education quarter credits for a bachelor's degree.

Exceptions
Exceptions to this policy may be made by the school dean.
Transfer Policies for Graduate and Doctoral Degree and Certificate Programs

Students who have completed graduate or doctoral coursework at other recognized institutions may transfer up to 25% percent of the required degree credits, not to exceed a maximum of 12 quarter credits, toward a master’s or doctoral degree program. All transfer credits must reflect grades of 3.0 (B) or better. The 12 quarter credits may be transferred through course waiver, course substitution, or direct equivalency (or any combination of these), and must be equivalent to required CityU courses as determined by similar course numbers, titles, or content.

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

Note: For the Master in Teaching programs all courses must meet the 2.0 or "C" or higher grade requirement for State Certification if used for a admission prerequisite.

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

Within a dual delivery, bilateral, joint-delivered, or partnered articulation agreement with another institution and by approval of the provost and school dean, CityU may accept up to 15 quarter credits in transfer in a graduate or doctoral degree program.

School-Specific Transfer Credit Restrictions

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

School of Management (SOM)

Coursework transferred into Master of Business Administration (MBA), Master of Science, and Master of Public Administration degree programs must be directly equivalent to the appropriate CityU course, or degree-equivalent as determined by the dean. In MBA with elective option, up to six (6) of the maximum 12 quarter credits transferred may be in electives and thus not required to be direct equivalent to a CityU course. Students in the Doctor of Business Administration program, who have completed graduate-level course work at other recognized institutions may transfer a maximum of 12 quarter credits toward equivalent courses in the, Application Block, Concentration or Core Research courses of a doctoral degree program, subject to approval by the Director. Such transfer may be limited by residency requirements for specific programs.

Albright School of Education (ASOE)

Credits transferred into the Master of Education (M.Ed.) program, must be:
- Earned at a regionally accredited institution or a school recognized by the Ministry of Education, if foreign;
- Earned within the past six years unless approved by the dean;
- Earned at the 500-level or equivalent, as noted on the external transcript or as stated in the outside institution’s catalog;
- Completed with a grade of 3.0 (B) or higher;
- Satisfy the requirements of the specific program.

If the program has an elective requirement up to six (6) of the maximum 12 quarter credits transferred may be in electives and thus not required to be direct equivalent to a CityU course.

Note: For the Bachelor of Arts Education programs all courses must meet the 2.0 or "C" or higher grade requirement and Master in Teaching program admission requirements, a 2.0 or "C" or higher grade is required to meet State Certification requirements.

School of Arts and Sciences (SAS)

Coursework transferred into the Master of Arts in Counseling (US), and the Master of Counselling program (Canada) must be directly equivalent to the appropriate CityU course, or degree-equivalent as determined by the program director. Credits older than six years must be approved by the dean.

School of Applied Leadership (SAL)

Students who have completed graduate-level course work at other recognized institutions may transfer a maximum of 12 quarter credits toward equivalent courses in the Concentration or Core Research courses of a doctoral degree program, subject to approval by the Director. Such transfer may be limited by residency requirements for specific programs.

Exceptions to this policy must be approved by the school dean and the provost.
FINANCIAL POLICIES AND FINANCIAL ASSISTANCE

Financial Policy

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. 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 2019-2020 (July 1, 2019 - June 30, 2020) is noted further in this chapter.

Application and Late Registration Fees

Application Fee

All applicants seeking a degree, certificate, or “No Intended Degree” coursework, whether full-time or part-time, submit a City University of Seattle 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.

Students who do not enroll in coursework for a period of four consecutive terms will be discontinued from their program and must reapply to the University.

Please Note: The exception to this policy is that students in continuing education courses will not be charged the application fee, but may be required to pay other administrative fees as appropriate.

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.

For more information, please visit Tuition, Fees and Charges (p. 29).

Tuition, Fees and Charges

The following tuition rates are effective for the academic year 2019-2020 (July 1, 2019 – June 30, 2020).*

<table>
<thead>
<tr>
<th>REGULAR TUITION</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albright School of Education</td>
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</tr>
<tr>
<td>Undergraduate per Credit (100-400 level)</td>
<td>$400</td>
</tr>
<tr>
<td>M.Ed per Credit</td>
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<tr>
<td>MIT per Credit</td>
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<td>School of Applied Leadership</td>
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<tr>
<td>M.Ed. Adult Education per Credit</td>
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</tr>
<tr>
<td>M.Ed. Educational Leadership/Leadership per Credit</td>
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</tr>
<tr>
<td>MAL/MS per Credit</td>
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<tr>
<td>Doctoral per Credit</td>
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</tr>
<tr>
<td>Doctoral Comprehensive Exam</td>
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</tr>
<tr>
<td>Doctoral Dissertation &amp; Continuation per Course</td>
<td>$1000</td>
</tr>
<tr>
<td>School of Arts and Sciences</td>
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</tr>
<tr>
<td>Undergraduate 100/200 Level per Credit</td>
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</tr>
<tr>
<td>Undergraduate 300/400 Level per Credit</td>
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<td>Post-Graduate Chemical Dependency per Course</td>
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<td>Professional School Counseling per Credit</td>
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<tr>
<td>Undergraduate 100/200 Level per Credit</td>
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</tr>
<tr>
<td>Undergraduate Tech Institute courses per Credit</td>
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</tr>
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<td>Tuition Type</td>
<td>Cost</td>
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<tr>
<td>--------------------------------------------------</td>
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<tr>
<td>Graduate per Credit</td>
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<tr>
<td>Doctoral per Credit</td>
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<td>Doctoral Dissertation &amp; Continuation per Course</td>
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<td><strong>International F-1 Tuition</strong></td>
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<td>Doctoral Dissertation &amp; Continuation per Course</td>
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<tr>
<td><strong>SPECIALTY TUITION</strong></td>
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</tr>
<tr>
<td>Full-time U.S. Active Duty Military, Active Guard and Reserves - Undergraduate per Credit</td>
<td>$166</td>
</tr>
<tr>
<td>Full-time U.S. Active Duty Military, Active Guard and Reserves - Graduate per Credit</td>
<td>$312</td>
</tr>
<tr>
<td>Full-time Spouses and Dependents of U.S. Active Duty Military, Active Guard and Reserve - Undergraduate per Credit</td>
<td>$166</td>
</tr>
<tr>
<td>Full-time Spouses and Dependents of U.S. Active Duty Military, Active Guard and Reserve - Graduate per Credit</td>
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<tr>
<td>P-BAM per 5 credit block</td>
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<tr>
<td>P-BAM per 15 credit block</td>
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<tr>
<td>P-BAM per 20 credit block</td>
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<td><strong>WASHINGTON ACADEMY OF LANGUAGES</strong></td>
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<tr>
<td>ELP Level 0-8 per A/B Course Block</td>
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<tr>
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<td>TESOL per Credit</td>
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<td><strong>FEES AND CHARGES</strong></td>
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</tr>
<tr>
<td>Application</td>
<td>$50</td>
</tr>
<tr>
<td>Audit by Alumni per Course</td>
<td>$450</td>
</tr>
<tr>
<td>Course Challenge per Course Undergraduate Level</td>
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</tr>
<tr>
<td>Course Challenge per Course Graduate Level</td>
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<tr>
<td>Diploma Apostille</td>
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<tr>
<td>Diploma Authentication</td>
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<tr>
<td>Diploma Apostille/Authentication</td>
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<tr>
<td>Diploma Re-Issue</td>
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<td>English Language Testing</td>
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<td>Final Degree Audit Application</td>
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<tr>
<td>Late Registration</td>
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<tr>
<td>Official Transcript per Copy - online</td>
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<tr>
<td>Official Transcript per Copy - on-site</td>
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<tr>
<td>Prior Learning Portfolio: 0 - 15 Credit Evaluation</td>
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</tr>
<tr>
<td>Prior Learning Portfolio: 16 - 30 Credit Evaluation</td>
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<tr>
<td>Prior Learning Portfolio: 31 - 45 Credit Evaluation</td>
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<tr>
<td>Unpaid Bill Carrying Cost Fee</td>
<td>1%</td>
</tr>
<tr>
<td>*Inquire with an advisor about non-U.S. and Canadian locations.</td>
<td></td>
</tr>
<tr>
<td><strong>Online transcript orders are subject to a vendor processing fee.</strong></td>
<td></td>
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</tbody>
</table>
Albright School of Education
Graduate per Credit $513

School of Arts and Sciences
Graduate per Credit $609

School of Management
Undergraduate 100/200 per Credit $482
Undergraduate 300/400 per Credit $548

SPECIALTY TUITION
Active Duty Military - Undergraduate per Credit $166
Active Duty Military - Graduate per Credit $312

FEES AND CHARGES
Application Fee $50
Alumni Audit per Course $300
Course Challenge Fee $450
Diploma Apostille Fee $30
Diploma Authentication Fee $15
Diploma Apostille/Authentication $45
Diploma Re-Issue Fee $50
English Language Testing $70
Final Degree Audit Application $100
Late Registration $100
Official Transcript Fee per Copy - online $13**
Official Transcript Fee per Copy - on-site $18
Unpaid Bill Carrying Cost Fee 1%

**Online transcript orders are subject to a vendor processing fee.

Specific Program, Course and Operating Fees and Charges
Some programs and courses include fees for specific additional services, for example online portfolios or specialized instructional materials. Students will be notified of these fees at time of admission to the program and/or enrollment in the individual course. The charges are due at the time of registration and are subject to change each year. Please see Tuition, Fees, and Charges (p. 29) for more information.

Auditing Fees

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 at the associate, bachelor, or masters levels. Alumni, on a space available, not-for-credit basis, may audit courses from their programs. Doctoral programs are exempt.

To audit a course, alumni must contact an 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. Doctoral level courses are not available for audit.

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. Doctoral programs are exempt. 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.

For more information, please visit Tuition, Fees and Charges (p. 29).
Payment of Tuition and Fees/Past-Due Account Balance Fee

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. If however, any part of the tuition and fees remain unpaid by the 30th day of the course, the student will be assessed a carrying fee on the unpaid balance. For more information, please visit Tuition, Fees and Charges (p. 29).

Paying in Person

Students may pay in-person by cash or check during business hours which are Monday through Friday 8:00 a.m. to 5:00 p.m. In the U.S., payment in-person is accepted only at CityU’s Seattle location, which is located at 521 Wall Street, Seattle, Washington. In Canada, payment in-person is accepted only at the Vancouver, British Columbia location, which is located at 789 W. Pender Street, Suite 310, Vancouver, B.C.

Paying by Mail

All students, except for Canadian students, send payment to:

City University of Seattle
Attn: Business Office
521 Wall Street, Suite 100, Seattle, WA 98121

Canadian students send payment to:

City University of Seattle
789 W Pender St., Suite 310, Vancouver, BC V6C 1HR
(or)
City University of Seattle
1040 7th Ave SW, Suite 120, Calgary, AB T2P 3G9

Paying by Phone

Credit card payments for tuition, fees, and other charges are not accepted over the phone.

Paying Online

Visit the My.CityU.edu portal to make an online payment. CityU accepts: VISA, MasterCard, American Express, and Discover Card. A 2.85% service fee (minimum fee of $3.00) applies to all payments made by credit or debit cards.

Paying by Wire Transfer

International students needing to pay by wire transfer, please contact the International Student 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.

Pre-Payment of Entire Academic Program

Any student wishing to pay the full cost of an academic program upon admission to the program may do so. Tuition collected will be placed in a reserve fund to 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. Should a student stop out, current tuition rates at the time of re-entry will apply. For more information, please visit Tuition, Fees and Charges (p. 29).

Past-Due Account Balance Fee

Tuition is due the 20th day of the month prior to the month in which a course begins. 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. For more information, please visit Tuition, Fees and Charges (p. 29).

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 non-sufficient funds (NSF) or uncollectible checks. For more information, please visit Tuition, Fees and Charges (p. 29).

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 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. For more information, please visit Tuition, Fees and Charges (p. 29).

Transcript Fee

Official transcripts of all grades may be obtained by sending a signed, written request and $18 to the Office of the Registrar, by ordering online through the CityU website or portal, or by using the transcript request form available on City University of Seattle’s website. For further information please see “Transcript Fee (p. 29)” in the Finance Policy section of this catalog.

Degree/Certificate Posting Fees

Undergraduate, Graduate and Doctoral Degrees: Application for Diploma

Students who have completed the requirements for an associate’s, bachelor’s, master’s, or doctoral 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 a student’s transcript 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. 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. 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 Commencement. Certificate candidates do not participate in Commencement.

For more information on audit/posting fees, please visit Tuition, Fees and Charges (p. 29).

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 based on financial need, demonstrated academic ability, and other criteria. To the extent that resources are available, the University is committed to sharing educational costs with students.

Financial assistance programs are administered impartially through the Financial Aid Office, which counsels students on eligibility and application procedures.

U.S. financial aid applicants may obtain City University of Seattle student financial aid information on the City University of Seattle web site. Students must apply annually for such assistance. A student is considered a financial aid applicant when (1) FAFSA data has been received; and (2) the student is admitted to an eligible program. Students benefiting from financial aid 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 approved by the U.S. Citizenship and Immigration Services;
2. Possesses a high school diploma or equivalent;
3. Is admitted to an eligible 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 and is not in default on federal student loans;
6. Has maintained satisfactory academic progress; and
7. Has a valid Free Application for Federal Student Aid
on file in the Financial Aid Office.

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 U.S. Citizenship and Immigration Services;
2. Possesses a high school diploma or equivalent;
3. Is admitted to an eligible 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 and is not in default on federal student loans;
6. Has maintained satisfactory academic progress and is in good academic standing;

Federal Assistance Programs (U.S.)

Types of Assistance Programs

PELL Grants

The Federal Pell Grant is a Federal grant which does not need to be repaid. 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, or used more than 6 full-time equivalent years of the Pell Grant. In addition, a student must be enrolled full-time, (10 credit hours each quarter), to receive the maximum award.

Federal Supplemental Educational Opportunity Grants (FSEOG)

The FSEOG is a federal grant program for undergraduate students with exceptional financial need. FSEOG funds are limited, and Pell Grant recipients are accorded priority. This grant does not need to be repaid.

Federal Stafford Loans (Subsidized and Unsubsidized)

The Federal Direct Loan programs offer 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 on 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:

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

Additional unsubsidized federal loans may be available for maximum amounts of:

- $2,000 a year for undergraduate dependent students, or
- $5,500 a year for first-year undergraduate independent students, or
- $6,500 a year for second-year undergraduate independent students, or
- $7,500 a year for undergraduate independent students who have earned at least 90 credits, or
- $20,500 a year for graduate and doctoral 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. An origination fee may be deducted from the loan. Students are limited by an aggregate limit based on their academic career.

The PLUS / Grad PLUS Loan Program

The PLUS Program makes guaranteed loans available to the parents of dependent undergraduate students, and students pursuing a graduate or doctoral degree. Students or parents should contact the Financial Aid Office 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. Work-study funds are limited.

Washington State Need Grant (SNG)

The State Need Grant (SNG) is a Washington State grant program for undergraduate students with exceptional financial need, and are residents of the State of Washington. This grant does not need to be repaid. Funds are limited and are awarded to students based on information calculated from the student’s FAFSA application. DACA and Dreamer students who are Washington State residents may contact the Washington Student Achievement Council to complete the WASFA form for consideration.

Financial Aid Application Procedure

1. Apply for admission to City University of Seattle as a degree seeking student. Financial aid will be awarded after students are formally admitted into an eligible degree or program of study.

2. Complete 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 Financial Aid Office reviews FAFSA data. This information contains the necessary information to determine eligibility for the various federal financial aid programs. Upon receiving the calculated FAFSA data City University of Seattle will notify students who may need to provide documentation in order to set-up a financial aid offer.

4. Students are notified of their eligibility with a Financial Aid Offer Notification. Students must complete the offer notification process by either accepting or rejecting the funds offered. Unaccepted offers are subject to cancellation.

Students must reapply for financial aid each academic year. The financial aid process depends on the accuracy of the student’s completed financial aid forms. Prompt return of requested documents expedites the process. Students should contact the Financial Aid Office if they have any questions.

Satisfactory Academic Progress

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

Refund and Repayment

Students receiving financial assistance and who withdraw from all courses in a term are subject to the return of the Title IV aid refund policies dictated by federal guidelines. Dropping courses may affect students’ current and future eligibility for financial aid. Students who withdraw from all courses prior to attending more than 60% of an enrollment term will have their eligibility for aid recalculated based upon the percent of the quarter attended. Refunds are distributed to the Federal Financial Aid programs based on calculations prescribed by the Department of Education. If funds remain available after all refunds to federal aid programs are made a credit may be issued to the student. The student may be asked to return financial aid funds in cases where the student drops courses, withdraws from courses, or vanishes from courses.

Deferment of Student Loans

Student loans may be placed in a deferment status when the student is enrolled at least half-time in a program of study. During a deferment period, the student is not responsible for making regular payments toward the repayment of their student loan. Students should contact their loan servicer(s) to obtain information on rights and requirements for deferment of their prior student loans. It is the student’s responsibility to keep their loan servicer(s) informed of any change in their status. Requests for deferment due to enrollment at City University of Seattle should be directed to the Office of the Registrar.

U.S. Veteran and Military Student Assistance – Veterans

The City University of Seattle Veterans Affairs Office assists veterans, active duty military personnel, students who are in the United States Armed Services reserves, and eligible spouses and dependents with the process of identifying and receiving military education 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 programs of study at City University of Seattle are approved by the Workforce Training and Education Coordinating Board’s State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.
City University of Seattle does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

**Veterans Eligibility**

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

**VA Regional Office**
P.O. Box 8888
Muskogee, OK 74402-8888
1.888.442.4551
http://www.benefits.va.gov/gibill

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

**Satisfactory Academic Progress**

Students receiving veterans’ educational benefits are required to maintain satisfactory academic progress as defined in the “Academic Policies” section of this catalog and per federal regulations. Federal regulations require the University to notify the VA 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 or Military Status**

All changes in status, for example, address, phone, email, separation, demobilization or retirement, course withdrawals, dropping or adding courses, course format changes (i.e. online, mixed-mode, in-class, etc.), concurrent enrollment, and other applicable changes must be reported to the VA Regional Office in a timely manner. To assist in keeping records accurate and, in some cases, help to avoid or minimize the possibility of causing a debt owed with the VA, all changes should be reported immediately to the City University of Seattle Veterans Affairs Office.

**Application for Veterans Benefits**

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

Educational benefit payment checks are distributed subsequent to review of the certification document submitted by the University to the VA 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 Duty, Reserve, and National Guard) Military Tuition Assistance Program**

Tuition Assistance (TA) is a Department of Defense program and is not administered or monitored by the VA. Tuition Assistance rules vary by branch of service and can even vary between different units within the same branch of service depending on whether the unit is active, reserve, or National Guard. Additionally, active duty members may elect to use the MGIB "Top-Up" in addition to TA to help cover additional costs.

**Other Foreign Veterans**

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

**U.S. Military (Active Duty, Reserve, and National Guard) Military Tuition Assistance Programs**

Tuition Assistance (TA) is a Department of Defense program and is not administered or monitored by the VA. Tuition Assistance rules vary by branch of service and can even vary between different units within the same branch of service depending on whether the unit is active, reserve, or National Guard. Additionally, active duty members may elect to use the MGIB® “Top-Up” in addition to TA to help cover additional costs.

The University supports use of military tuition assistance funding, and students who wish to learn more about the use Tuition Assistance Funding should consult their appropriate educational service office.

**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 students’ 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.

**Scholarships Awarded by CityU**

City University of Seattle offers competitive need-based and merit-based scholarships that are awarded each quarter. Decisions are based on the quality of application and are processed by the Scholarship Committee.

Students must apply to and be accepted by City University of Seattle to be eligible for an institutional scholarship. Applications may be obtained from the CityU website at www.cityu.edu.

City University of Seattle scholarships may be applied towards tuition only, and may not be used for fees such as course challenges or Prior Learning Assessment (PLA).

**Refunds**

Tuition is refundable only when a student “officially” withdraws from a course/s according to the schedule documented in the refund policy. Students who are withdrawn from a course/s 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 for nor attend course/s for which they are registered, they will be withdrawn from the course/s 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 course/s at their request, and their accounts credited according to the applicable Tuition Refund Schedule.

To officially withdraw from a course/s, students must contact their Advisor or the Office of the Registrar to initiate the process. If the student is eligible for a tuition refund according to University policy, the date that the student contacts his/her 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 the decision of CityU’s Withdrawal Committee.

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

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

When submitting refund requests, students may indicate their desired disposition of the funds. If no specification is received the refund will stay on the student’s 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 with the exception of credit balances originating from federal financial aid or veteran benefits. Federal financial aid or veteran benefits with unclaimed credit balances of one dollar ($1.00) or less will be returned to the originating agency.

### Tuition Refund Schedule - General

<table>
<thead>
<tr>
<th>Session</th>
<th>Percent of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>50%</td>
</tr>
<tr>
<td>10-Week Regular Session</td>
<td>Up to day</td>
</tr>
<tr>
<td>&amp; 10-Week Distance Learning Sessions</td>
<td>7</td>
</tr>
<tr>
<td>5-Week Session One &amp; 5-week Distance Learning Sessions</td>
<td>Up to Day</td>
</tr>
<tr>
<td>1</td>
<td>2-7</td>
</tr>
</tbody>
</table>

Course refunds are calculated from the start day of the session that the course falls within, not the start date of the course.

Students receiving financial aid are referred to the *Refund and Repayment Policy* under Federal Assistance Programs in the financial section of the CityU of Seattle Catalog.

### Tuition Refund Schedule - Oregon

<table>
<thead>
<tr>
<th>Session</th>
<th>Percent of Refund</th>
</tr>
</thead>
</table>
This refund policy applies to students who reside in Oregon and are enrolled in distance learning courses or who are enrolled in internships with placements in Oregon schools.

Course refunds are calculated from the start day of the session that the course falls within, not the start date of the course.

Students receiving financial aid are referred to the *Refund and Repayment Policy* under Federal Assistance Programs in the financial section of the CityU of Seattle Catalog.

**Tuition Refund Schedule - Europe**

<table>
<thead>
<tr>
<th>Session</th>
<th>100%</th>
<th>50%</th>
<th>25%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-Week Regular Session &amp; 10-Week Distance Learning Sessions</td>
<td>Up to Day 7</td>
<td>Day 8-21</td>
<td>Day 22-28</td>
<td>Day 29+</td>
</tr>
<tr>
<td>5-Week Session One &amp; 5-week Distance Learning Sessions</td>
<td>Up to Day 1</td>
<td>Day 2-7</td>
<td>Day 8-21</td>
<td>Day 22+</td>
</tr>
</tbody>
</table>

Course refunds are calculated from the start day of the session that the course falls within, not the start date of the course.

Students receiving financial aid are referred to the *Refund and Repayment Policy* under Federal Assistance Programs in the financial section of the CityU of Seattle Catalog.
ACADEMIC POLICIES

City University of Seattle reserves the right to develop new academic policies or change existing academic policies 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 Trustees 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 Dean of his or her school or the 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 third party 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 a minimum cumulative GPA requirement in addition to program-specific performance requirements related to internships, projects and/or theses. Undergraduate students must maintain a 2.0 cumulative GPA throughout their enrollment at City University of Seattle. Masters, graduate certificate and doctoral 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 a financial aid counselor, if applicable) no later than the 80 percent completion point of the course. Please note, the 80 percent completion point is calculated from the first day of the course, not from the first date of the term or the session. 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 prior to the start of a term and/or session.
- Tuition refunds for changes in registration that take place after the start of the term and/or session are governed by the Tuition Refund Schedule located in the Financial Policies and Financial Assistance section of this University catalog. Full tuition will be charged for the added course.

Exceptions to the above policy will be considered only in cases of extraordinary extenuating circumstances or technical complications and will be made by the University Withdrawal Committee.

Course Withdrawing: Military Deployment

If a Canadian or U.S. active duty or reserve military student is called to active duty during coursework, s/he may be entitled to a full refund of tuition costs or academic credit.

Official withdrawals or requests for academic credit must be in writing, signed by the student, and accompanied by a copy of the student military orders. It is the student’s responsibility to inform the University of the change in military status, and to provide documentation before deployment. Retroactive requests will not be considered.

A student who withdraws may receive a full tuition refund if the coursework has not gone beyond the 69% mark of the course. Students who have finished some coursework may resubmit the original coursework once re-enrollment at a later date occurs and if the assignments are still applicable.

A student who is deployed at the 70% mark and beyond of a course will have all assignments graded and a final grade will be assigned. Remaining work, that is not due at the time of deployment, will be excluded from the grading as
to not unduly penalize the student.

For deployed military students serving countries other than the U.S. or Canada each instance will be reviewed on a case-by-case basis.

Students who attend City University of Seattle through a partnership agreement are subject to all terms contained with the partner contract.

The Provost has the authority to make exceptions to this policy.

Program Enrollment Limitation

Students may not be enrolled in more than one academic program of study at the same time, whether those programs are in the same school or different schools. Upon admission, students must declare a single program of study representative of their educational goal. Although students may change their declared program of study, they may not have two or more declared programs of study at the same time. Additionally, students may not be enrolled in both graduate and undergraduate programs at the same time, whether those programs are in the same school or different schools.

International students studying in the United States on student visas may declare more than one program of study but may not be enrolled in both graduate and undergraduate programs at the same time.

Students in the Language Assisted graduate programs, who are also in their first term of study in this program, are limited to two (2) concurrent academic degree class enrollments in addition to the language assisted courses.

First Time, Full Time Enrollment Restriction

If a student has never attended a college course, including college courses taken during high school, they are designated as a “first time” students at City University of Seattle. During the first four consecutive terms of study at City University of Seattle, “first time” degree or certificate students may not register for more than 10 credits per term. In the fifth and subsequent terms of study, students may register for more than 10 credit if in good academic standing.

For International students, please review the Credit Load for International Students found later in this section.

Undergraduate-Level Prerequisite Course Exceptions with Selected Graduate Degrees

All lower-division undergraduate-level courses taken at City University of Seattle as prerequisites to some graduate degree programs are considered part of the graduate’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.

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, for example, because of a particular interest in the subject or if it would be appropriate as preparation for a required graduate course. No prior approval is required for such enrollment.

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

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**

If a degree or certificate seeking student does not complete at least one course in four consecutive academic terms, he/she will be discontinued from the University at the beginning of the fifth quarter of non-enrollment. Once a student is discontinued from the University, he/she must reapply under the terms and conditions set forth in the Admission Policy and will only be admitted to programs that are active at the time of readmission. Exceptions to discontinuing enrollment of specific students may be approved by the Provost.

**Double Degree Programs**

Students enrolled in double degree programs offered through partnership institutions may have program specific needs that require maintaining active student status beyond four terms of non-enrollment.

**U.S. Veterans**

Students with U.S. veterans benefits are subject to different regulations concerning discontinuous enrollment and should consult the Veterans Affairs Office at 206-239-4539 because their benefits could be adversely impacted by long-term, discontinuous enrollment.

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

Active-duty U.S. military students (and eligible dependents) with Servicemembers Opportunity Colleges (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.

**Cancelled Degree Programs**

Degree/certificate programs may be discontinued, cancelled (closed) for a variety of reasons. Active 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 the program closure. During this period of time the program is in teach-out mode.

<table>
<thead>
<tr>
<th>Degree/Certificate Type</th>
<th>Category</th>
<th>Length of Teach-out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Certificates</td>
<td>All</td>
<td>2 years</td>
</tr>
</tbody>
</table>

All eligible students will be notified in writing of the teach-out status of the program, and will receive an updated copy of their original program plan and course teach-out schedule. 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 enrolled in a cancelled program, who stop out for more than two consecutive terms, will be required to apply to a new program of study. The University will make every effort to transfer as many earned credits as possible to the new program of study.

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

**Enrollment in Discontinued Programs**

When a program plan version is discontinued due to a program update, students will be notified of a teach-out matrix. A matrix is a chart indicating active CityU courses that will be substituted for courses appearing in the discontinued program plan. Students may remain in the teach-out plan of study 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 enrolled in a cancelled plan, who stop out for more than two consecutive terms, will be required to transfer to the newest plan of study. The University will make every effort to apply as many earned credits as possible to the new plan.

Exceptions to this policy may be made by the Provost.
English Proficiency

Because all courses at CityU 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 requirements, English-speaking countries are defined as the United States, Canada, the United Kingdom, Ireland, Australia, South Africa, and New Zealand exclusively.

English placement test scores are valid for 24 months only. CityU’s Institutional Placement and Proficiency will be measured by the iTEP (International TEST of English Proficiency). Scores for all other tests taken outside of CityU must be authenticated by the test publisher. Please refer to our list of recognized standardized tests in Table 1.0.

Below is an equivalency chart for all CityU recognized measurements of proficiency:

<table>
<thead>
<tr>
<th>Standardized Test Score</th>
<th>iTEP Academic Plus</th>
<th>TOEFL iBT</th>
<th>IELTS (International English Language Testing System)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5</td>
<td>65</td>
<td>Band 6.0</td>
</tr>
<tr>
<td></td>
<td>4.0</td>
<td>76</td>
<td>Band 6.0</td>
</tr>
<tr>
<td></td>
<td>4.5</td>
<td>87</td>
<td>Band 6.5</td>
</tr>
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</tr>
</tbody>
</table>

Table 1.0

City University of Seattle's Institutional English Language Proficiency Test

CityU has adopted the TOEFL and iTEP [International Test of English Proficiency] as its institutional measure of English proficiency. It is used to determine both proficiency and placement into its ELP Program. Students who do not meet the required minimum iTEP score 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 the iTEP once every 70-90 days. The minimum average iTEP 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.

iTEP Placement and Proficiency Measurement

<table>
<thead>
<tr>
<th>CityU Level Placement</th>
<th>*iTEP Academic Plus</th>
<th>TOEFL iBT (Internet-Based)</th>
<th>TOEFL PBT (International TOEFL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Programs</td>
<td>4.5 or above</td>
<td>87</td>
<td>65</td>
</tr>
<tr>
<td>Assisted Graduate Programs</td>
<td>4.0</td>
<td>76</td>
<td>56</td>
</tr>
<tr>
<td>Level 8</td>
<td>4.3</td>
<td>80</td>
<td>57</td>
</tr>
<tr>
<td>Level 7</td>
<td>4.0</td>
<td>76</td>
<td>55</td>
</tr>
<tr>
<td>Level 6</td>
<td>3.5</td>
<td>64</td>
<td>48</td>
</tr>
<tr>
<td>Level 5</td>
<td>3.0</td>
<td>55</td>
<td>40</td>
</tr>
<tr>
<td>Level 4</td>
<td>2.5</td>
<td>46</td>
<td>34</td>
</tr>
</tbody>
</table>
Table 2.0 * the iTEP Plus is administered for students for level placement at the start of a new session/quarter. For time-sensitive placements, the iTEP Core+, an in-house writing and speaking test, may be administered.

Undergraduate Degree or Certificate Programs (Language-Assisted)

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. An iTEP score of at least 3.5 or an equivalent (refer to Table 1.0 for the iTEP English Proficiency measurements).
2. Completion of Level 5 of CityU’s English language program or the appropriate level of a CityU-recognized English language program.
3. Completion of at least 30 quarter degree credits (or 20 semester degree credits) at an accredited or CityU-recognized institution where the language of instruction was English, with satisfactory academic progress (cumulative GPA 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.

Undergraduate Degree or Certificate Programs (Non-Assisted)

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

1. Completion of Level 6 of the CityU English language program or the equivalent level of a CityU-recognized English language program.
2. An iTEP score of at least 4.0 or an equivalent (refer to Table 1.0 for the iTEP English Proficiency measurements).
3. Graduation from a high school in an English-speaking country where the language of instruction was English.
4. Completion of at least 45 quarter degree credits (or 30 semester degree credits) at an accredited or CityU-recognized institution where the language of instruction was English, with satisfactory academic progress (cumulative GPA 2.0 or better).

Graduate Degree or Certificate Programs (Language-Assisted)

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

1. iTEP score of at least 4.0 or the equivalent level of a CityU-recognized English language program.
2. Completion of Level 6 of CityU’s English language program or the appropriate level of a CityU-recognized English language program.
3. Completion of at least 45 quarter degree credits (or 30 semester degree credits) at an accredited or CityU-recognized institution where the language of instruction was English, with satisfactory academic progress (cumulative GPA 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.

Graduate Degree or Certificate Programs (Non-Assisted)

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 iTEP score of at least 4.5 or the equivalent level of a CityU-recognized English language program.
2. Completion of Level 8 of CityU’s English language program or the appropriate level of a CityU-recognized English language program.
3. An undergraduate or graduate degree from an accredited or CityU-recognized institution where the language of instruction was English.
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. Technology standards are posted on the library’s website under the “Academic Technology” menu, may include program-specific requirements, and are updated annually.

Each student is required to maintain a City University of Seattle account in order to access: My.CityU.edu portal, online courses, email and other University resources. Additionally, to facilitate consistent quality in curriculum, instruction, and information security, City University of Seattle requires all of its courses to use the Blackboard Learning Management System for course communication and assessment.

The My.CityU.edu portal and email are the primary channels of communication of official University correspondence, such as but not limited to policy changes, billing notices, registration notification, guidelines, and any information considered important. Students are required to access their email on a frequent basis to ensure they view these communications. Failure to do so does not constitute a failure to receive the communications.

Students are expected to maintain the security of their City University of Seattle account and should not divulge their user name and password to others. For additional information, see the “Information Technology Resources Code of Conduct Policy for Students.”

Students may elect to forward their CityU email to a non-CityU email account at their own risk. CityU neither guarantees nor takes responsibility for the delivery, security or privacy of email messages once they leave the CityU network or CityU hosted services.

Technology Contingency Plan

Students are expected to have a technology contingency plan should an unforeseen event render their primary equipment and/or files inaccessible (computer failure or loss, software failure, etc.). Such events are not an excuse for absence or late work, unless approved by the student’s instructor. Students should identify backup equipment that meets the minimum requirements for their courses, such as a CityU computer lab, a local library lab, or a relative’s equipment.

Students are responsible for file backup of all work and any course content they wish to save after a course is removed from Blackboard (45 days after the end date of the course). Backup consists of copying or archiving files and folders in one or more additional locations for the purpose of being able to restore them in case of data loss. Files saved to a computer’s hard drive are not backed up. Cloud storage or an external hard drive/jump drive are methods for file backup.

City University provides a variety of Cloud storage resources while a student is actively enrolled in a course and for four terms following their last term of enrollment. Please visit the library webpage for a complete list of Cloud storage resources. CityU is not responsible for file backups after a student’s CityU account has been deactivated (four terms after active enrollment). Students may use other publically available backup solutions. Students are advised to review the user guidelines for any backup tool they choose to use.

Academic 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. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is the equivalent of one hour of classroom, online, or direct faculty instruction and approximately two hours of out-of-class student work each week for 10 weeks for one quarter credit hour.

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 one and one-half equals one “quarter credit”.
- One “quarter credit” divided 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.)

Enrollment Load Credit Definition
City University of Seattle recognizes the following quarter credits and enrollment levels per term.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>10 - 15*</td>
<td>6 - 12*</td>
<td>6 - 9*</td>
</tr>
<tr>
<td>3/4 time</td>
<td>8 - 9</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>1/2 time</td>
<td>5 - 7</td>
<td>3 - 4</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Less than 1/2 time</td>
<td>1 - 4</td>
<td>1 - 2</td>
<td>1 - 2</td>
</tr>
</tbody>
</table>

*See the overload policy regarding credit maximums 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:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Quarter Credit / Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12</td>
</tr>
<tr>
<td>3/4 time</td>
<td>9 - 11</td>
</tr>
<tr>
<td>1/2 time</td>
<td>6 - 8</td>
</tr>
<tr>
<td>Less than 1/2 time</td>
<td>4 - 5</td>
</tr>
</tbody>
</table>

Graduate students with U.S. military educational benefits are reported according to the regular institutional definition.

Credit Load for Students Receiving Institutional Scholarships and/or State Aid
Both undergraduate and graduate students receiving institutional scholarships or state financial aid may have differing enrollment requirements. Consult the Financial Aid Office to determine whether they are subject to different definitions of full-time enrollment and different limitation on maximum credit enrollment.

Credit Load for International Students
International students attending 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 and Doctoral Students must enroll in six (6) quarter credits per term to be considered full-time.

International student 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 Load for Students in Graduate Language Assisted Programs
During the first term (quarter) of study, students enrolled in graduate language-assisted programs are limited to no more than two (2) academic degree classes concurrently per session.

Credit Overload Consideration
The maximum credit load per term is (15) fifteen credits for under-graduate students, (12) twelve credits per term for masters students, and (9) nine credits for doctoral 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 (15) fifteen credits at CityU and are in at least the third term of study at CityU. Masters and Doctoral Students may qualify for a credit overload if they currently have a cumulative GPA of at least 3.25 and have earned at least (9) nine credits and are in at least the third term of study at CityU.

After the first full quarter of enrollment, 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
Definitions 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), 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 an 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
- 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 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 completion of at least 15 quarter credits. 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 degree field. Some master's degree programs offer only one emphasis and some offer several. To earn a graduate emphasis, the student must complete at least 12

exceed the established credit load policy on an exception basis depending upon the program's pre-approved schedule rotation.

Students should consult with the Veterans Affairs Office regarding definition of full-time load and different limitations on maximum credit enrollment.
quarter credits within the subject area, with the number and selection of courses identified by the academic division responsible for the program.

- Concentration (doctoral programs) — At the doctoral level this term designates the students specialized area of study within the doctoral degree field. To earn a concentration, the student must complete 24 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 135 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 Program

- Associate degree — 90 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, and all upper-division credits in the major field.

- Master's degree program plan — Normally at least 45 graduate quarter credits; with approval of the Academic Affairs Council and the Provost, a Master's degree can be approved with fewer graduate credits, but no less than 36. Some or all of the coursework must be 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 performance-based 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 quarter credits must be earned in residence. No more than 135 quarter credits may be transferred.
- Master's Degree — Of the quarter 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. An exception to this requirement for master's degree programs is made for dual-delivery, bilateral, joint-delivered or partnered articulation programs. Up to 15 quarter credits may be transferred into these programs. All other credits must be earned in residence.
- Doctoral Degree — Of the 90 or more quarter 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.

Course Delivery Formats

City University of Seattle offers programs of study organized into two main delivery formats to allow optimal access and flexibility for students. These are:

• In-class (Meets 51% or more of the time face-to-face)
• Distance Courses (Meets less than 51% of the time face-to-face)

The delivery formats described in this procedure are in alignment with City University of Seattle’s Academic Model, are capable of providing quality learning experiences, and provide consistency in students’ educational experiences. Each academic program selects the most appropriate delivery format(s), based on student need, and programs may be offered in all delivery formats. Students can elect to register for a variety of delivery formats offered by a program.

Over the length of a course, faculty and students in all delivery modes are expected to spend an average of 1 hour per credit actively participating together in a combination of in-class or online instructional activities, with students spending approximately 2 additional hours per credit hour each week on out-of-class learning activities.

Course Delivery Modes

In-class Courses

These courses are offered entirely in-class with the students and instructor meeting on-site on a regular and established schedule. Students participate in group learning experience and in-class learning activities designed according to the needs of the program and students. Course information and activities that take place online within the learning management system include but are not limited to: faculty contact information, posting course documents such as syllabi and required resources, learning materials such as PowerPoint presentations or lecture notes, faculty announcements, assignment submission, and posted grades. Students may also be required to complete some graded learning activities and discussions online.

Mixed-mode Courses

These courses offer a mix of in-class and online instruction with the students and instructor meeting 51-99% of the time in class on a regular and established schedule. Students participate in group learning experiences and in-class/online learning activities designed according to the needs of the program and students. Course information and activities that take place online within the learning management system include but are not limited to: faculty contact information, course documents such as syllabi and required resources, learning materials such as PowerPoint presentations or lecture notes, faculty announcements, assignment submission, and posted grades. Students may also be required to complete some graded learning activities and discussions online.

Online Courses
These courses are offered entirely via online technology. Faculty and students participate in group learning experiences that include required weekly activities and regular interaction between students and the instructor. All course information and activities take place asynchronously within the learning management system including, but not limited to: faculty contact information, course documents such as syllabi and required resources, learning materials such as PowerPoint presentations or lecture notes, faculty announcements, graded learning activities and discussions, assignment submission, and posted grades.

**Online with Required Seminar**

These courses are offered primarily via online technology with the students and instructor meeting synchronously, in-class and/or online, for portions of the course on a regular and established schedule. Faculty and students participate in group learning experiences that include required weekly activities and regular interaction between students and the instructor. Course information and activities that take place online, within the learning management system include but are not limited to: faculty contact information, course documents such as syllabi and required resources, learning materials such as PowerPoint presentations or lecture notes, faculty announcements, graded learning activities and discussions, assignment submission, and posted grades.

**Enhanced Distance Learning**

These courses are offered in a combination of synchronous online sessions led by the Instructor of Record and in-class sessions led by a local facilitator. Faculty and students participate in group learning experiences that include required weekly activities and regular interaction between students, the facilitator, and the instructor. Course information and activities that take place online within the learning management system include but are not limited to: faculty contact information, course documents such as syllabi and required resources, learning materials such as presentation slides or lecture notes, faculty announcements, graded learning activities and discussions, assignment submission, and posted grades.

**Performance-Based Distance Learning**

These courses are offered via distance learning. Students may meet synchronously, in-class and/or online, for portions of the course on a regular and established schedule. Content is organized into blocks, with each block designated with quarter credits. Students work at their own pace with the guidance and instructional support of a Faculty Facilitator. Students complete assessments that measure course outcomes. They may complete the assessments found in the block, or suggest alternatives that show they have achieved the course outcomes according to the corresponding rubric. Students’ assessments are evaluated according to the rubric by independent Faculty Outcomes Evaluators. Faculty Facilitators compile the results of the evaluations and submit the final grade.

In addition to the requirements for all delivery modes listed above, faculty are required to adhere to all instructional directions as specified by the Course Manager and their primary supervisor.

**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. 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.

Students wanting to challenge a course should (1) contact their student advisor, who will (2) submit a petition for a challenge examination to the Registrar. The petition will then be sent (3) to the program director for approval, construction and administration of the challenge. Upon successful completion of the challenge examination, the program director will notify the Registrar to post the grade and file the documentation. A fee will be assessed based on the annual schedule of tuition and fees. 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.

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/doctoral), the course is recorded on the transcript as CityU transfer credit (i.e., it provides credit but does not affect the GPA).

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

- Students enrolled in an undergraduate degree may attempt a maximum of six (6) different course challenges up to 30 undergraduate quarter credits.
- Students enrolled in an undergraduate certificate may attempt a maximum of two (2) different course challenges up to 10 undergraduate quarter credits.
- Students enrolled in a graduate degree may attempt a maximum of four (4) different course challenges up to 12 graduate quarter credits.
Students enrolled in a graduate certificate may attempt a maximum of one (1) course challenge up to 3 graduate quarter credits.

Students enrolled in the Doctor of Education (Ed.D) in Leadership degree may attempt a maximum of four (4) different course challenges, up to 12 doctoral quarter credits (not including transfer) with a cumulative GPA of 3.0 or higher. Additionally, EdD. In Leadership degree students will only be allowed to challenge courses if they have demonstrated expertise in the course content.

Students enrolled in the Doctor of Business Administration degree may attempt a maximum of four (4) different course challenges for DBA courses, up to 12 doctoral quarter credits, once they have successfully completed 18 quarter credits of doctoral coursework (not including transfer) with a cumulative GPA of 3.0 or higher.

Note: Challenge exams may not be used in lieu of capstone, comprehensive exams, residencies, student teaching, internships or dissertation/thesis classes. Exceptions to this policy may be made by the dean.

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

Students may petition for coursework taken at other institutions, or for equivalent professional experience, to be applied to a CityU degree via course waiver, course substitution or direct equivalency. Students in bachelor’s degree programs may obtain up to 45 upper-division credits and up to 90 lower-division quarter credits via substitutions, waivers, direct equivalencies, or any combination of these three, per degree. Graduate students may obtain up to 25 percent, but not to exceed a total of 12 quarter credits, of their total required degree program credits per degree.

Course Waiver

When appropriate, students may request that the requirement to take a required 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, Direct Equivalency Form. Note: A course waiver does not grant credit; it simply eliminates the need to take a required course for the degree. To compensate for the program credits lost by the waiver of a course, a student must either enroll in another City University of Seattle course of equivalent level and credit or transfer it from another institution. General Education distributions in an undergraduate degree program may not be waived.

Course Substitution

Course substitution refers to the action of substituting, in place of a course required for the student’s academic program, a different City University of Seattle course specifically requested by the student, after program director or designee approval has been obtained. To request a course substitution when circumstances warrant, a student must submit a Petition for Course Waiver, Substitution, or Direct Equivalency Form.

Course Matrix

A course matrix occurs when a course has been discontinued, and another CityU course has been designated as a pre-approved replacement course for all students in a specific academic program. Matrixed courses are considered part of the student’s program plan and does not count in course substitution, waiver, or direct equivalency credit limitations.

Direct Equivalency

Direct equivalency refers to a course completed successfully at another recognized institution and judged to be the same as a required 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 and doctoral programs.

If the University Registrar cannot determine direct equivalency for a course upon submittal of an official transcript from the other institution, the student must petition the Program Director to receive this type of credit, using a Petition for Course Waiver, Substitution, or Direct Equivalency Form and include appropriate documentation to include course syllabus from the issuing institution. If a transferable course is approved as a direct equivalent for a City University of Seattle 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 student passed the class,
but 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 equivalent course at another institution and transfer it into the student’s City University of Seattle 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 transfer credit requirements. Note: Capstones, internships, student teaching, dissertations/thesis classes may not be completed externally. See Exemptions to course Repeat Policy. When a student has taken a required course three times at City University of Seattle 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 failed 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, and it is accepted for transfer to CityU, s/he 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. If the student successfully completes the repeated course as a transfer to CityU, the grade from the final City University of Seattle attempt will be removed from 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 courses, 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 eligible for repeat only once.

Once a degree or certificate has been granted, the grades earned for the courses within that program are locked into the degree/certificate and may not be repeated.

Exceptions to this policy may be made by the dean.

**U.S. Veterans**

Students receiving U.S. 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 receipt of benefits may be affected.
Degree and Certificate Completion Requirements

Students are eligible to receive academic degrees and certificates from CityU 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 CityU coursework of 2.0 for undergraduate programs, 3.0 for masters and doctoral programs.
- Fulfilled all financial obligations to CityU.
- Submitted a degree or certificate audit application and paid the fee, if applying for a degree.
- For Master of Counselling (Canada), Master of Arts Counseling, and doctoral degree programs students must graduate within 7 years from their first quarter of enrollment.
- For the Master in Teaching and Bachelor of Arts in Education programs students must graduate within 5 years from their first quarter of enrollment.

Degree and certificate program 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 program rests ultimately with the student.

Note: Undergraduate certificates containing less than 25 credits and graduate certificates containing less than 15 credits are not eligible for federal funding. Exceptions to this policy may be made by the Provost.

Prerequisites for Entry into Upper Division Coursework

Undergraduate students seeking degrees and certificates 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. 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 coursework.
2. Courses completed at other recognized institutions.
3. Standardized examinations in appropriate subjects.
4. Prior Learning Assessment (PLA).

Second Degree

Students who want to earn a second degree at the same academic level as another CityU degree must fulfill all residency requirements for the second degree program.

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 Security

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’s, bachelor’s, master’s degree or doctorate 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 (p. 29) 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 Final Degree Audit Application and the applicable fee, and whose degrees have either been posted or are within ten credits of completion at the undergraduate level or six credits of completion at the graduate level, may participate in Commencement regardless of their financial standing with the University.

Certificate candidates do not participate in Commencement.
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 ten (10) undergraduate or six (6) graduate credits of fulfilling all degree requirements may also participate. Doctoral students must have successfully completed all Dissertation requirements prior to participation in Commencement.

Any student who wishes to participate in commencement exercises should submit a Final Degree Audit application form via hardcopy or online via my.cityu.edu, by February 15th to the Office of the Registrar. 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 may be made by the appropriate school dean or the Vice President of Student Services.
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 if any.

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 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 or emphases in a degree program are completed at the same time, they are listed on one diploma. However, if the second major or emphasis is completed at a later time, a second diploma will 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

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. 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)
- Doctor of Education/in Leadership/Higher Education (degree/major/concentration)
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: 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. Students who complete a degree before the end of the term may have degrees conferred on the date of completion within the term instead of the final day of the term, in compliance with government reporting requirements. 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.
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 2.0 (low). Failing grades are 1.9 and below.

- **Doctoral**: Passing grades fall within a range, from 4.0 (high) to 2.5 (low). Failing grades are 2.4 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)
- **N** – Temporary status indicator used by the ELP program until a final grade can be posted, for the first 5 week session in a term
- **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.
- **UW** – Unofficial Withdrawal (see description below)
- **V** – Vanished (student discontinued course attendance without explanation. (Historical grade)
- **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 (historical grade as of 7/1/16)

Credits that carry the letter grades or status indicators of NP, UW, W, X, and decimal grades of lower than 0.7 (undergraduate), or lower than 2.0 (graduate) or lower than 2.5 (doctoral) are not counted toward the minimum credits required for graduation.
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<thead>
<tr>
<th>Percentage</th>
<th>Decimal Grade</th>
<th>Percentage</th>
<th>Median Grade</th>
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<td>1.9 Failing grade - graduate</td>
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<td>0.8</td>
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<tr>
<td>81.24 - 80.00</td>
<td>2.5 Minimum passing grade - Doctoral level</td>
<td>58.74 - 57.50</td>
<td>0.7 Minimum passing grade - undergraduate level</td>
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<tr>
<td>79.99 - 78.75</td>
<td>2.4 Failing grade Doctoral</td>
<td>57.49 - 56.25</td>
<td>0.6 Failing grade - undergraduate level</td>
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49.99 - 0.00 0.0

* Grade scales are unique to each university.
** If your funder requires submission of a letter grade equivalent, contact your advisor to request this information.

I (Incomplete) and Granting of Extension

An instructor may assign an I grade 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 from the course end date may be granted, with dean approval.

Default Grade for an I Grade

The default grade for an “I” grade 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 Grade

The request for an I grade 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 Grade

Once an I grade 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.

N Grade

A temporary status indicator posted on the transcript at the end of Session A in the English Language Program denoting satisfactory progress. The temporary grade is posted and remains in effect until a final grade for a full language level is posted at the end of Session B.

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 dissertation 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 office of the Registrar) of his or her intention to withdraw and has attended no more than 30 percent 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. This is a historical grade and is no longer in use for current students.

**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 or the Office of the Registrar 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 (p. 31) 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. A Y grade may stay in effect for up to three additional terms after the initial enrollment term, as determined when the Y grade is submitted. The Y defaults to 0.0 or NP, however, if the final grade is not posted.

A student may not subsequently withdraw (grade of W) from a course that has a Y grade posted. Y grades are assigned when students demonstrate successful progress in the course, and are requesting additional time to complete the coursework. If the student is unable to complete the coursework of a Y graded course, the instructor will assign the earned grade based on coursework completed. The Y grade holds no GPA value, and once converted, can only convert into a numerical grade (0.00-4.0) or P/NP.

**Z (U.S. Military Service Deployment) - historical grade as of 7/1/16**

Previously used for special accommodation related to U.S. or Canadian military service students who are deployed after starting a course. For current policy, please see the Academic Policies section on “Course Withdrawing or Adding: Military Deployment”. This is a historical grade and is no longer in use.

**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 percent 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 percent 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.

**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.

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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 Student 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 here.
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 status 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. Masters and doctoral 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. Students in “No Intended Degree” status do not have academic standing calculated since they are not in a specific program.

Probation

After any term in which an undergraduate student’s cumulative GPA falls below 2.0 or a graduate or doctoral 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 students) 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 receives 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, Office of the Registrar, 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 from program (Registrar)

If the student does not request provisional readmission within four terms of 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.

Dismissal from the University

On rare occasions, students may be dismissed from the University and prohibited from further study due to violations in student conduct, or prolonged negative academic performance in which other options have been exhausted. The status of the dismissal will show on the student transcript under the final term of study, and a note regarding the dismissal will be noted in the Student Comments. Students will receive an official letter from the Provost if this status is utilized.
**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.
City University of Seattle commends and recognizes outstanding scholastic achievement as outlined below.

**Bachelor’s Degree Programs – Latin Honors**

Bachelor degree programs are eligible for Latin honors as determined by their final cumulative GPA. Latin honors are recorded when degrees are posted. For all schools, Latin honors will be awarded using the following minimum cumulative GPA standard to the third decimal place with no rounding.

- **summa cum laude** (with highest honor/praise) 3.900 - 4.000
- **magna cum laude** (with great honor/praise) 3.899 - 3.800
- **cum laude** (with honor/praise) 3.799 - 3.700

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 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 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. Honors are announced when students’ names are called at Commencement. Latin honors are designated on the diploma by a special label.

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

**Graduate Degree Programs (for all master’s degree programs) – President’s Honors**

(As of Fall 2014/2015, Doctoral students are not eligible for honors)

Students who complete all required City University of Seattle courses in a master’s degree program with a cumulative GPA of 3.900 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 3.900 or better). Honors are announced when students’ 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, Graduate and Doctoral 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 10 decimally graded undergraduate quarter credits from City University of Seattle by the end of the term in question; graduate students at least 6 decimally graded quarter credits.
- Undergraduate students must achieve at least a 3.500 term GPA; graduate students at least a 3.800.
PROGRAM DISMISSAL (RELATED TO PROGRAM PROFESSIONAL ETHICS/CONDUCT)

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 program of study.

Students enrolled who violate the stated 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.
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 one to fifteen (1-15) 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 one to nine (1-9) credits.

The duration of the internship, the required practical and written assignments, the criteria of evaluation, and all other conditions must be approved by the school dean or designee.
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 information on review procedures.
**STUDENT RIGHTS AND RESPONSIBILITIES**

**Introduction to Student Rights and Responsibilities**

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

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, a compendium of all the University’s programs and policies, including the academic calendar. The Catalog is posted online on the City University of Seattle public website and the student portal. Paper copies are available at appropriate University offices.

Newly admitted international students, on a student visa, 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.

**Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and attend class regularly. Regular class attendance and academic engagement 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 final grades. At the beginning of each course, the instructor will inform students of the relevance of class attendance to the final grade.

Students who are officially enrolled in U.S. domestic classes are expected to be in regular attendance or communicate with the instructor prior to the class date. All online, mixed-mode, enhanced distance learning, directed study, and in-class classes are assigned regular attendance rosters. Students who are absent without prior approval of the instructor will be marked as absent. Consecutive absences by the student may indicate the student has vanished and may result in the student being withdrawn from the class by the university.

The U.S. Department of Veteran's Affairs (VA) requires documentation of course attendance/academic engagement for students receiving VA benefits. The U.S. Department of Education requires documentation of course attendance/last day of academic engagement for students who receive federal financial aid.

It is the student's responsibility to officially withdraw from a course in which he or she has enrolled but does not intend to continue. If a student vanishes before 60% of the course has transpired, has not done the work, and fails to initiate the procedure for official course withdrawal, a grade of 0.0 or Unofficial Withdrawal (UW) will be awarded. If the student's attendance/academic engagement has been documented through 60% or more of the course, but the student has not been diligent about turning in the required assignments according to the course syllabus, the final grade will be awarded based on the work completed.

**Maintaining Current Personal Data**

Students are responsible for keeping the University informed of any changes in name, address, telephone and email address. Students may use self-service through the My.CityU.edu portal, inform an advisor, or notify the Registrar’s Office. The sending of notices and other University correspondence to the cityuniversity.edu email address or to the last address on record constitutes official notification.

International students studying in the U.S. on a student visa are required to report any address changes to their international student advisor per U.S. government regulations.

**Student Education Record Access According to FERPA**

Under the provisions of the U.S. Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, 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 adheres to all U.S. and Canadian immigration regulations concerning the release of student information to government agencies. City University of Seattle defines “Directory Information” as follows:

- Student name
- Degree and major program of study
- Dates of enrollment (commencement of studies, termination of studies and reason, gaps in study, if known)
- Current enrollment status (undergraduate or graduate; full-time or part-time)
- Degrees earned and dates of conferral
- Number of credits completed each term
- Honors and awards received
- Photographs
- City University of Seattle email 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 demographic research studies that extract the necessary data then destroy the record. The University is required to release information for students receiving financial aid and tuition deferment, veterans receiving Department of Veterans Affairs (VA) benefits, and for enrollment and degree verification purposes.

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

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

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

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

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, e.g. 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.

Definitions

Disability: The presence of sensory, mental or physical impairment (whether temporary or permanent) that 1) is medically cognizable or diagnosable, exists as a record or history, or is known or shows through an interactive process to exist in fact; and 2) has a substantially limiting
effect upon the student’s ability to perform and complete
the essential elements of the course, program, or activity.

Qualified Student: A qualified student is a student with a
disability who continuously meets the essential standards
of the relevant University course, program or activity, with
or without the benefit of reasonable accommodation.

Reasonable Accommodation: Reasonable
accommodation means modifying or adjusting practices,
procedures, or policies so that a qualified student with a
disability receives equal access to a course, program, or
activity. Reasonable accommodations will be implemented
as long as 1) they are medically necessary; and 2) they do
not impose an undue hardship on the University or result in
fundamental alteration of the nature or operation of the
institution, program, course, service, or activity. The
University does not need to accept the student’s requested
accommodation if an alternative accommodation is
determined to be equally effective.

Healthcare Professional: A person who is legally
competent to diagnose and/or treat the particular medical
condition or conditions which are the basis of the
accommodation request.

Undue Hardship and Fundamental Alteration:
Implementing a requested accommodation that is
excessively costly, extensive, substantial, disruptive, or
result in fundamental alteration to the nature or operation
of the institution, program, or course. In determining
whether a requested accommodation poses an undue
hardship or fundamental alteration, evaluation may include
but is not limited to impact on overall resources, program
standards, and or structure of the course and/or activity.

Transfer of Official Transcript Records between National
University System Affiliates - FERPA

The National University System is comprised of the
following higher education institutions: National
University, City University of Seattle, John F. Kennedy
University, WestMed College, and the Division of Pre-
College Programs.

Students who have previously attended one or more of the
National University System (NUS) affiliates, and who
indicate prior work upon application at one or more of the
NUS affiliates, heretofore give permission for the Registrar
of the school upon signing the new application to retrieve
official transcripts from the prior affiliate school(s) as this
constitutes a “legitimate educational interest” and hereby
constitutes permission by the student to authorize a release
of records as it pertains to the U.S.A. Family Educational

Documentation required to allow this release of record will
constitute a copy of the student signed application to the
prior affiliate school, whether it be electronically or
physically signed by the student, with verification of each
of the affiliate Registrars or designated staff in absence of
the Registrar. The Registrars will be required to keep a
copy of this signed memorandum with the copy of the
application for documentation regarding the release of
records with the student file for no less than five (5) years
following the completion of courses by the student (50
years for Canadian students).

Students who do not wish the official transcript to be
transferred to the new affiliate may, at the time of the
application, complete a FERPA release of records block.

Student Rights to Access to University 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 Institutional Effectiveness by
September 30 of each year the completion or graduation
rates of specific cohorts within degree or certificate
seeking full-time, first-time undergraduate students.

Students with Special Needs

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

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 Disability Support Services 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 Support Services Office may make recommendations for the type of reasonable accommodation available to the student. All disability information provided by the student is kept strictly confidential.

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

Examples of reasonable academic accommodations are:

- Using innovative teaching techniques.
- Providing access to recorded or electronic 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.

Sexual Harassment

City University of Seattle does not tolerate behavior that would constitute 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 Title IX Coordinator at TitleIXCoordinator@CityU.edu or appropriate University designee. All such matters will be treated confidentially. To ensure the safety of the University community, which includes all staff, faculty, students, interns, volunteers, University-affiliated board members and visitors, offenders of this policy may be subject to appropriate campus adjudication processes through the appropriate City University of Seattle policy and procedures found on the my.cityu.edu portal. All reported instances of sexual harassment will be investigated and appropriate disciplinary, criminal, and/or legal action will be taken. No one need fear retaliation for bringing the University’s attention to 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.

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 submit a written request that the program director review the matter. The program director must respond in writing. If mutual resolution is not reached, the student may file a formal grade appeal. The documented written appeal must be submitted via email to gradeappeals@cityu.edu no later than five (5) weeks after the disputed grade was posted. The outcome of a grade appeal is not based on the difficulty of 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. 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 whose decision is final.
Student Grievances

In accordance with USDE regulation 602.16(a)(1)(ix), the University will make available an account of student complaints it receives, the processing of those complaints, and resolution of those complaints in alignment with institutional policy and procedures. This complaint policy is not a substitute for the more specific University policies and procedures related to Students Rights and Responsibilities or Academics found in the General Catalog: Policy on Equal Opportunity/Nondiscrimination in Education; Policy on Prohibition of Sexual Harassment and Sexual Violence; Reasonable Accommodation of Students with Disabilities; Student Code of Conduct; Scholastic Honesty Policy; Grade Appeals Policy; or Ethics Policy.

A formal complaint is a complaint directed to a senior administrative representative of City University of Seattle regarding the institution and/or its operation that a student desires to have formally resolved. Senior administrative representatives are the President, the Provost, the VP of Student Services, the VP of Enrollment/Marketing, the Director of Human Resources, and/or the Director of Finance. Formal complaints must be in writing and signed by the student. Formal complaints may be mailed to the University’s main campus or may be sent electronically from the student’s official City University of Seattle email account.

While formal complaints may be submitted to any senior representative, the University recommends complaints are submitted as follows:

- Complaints related to quality of education or other accreditation requirements may be filed with the Provost.
- Complaints related to financial matters may be filed with the Director of Finance.
- All other complaints be filed with the Vice President of Student Services.

Formal complaints will be reviewed by the appropriate department and the student will be notified in writing of the institution’s response to the complaint.

If student has fully utilized all internal procedures to address their complaint, and believes that the process has not adequately resolved the complaint, the student may contact the following external organizations:

- Washington Student Achievement Council (WSAC) which has authority to investigate complaints against specific schools. WSAC may not be able to investigate every student complaint.
- Non-Washington residents taking online courses who have complaints that have not been resolved through University internal procedures may contact the appropriate agency in their home state regarding their complaint.

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

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

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

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

Student’s Right to Appeal

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

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

1. Theft or damage to property of a student, faculty or staff member, or visitor to University premises;
2. Verbal, written or physical abuse or threat to any student, faculty or staff member of the University, visitor to the University, or personnel at institutions with which the University has cooperative agreements (such as schools);
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 Student Administration;
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 Resource Code of Conduct for Students;
15. Falsely setting off or tampering with emergency safety equipment, alarm or other device designed for the safety of individuals or University property;
16. Violating the term of any disciplinary sanction imposed in accordance with the Student Code of Conduct.

Definitions:

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

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

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

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

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

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

Expulsion:
Indefinite termination of student status.

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 City University of Seattle. 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 student 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.

**Student Identity Verification Policy**

City University of Seattle complies with the United States Federal Higher Education Opportunities Act mandate by requiring a secure login and password, requiring proctored exams where necessary, and utilizing course and curriculum design strategies that emphasize student-to-instructor interactions and project based assessments to minimize the possibility of academic dishonesty.

Every student is given a unique student ID, which is used by the student, along with date of birth, to create a unique and secure login and pass code. The secure login and pass code are used to access all CityU’s student systems, including the learning management system through which distance courses are delivered. CityU’s Information Technology Resource Code of Conduct for students states that users are accountable for all activities carried out under their account and are therefore not to divulge their account information to anyone unless approved by CityU management. Furthermore, CityU’s Scholastic Honesty Policy requires work submitted by students in any course to be their own. Instructional strategies and technology, such as SafeAssign, are used to identify student work of questionable integrity for review by the Scholastic Honesty Committee.

In addition to the secure login and pass code, some programs or courses may require students to complete a proctored assessment. The university provides proctoring services at no cost to the students who elect to complete proctored exams at City University of Seattle sites. Student identity is confirmed at the time of the exam via photo identification. Students may use an alternate proctor, upon approval, at their own expense.

The institution recognizes that technology and personal accountability are not absolute in determining a student’s identity. CityU courses are designed with activities and assessments that support academic integrity. Faculty are encouraged to monitor student behavior for sudden shifts in academic performance or changes to writing style or language used in communications as these may indicate integrity problems.

Students will be notified in writing at the time of registration or enrollment of any additional current and/or projected costs associated with the university’s identity verification and proctored assessment process.

Personally identifiable information collected by the university may be used as the basis for identity verification. However, all methods of verifying student identity protect the privacy of the student information in accordance with the Family Educational Rights and Privacy Act (FERPA) and any other applicable laws or regulations regarding the confidentiality of personally identifiable information.

The evolution of identity verification technologies will be monitored by CityU’s Academic Integrity Board and this Policy will be reviewed annually. Recommendations for improvements to CityU’s method for student identity verification will be made and approved by the Academic Affairs Council.

**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 Principles

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 information 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. Any 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 prohibited.
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 transmission 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.

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 City University of Seattle 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.

Academic Integrity Policy

Introduction

Students, faculty, and staff who exhibit academic integrity pursue and produce scholarly work that is free from fraud, deception, and unauthorized collaboration with other individuals. Academic dishonesty in any form is a serious offense against the academic community. Any acts of academic dishonesty will be addressed according to the Standards, Procedures and Definitions set forth in this policy.

CityU is committed to an educational approach to instances of academic dishonesty. Academic integrity is best taught and reinforced by faculty as part of regular classroom instruction. Students are individually responsible for understanding and exercising standards of academic integrity in every aspect of study and in all work submitted. Faculty and staff use a variety of methods to identify instances of academic dishonesty in City University of Seattle courses, including a plagiarism detection software available through the learning management system.

Responsibility

Standards of academic integrity at City University of Seattle are overseen by faculty, course managers, primary supervisors, members of the Academic Integrity Board, and the Provost.

Standards of Conduct

City University of Seattle defines academic dishonesty broadly as any act that constitutes cheating or misrepresentation of the author of an individual’s scholarly work. Student behavior that demonstrates academic dishonesty or evidences lack of academic integrity is strictly prohibited. Academic dishonesty includes, but is not limited to, the following examples.

Plagiarism:

- Presenting another person’s work as your own including written work, images, designs, or web content.
- Purchasing a paper or other academic work from a 3rd party and presenting it as your own.
- Paraphrasing or condensing ideas from another person’s work without proper citation.
- Failing to document direct quotations with a proper citation.
- Copying word-for-word, using select phrases from another’s work, or failing to properly cite all sources from which data, examples, ideas, or theories are found.
- Copying and pasting content and changing a few words or phrases without proper citation.

Cheating

- Using unauthorized materials, such as books, notes, or electronic devices to answer examination questions.
- Copying from another student’s homework, written assignments, examination answers, electronic media, or other sources.
- Assisting or allowing someone else to cheat.
- Unauthorized possession of a test prior to the examination date.
- Allowing someone other than yourself to complete a paper or examination in your name.
- Taking an exam or completing a paper on another student’s behalf.

Other forms of academic dishonesty:

- Submitting work created for any other assignment in any course without prior approval from the faculty.
- Changing or falsifying data, research, or official documents.
- Selling or providing papers, course work, exams or other types of assignments to another student or to 3rd parties outside the institution, when it is reasonable to assume that the intention is to facilitate academic dishonesty. This includes uploading any work to file sharing websites including, but not limited to, academia.com and coursehero.com.
- Collaborating with another person(s) without prior approval from the faculty.
- Changing examination answers after the fact.
- Misrepresenting oneself or one’s circumstances to
gain an unfair advantage.

- Bribing, or attempting to bribe, a faculty.

**Academic Integrity Review Procedures**

*When Academic Dishonesty is Suspected*

When a faculty member suspects that a student has violated the Academic Integrity Policy, they will inform the student of the allegation and present the student with supporting evidence. Students will have the opportunity to ask questions to clarify the nature of the violation and any sanctions that may be involved. An Academic Integrity form will be completed by the faculty for review with the student. The student has five business days to sign and return the form to indicate whether or not s/he accepts the sanction assigned by the faculty. A student’s failure to sign and return the Academic Integrity form by the specified date will be interpreted as consenting to the charge and sanction. A record of this form will be kept in the Provost’s Office.

All Academic Integrity forms received by the Provost will be reviewed to assess the level of violation and to determine whether the student has any previous violations of the Academic Integrity policy. If the Provost, or designee, determines that the violation does not rise to a Student Conduct level and no prior violation has occurred, the faculty imposes the sanction as agreed upon by the student. If the Provost’s Office determines that the violation constitutes a violation of the Student Code of Conduct or there are previous violations, the Provost will refer the case to the Academic Integrity Board for a hearing. The Provost’s Office will notify the faculty and student of the referral to the Board via email. In such cases, the sanction that the student agreed to will be enforced, but the Board may impose further sanctions as appropriate.

If the student and faculty do not agree on the violation and proposed sanction, the student will indicate that s/he wishes to contest the charge on the Academic Integrity form and return it to the faculty member. This form and its supporting evidence will be submitted to the Academic Integrity Board for consideration at a hearing.

While the allegation is pending, the student should continue the course and submit future assignments or examinations, which the faculty will grade.

**Academic Integrity Board Hearings**

Students have the option to attend the Academic Integrity Board hearing in-person or by phone. Students may bring someone with them for support throughout the hearing, but that individual may not engage in the discussion regarding the allegation. The university will approve a translator for the hearing when requested by the student.

The Academic Integrity Board meets a minimum of once per month to hold hearings. Allegations must be received a minimum of 7 calendar days prior to the scheduled meeting, otherwise they are held over to the next scheduled meeting. This gives students sufficient time to compose a response, or to arrange to attend in person or by phone.

The University will consider student requests for expedited reviews between regularly scheduled meetings on a case by case basis. Once the student’s hearing has been added to the agenda for an upcoming board meeting, the student and faculty member who brought forth the allegation will be notified of the time, date, and location of the hearing via email and will be advised that they may attend the meeting in person, by phone, or submit a written argument.

A simple majority of Board members is required to make a determination as to whether the student committed the act of academic dishonesty in question.

If the Board finds that the student did not violate the Academic Integrity Policy, the Board Chair will notify the student, faculty and Provost’s Office of the decision, indicating that no sanction is to be taken against the student. If the Board finds that the student did commit an act in violation of the Academic Integrity Policy, the Board will also make a determination as to the appropriate sanction to be levied. In most cases, the Board will uphold the sanction recommended by the faculty but does have the power to levy a different sanction based on the severity of the violation.

In cases where students have had previous violations of the Policy and are found to have committed a repeat offense, the sanction suggested by the faculty will be enacted in addition to whatever further sanction(s) the Board determines to be appropriate.

Students will be notified in writing of the Academic Integrity Board’s decision. If the student is found to be in violation of the policy, the decision of the Board will be submitted to the Provost’s Office who will keep all records of Academic Integrity Policy violations. The faculty imposes the academic sanction determined by the Board. If disciplinary sanctions are imposed, the appropriate offices will be notified to carry out the sanction.

**Sanctions**

In making an allegation of academic dishonesty, the faculty member is asked to determine an appropriate academic sanction against the student. In most cases, academic sanctions may range from a warning to the opportunity to redo an assignment, or issuance of a reduction in a grade for an assignment or examination, 0.0
for an assignment or examination, or a 0.0 for the course grade. Faculty are encouraged, where appropriate, to issue an assigned learning plan for students to better their understanding of academic integrity and how to avoid academic dishonesty. This could include referral to tutoring or other educational support resources such as the Writing Help Center or the Math Help Center and/or referral to sites like plagiarism.org to study the subject in more detail.

Academic sanctions levied by the Board are noted in the student’s record. If a student receives a 0.0 for the course as a result of a sanction imposed by either a faculty or the Academic Integrity Board and repeats the course successfully, the 0.0 for the first attempt is removed from the cumulative GPA with the words “prior attempt” and the grade for the second attempt is calculated into the cumulative GPA with the words “repeated.”

In cases where the violation was appropriately severe, the violation happened outside the scope of a regular course (e.g. the student has completed a course but is later found to have cheated on an assignment in that course or shared/sold materials from that course), or the student has been found to commit multiple violations of the Academic Dishonesty Policy, the Board may impose further disciplinary sanctions that may include, but are not limited to placing the student on academic probation, academic suspension for one or more quarters, or dismissal from the University. False statements made by a student in the course of the hearing may result in additional sanctions.

**Students’ Right to Appeal Board Decisions**

Students may appeal the Academic Integrity Board’s decision within ten calendar days to the Provost. Appeals must be submitted in writing and will be reviewed based on:

- New information that was not available at the time of the hearing that is potentially sufficient to alter the decision.
- Documentation of a procedural error that may have prohibited the hearing from being conducted in a fair manner.
- The imposition of a sanction not appropriate for the violation.
- A lack of facts to establish that a violation of the Academic Integrity Policy occurred.

The decision of the Provost is final. The Provost will notify the student and the Chair of the Academic Integrity Board of the appeal decision. Should the Provost determine that sanctions other than those imposed by the Academic Integrity Board are to be imposed, the Provost will notify the student, the faculty, the Chair of the Academic Integrity Board and include the change in the file maintained in the Provost’s Office.

**Drug and Alcohol Abuse Prevention Information**

City University of Seattle fully complies with the Drug-Free Schools and Communities Act of 1989 (Public law 101-226), to prohibit the illegal possession, consumption and distribution of drugs and alcohol on university property, during classes and at activities officially sponsored by the university. Students, faculty and staff may not consume alcoholic beverages on University property, during classes or in connection with activities officially sponsored by the university except by permission of the University President.

City University of Seattle supports all federal, state and local ordinances pertaining to alcohol and drugs and will fully cooperate with law enforcement authorities to protect the students, staff and faculty of the university from illegal possession, purchase, sale, and manufacture of controlled substances and alcohol. The university will refer offenders to the proper civil authorities. Regardless of whether legal action is pursued by the university or outside agencies, disciplinary action will be taken by the University for violations of the law, university policy or university conduct rules. All students, faculty and staff should be familiar with the Drug Free Campus Policy and abide by it. In addition, all university faculty, staff and student employees must be in compliance with the City University of Seattle Drug Free Workplace Policy.

City University of Seattle disseminates information on the prevention of drug and alcohol abuse to its community members on annual basis. In addition, City University of Seattle makes available to its students and employees resources, materials, and referral to rehabilitation programs through the University Counseling Center.

A violation of any law regarding alcohol or controlled substances by a student is also a violation of the City University of Seattle Student Code of Conduct Policy and will be treated as a separate disciplinary matter by the university. In addition to legal sanctions, the University will take disciplinary action for violation of the law and university policy, up to and including expulsion.

Students residing in university housing are also bound by the rules of conduct established by the Office of Housing and Residence Life. Students who violate any law regarding alcohol or controlled substances while on
housing property will also face disciplinary action by the Office of Housing and Residence Life, up to and including termination of their housing contract.

**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 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.

**Visitors on Campus**

City University of Seattle allows the public and guests of University students to visit University facilities. However, because of liability and safety issues, visitations must be under the supervision of an authorized faculty or staff member, University student, or part of a formally organized event, such as an open house, guided tour or organized educational program.

Children under the age of 18 are not authorized to be on campus except to accompany a parent or guardian who is a University student, faculty or staff member, and must remain under the direct supervision of said parent or guardian at all times. Further, as a matter of general University policy, children are not permitted to be in a class, computer lab, library, or other education activity either on an attended or unattended childcare basis. For the purpose of this policy “children” refers to minors under 18 years of age who are not students or employees of the University.

**Student Rights to 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.

**Student Consumer Information**

Student Consumer Information may be accessed through the City University of Seattle main website at www.CityU.edu.
LIBRARY AND LEARNING RESOURCE CENTER SERVICES

The CityU Library & Learning Resource Center staff provides personalized, program-specific support to students and faculty worldwide. Librarians work closely with faculty to design course-integrated research guides and instruction in support of specific assignment requirements. Students seeking additional help locating the information they need are encouraged to use the Ask a Librarian service (chat, email, Skype, phone, or in-person) for personalized research assistance.

The CityU library is 98% digital, providing access whenever and wherever students are learning to over 223,000 e-books, 57,000 journals, and 68,000 videos selected by librarians to meet program requirements. Through the library’s website students will find:

- Course Resource Guides listing required and recommended course materials;
- Tutorials on how to find, evaluate, and use information resources;
- Online access to e-books, full-text articles, videos and other resources from leading publishers;
- A catalog of print and electronic resources owned by the CityU library as well as those available from other libraries through interlibrary loan;
- A staff directory that lists the librarian assigned to each program;

Personalized research support through the Ask a Librarian service.

We look forward to working with you!

Vi Tasler Library & Learning Resource Center
521 Wall Street
Suite 100
Seattle, WA  98121

Phone: 206.239.4550
Toll-free in the U.S. and Canada: 800.526.4269
Website: https://library.cityu.edu

In Slovakia, City University of Seattle’s partner institution (Vysoká Škola Manažmentu) has established a 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. These libraries contain more than 24,000 items including print and audiovisual materials.

Information about the Slovakian libraries is available at http://www.vsm.sk/library.
To find textbook and course resource in formation, students should consult their Course Resource Guide via the My.CityU portal or the library website.

*In the U.S.*

Students may purchase their required course resources using any book vendor they choose. Additional course materials, available at no cost to students, may be found in online courses (Blackboard) which students gain access to three (3) days prior to the start of their course(s).

*In Canada:*

Students may purchase their required course resources from the CityU Canada Bookstore website (or call 877.289.1151 or email sales@CityUbookstore.ca).

*Outside the U.S. and Canada*

Students are provided local service options and should consult with their advisor or appropriate in-country contact for more information.
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.
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 Albright School of Education Undergraduate and Certificate Programs

1. Official passing scores on each section of the Washington Educators Skills Test - Basic (WEST-B) or passing State-approved test for Math, Reading, and Writing
2. Must meet the Washington State law standards of good moral character and personal fitness prior to internship/apprenticeship placement. This includes fingerprinting and background checks by law enforcement agencies.
3. Application materials including:
   • Resume
   • Three (3) reference letters
4. Written essay, completed on-site
5. Interview with program administrative faculty

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

Master in Teaching (MIT) degree programs and to graduate certificate programs is required to hold a bachelor’s degree from a regionally accredited institution (for the U.S.) or an institution recognized by the Ministry of Education (internationally). 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.

Admissions Requirements for the Master in Teaching (MIT) Degree Program

Additional content specific admissions requirements are located in the Master in Teaching Admissions Packet which may be obtained via Admissions or the Master in Teaching program.

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. Meet minimum passing score for all required credential tests as established by the Washington State Professional Educator Standards Board.
3. Must meet the Washington State law standards of good moral character and personal fitness. This includes fingerprinting and background checks by law enforcement agencies.
4. Application materials include:
   • Resume
   • Documentation of 80 hours of supervised work with children
   • Three references
5. Written essay completed on-site
6. Interview with program administrative faculty

Admissions Requirements for Certificate Program for Master in Teaching (MIT) Alternative Routes

1. Bachelor of Arts degree or higher in high needs area
2. Must meet criteria established by the Washington Educator Standards Board (PESB) for admission to the program.

Graduate Degrees

Every applicant to the Master in Education (M.Ed.) and
3. Passing scores on the Washington Educators Skills Test (WEST-E) or National Evaluation Series (NES) in the high needs content area(s), i.e., Special Education, English Language Learners, Middle Level Mathematics, Mathematics.

4. Passing scores on each section of the Washington Educators Skills Test-Basic (WEST-B) or passing ACT/SAT sub-scores for Math, Reading and Writing, and National Evaluation Series (NES) exams #102 and #103 for dual endorsements including Elementary Education.

5. Eighty hours documented, supervised experience working with children and/or adolescents

6. Applicant must not have teaching certification from any state.

**Admission Requirements for the Master in Education/Graduate Certificate programs**

Professional certification programs may require additional documentation or academic credentials. Exceptions to these policies may be made by the dean.

**Master of Education Educational Leadership Program**

- Administrator/Graduate Certificate Program

  1. Must have masters or doctoral degree with cumulative GPA of 3.0 or a Bachelor degree with a cumulative GPA of 2.75;

  2. A hard copy front and back of a valid teaching of ESA certification;

  3. Completed “Verification of Prerequisite Teaching or ESA Experience” form;

  4. Provide a resume outline professional history and education;

  5. Provide responses to the 9 questions listed on the “Educational Leadership Program: Writing Assessment” form.

  6. Provide three (3) references with name, position/title, school/district/organization, email address and daytime phone numbers for the following:
     - Current supervisor (administrator who will serve as your mentor)
     - District or executive level administrator
     - Personal reference

**Graduate Certificate: Executive Leadership Superintendent Certificate:**

1. A master degree or higher with a cumulative GPA of 3.0 or higher

2. A hard copy front and back of a valid state license of certification in one or more of the following areas:
   - Educational Staff Associate
   - Teaching
   - Program Administrator
   - Principal
   - Other License or certification from another state or licensing association.

3. Possess three to five (3-5) years of successful experience as an administrator (school, business, government, military, or other profession).

4. Provide three (3) references with name, position/title, school/district/organization, email address and daytime phone numbers for the following:
   - Current supervisor
   - District or executive level administrator
   - Personal reference


Note: Admissions to any program on a Non-degree seeking basis will be reviewed on a case-by-case basis.

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

**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 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.

**Undergraduate Degree and Certificate Program in BA ED and Alternative Route 1**

1. Associate of Arts degree

2. (BA ED) 80 hours documented, supervised experience working with children and/or adolescents during the past three years

3. (Alternative Route 1) must meet criteria established by the Washington State Professional Educator Standards Board (PESB) for admission to the program
Special Provisions within Each School

School of Management (SOM)
Special Admission is not available to applicants of the Doctor of Business Administration program.

Albright School of Education (ASOE)
Special admission is not available for applicants to the Master in Teaching degree program. Applicants to other education programs must have earned a 2.75 cumulative GPA or higher in their undergraduate degree program.

School of Arts and Sciences (SAS)
No special provisions.

School of Applied Leadership (SAL)
Special Admission is not available to applicants of the Doctor of Education in Leadership program.

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, 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), Middle Level Mathematics (4-9), Reading (P-12), or Early Childhood Education (P-3).

The B.A. In Education will prepare students to:
• Develop instruction to promote a positive impact on student learning.
• Implement diverse and relevant instructional strategies to promote a positive impact on student learning and meet the needs of all learners.
• Assess student learning to demonstrate growth.
• Demonstrate professional behaviors and development as an educator.
• Collaborate with, and advocate, for students, families, and community.

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)
College Writing
College Composition II (ENG 102)
Humanities
College Composition all others
Oral Communications - Speech
Creative Arts I
Social Sciences
General Psychology
Developmental Psychology
US History or World Civilization
Natural Sciences/Math
Life Science
Physical Science
Lab
Natural Science Elective
College Mathematics
Math for Elementary Teachers **

Academic Content Area: HU, SS or NS *** 30 Credits
Theoretical Practice in Education 1 Credit

** This Program requires MAT 252 (Math for Elementary Teachers) or higher.

***A minimum of 30 credits are required in one academic area. Choose humanities, social science or natural science/math and includes credits from prerequisites.
Elementary Education, Bachelor of Arts - Washington

Total Required Credits (180 Credits)

Lower – Division Requirements (90 Credits)

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

Elementary Education (32 Credits)
- EDU 329 Science, Technology, Engineering and Math 4
- EDE 370A Content: Creative Arts Concepts 2
- EDE 403 Health and Fitness Methods 2
- ERL 440 Language Arts and Literacy Integration 4
- EDE 325 Sustainability and the Social Sciences 4
- EDE 433 Content: Mathematics I 4
- EDE 439 Content: Mathematics II 4
- ERL 436 Literacy Instruction and Assessment I 4
- ERL 438 Literacy Instruction and Assessment II 4

Pedagogy Core (28 Credits)
- EDU 308 American School Law and Issues in Special Populations 3
- EDU 309 Social Justice, Equity and Diversity 3
- EDU 310 Child and Adolescent Development 3
- EDU 307 Special Education and Special Programs 3
- EDU 320A Content: Instructional Strategies P-12 5
- EDU 383A Content: Classroom Management 3
- EDU 404A Content: Student Assessment & Evaluation 3
- ESP 423 Curriculum Modifications and Adaptation 2
- ESP 405 Behavior Analysis and Management 3

Upper Division Electives (15 Credits)

Note: Must be from pre-approved list or approved by program director.

General Field Experience and Student Teaching (15 Credits)
- EDU 351 Internship I 1
- EDU 352 Internship II 1
- EDU 349 September Experience 1
- EDU 480 Student Teaching in Elementary Education 10
- EDU 354 Internship III 2

Note: EDU 308 includes competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

Elementary Education and English Language Learners, Bachelor of Arts - Washington

Total Required Credits (183 Credits)

Lower – Division Requirements (90 Credits)

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

Elementary Education (32 Credits)
- EDU 329 Science, Technology, Engineering and Math 4
- EDE 370A Content: Creative Arts Concepts 2
- EDE 403 Health and Fitness Methods 2
- ERL 440 Language Arts and Literacy Integration 4
- EDE 325 Sustainability and the Social Sciences 4
- EDE 433 Content: Mathematics I 4
- EDE 439 Content: Mathematics II 4
- ERL 436 Literacy Instruction and Assessment I 4
- ERL 438 Literacy Instruction and Assessment II 4

Pedagogy Core (28 Credits)
- EDU 308 American School Law and Issues in Special Populations 3
- EDU 309 Social Justice, Equity and Diversity 3
- EDU 310 Child and Adolescent Development 3
- EDU 307 Special Education and Special Programs 3
- EDU 320A Content: Instructional Strategies P-12 5
- EDU 383A Content: Classroom Management 3
- EDU 404A Content: Student Assessment & Evaluation 3
- ESP 423 Curriculum Modifications and Adaptation 2
- ESP 405 Behavior Analysis and Management 3

English Language Learners Core Requirements (17 Credits)
- ESL 415 Methodology: Reading 4
- ESL 421 Linguistics and Language Acquisition 5
- ESL 431 History of Bi-Lingual Education and Advocacy 3
- ESL 434 Learning Strategies and Assessment 5
### General Field Experience (5 Credits)
- EDU 351: Internship I: 1 credit
- EDU 352: Internship II: 1 credit
- EDU 349: September Experience: 1 credit
- EDU 354: Internship III: 2 credits

### Student Teaching (11 Credits)
- EDU 480: Student Teaching in Elementary Education: 10 credits
- EDU 337: Practicum: 1 credit

**NOTE:** EDU 308 includes competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

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

#### Total Required Credits (184 Credits)

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

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

#### Elementary Education (32 Credits)
- EDU 329: Science, Technology, Engineering and Math: 4 credits
- EDE 370A: Content: Creative Arts Concepts: 2 credits
- EDE 403: Health and Fitness Methods: 2 credits
- ERL 440: Language Arts and Literacy Integration: 4 credits
- EDE 325: Sustainability and the Social Sciences: 4 credits
- EDE 433: Content: Mathematics I: 4 credits
- EDE 439: Content: Mathematics II: 4 credits
- ERL 436: Literacy Instruction and Assessment I: 4 credits
- ERL 438: Literacy Instruction and Assessment II: 4 credits

#### Pedagogy Core (28 Credits)
- EDU 308: American School Law and Issues in Special Populations: 3 credits
- EDU 309: Social Justice, Equity and Diversity: 3 credits
- EDU 310: Child and Adolescent Development: 3 credits
- EDE 307: Special Education and Special Programs: 3 credits
- EDU 320A: Content: Instructional Strategies P-12: 5 credits
- EDU 383A: Content: Classroom Management: 3 credits
- EDU 404A: Content: Student Assessment & Evaluation: 3 credits
- ESP 423: Curriculum Modifications and Adaptation: 2 credits
- ESP 405: Behavior Analysis and Management: 3 credits

#### Reading (18 Credits)
- ERL 405: Introduction to Literacy Support: 4 credits
- ERL 413: Integrating Literacy in the Content Areas: 5 credits
- ERL 414: Literacy Applications in The Classroom: 5 credits
- ERL 417: Literacy Instruction: Meeting the Needs of All Learners: 4 credits

#### General Field Experiences (5 Credits)
- EDU 351: Internship I: 1 credit
- EDU 352: Internship II: 1 credit
- EDU 349: September Experience: 1 credit
- EDU 354: Internship III: 2 credits

**Student Teaching 11 Credits**
- EDU 480: Student Teaching in Elementary Education: 10 credits
- EDU 337: Practicum: 1 credit

**NOTE:** EDU 308 includes competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

### Elementary Education and Middle Level Mathematics, Bachelor of Arts - Washington

#### Total Required Credits (193 Credits)

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

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

#### Elementary Education (32 Credits)
- EDU 329: Science, Technology, Engineering and Math: 4 credits
- EDE 370A: Content: Creative Arts Concepts: 2 credits
- EDE 403: Health and Fitness Methods: 2 credits
- ERL 440: Language Arts and Literacy Integration: 4 credits
- EDE 325: Sustainability and the Social Sciences: 4 credits
- EDE 433: Content: Mathematics I: 4 credits
- EDE 439: Content: Mathematics II: 4 credits
- ERL 436: Literacy Instruction and Assessment I: 4 credits
- ERL 438: Literacy Instruction and Assessment II: 4 credits

#### Pedagogy Core (28 Credits)
- EDU 308: American School Law and Issues in Special Populations: 3 credits
- EDU 309: Social Justice, Equity and Diversity: 3 credits
EDU 310  Diversity  Child and Adolescent Development 3
EDE 307  Special Education and Special Programs 3
EDU 320A  Content: Instructional Strategies P-12 5
EDU 383A  Content: Classroom Management 3
EDU 404A  Content: Student Assessment & Evaluation 3
ESP 423  Curriculum Modifications and Adaptation 2
ESP 405  Behavior Analysis and Management 3

Mathematics Core Requirements (18 Credits)
EML 481  Standards of Mathematics Practice 3
EML 435  Mathematics: Number Sense and Theory (CM) 3
EML 482  Algebra and Functions 3
EML 445  Mathematics: Geometry and Measurement (CM) 3
EML 485  Mathematics: Probability and Statistics (CM) 3
EML 486  Ratios and Proportional Relationships 3

General Field Experience (5 Credits)
EDU 351  Internship I 1
EDU 352  Internship II 1
EDU 349  September Experience 1
EDU 354  Internship III 2

Student Teaching (20 Credits)
EDU 480  Student Teaching in Elementary Education 10
EDU 484  Content Student Teaching 10

Note: EDU 308 includes competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

Elementary Education and Special Education, Bachelor of Arts - Washington

Total Required Credits (187 Credits)

Lower – Division Requirements (90 Credits)

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

Elementary Education (32 Credits)
EDU 329  Science, Technology, Engineering and Math 4
EDE 370A  Content: Creative Arts Concepts 2
EDE 403  Health and Fitness Methods 2

ERL 440  Language Arts and Literacy Integration 4
EDE 325  Sustainability and the Social Sciences 4
EDE 433  Content: Mathematics I 4
EDE 439  Content: Mathematics II 4
ERL 436  Literacy Instruction and Assessment I 4
ERL 438  Literacy Instruction and Assessment II 4

Pedagogy Core (28 Credits)
EDU 308  American School Law and Issues in Special Populations 3
EDU 309  Social Justice, Equity and Diversity 3
EDU 310  Child and Adolescent Development 3
EDE 307  Special Education and Special Programs 3
EDU 320A  Content: Instructional Strategies P-12 5
EDU 383A  Content: Classroom Management 3
EDU 404A  Content: Student Assessment & Evaluation 3
ESP 423  Curriculum Modifications and Adaptation 2
ESP 405  Behavior Analysis and Management 3

Special Education Core Requirements (15 Credits)
ESP 370A  Content: Exceptionality in Special Education 4
ESP 408  Student Assessment and Evaluation 3
ESP 409A  Content: Fundamentals of the IEP Process 3
ESP 419  Behavior Analysis and Management II 1
ESP 465  Transitions, Teaming and Collaboration 1

General Field Experience (5 Credits)
EDU 351  Internship I 1
EDU 352  Internship II 1
EDU 349  September Experience 1
EDU 354  Internship III 2

Student Teaching (20 Credits)
EDU 480  Student Teaching in Elementary Education 10
ESP 481  Student Teaching in Special Education 10

Note: EDU 308 includes competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.
### Special Education and Middle Level Mathematics, Bachelor of Arts - Washington

Total Required Credits (181 Credits)

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

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

**Special Education Requirements (12 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ESP 370A</td>
<td>Content: Exceptionality in Special Education</td>
<td>4</td>
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<tr>
<td>ESP 419</td>
<td>Behavior Analysis and Management II</td>
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<tr>
<td>ESP 408</td>
<td>Student Assessment and Evaluation</td>
<td>3</td>
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<tr>
<td>ESP 409A</td>
<td>Content: Fundamentals of the IEP Process</td>
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<tr>
<td>ESP 465</td>
<td>Transitions, Teaming and Collaboration</td>
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**Mathematics Requirements (18 Credits)**

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<tr>
<td>EML 481</td>
<td>Standards of Mathematics Practice</td>
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<tr>
<td>EML 435</td>
<td>Mathematics: Number Sense and Theory (CM)</td>
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<tr>
<td>EML 482</td>
<td>Algebra and Functions</td>
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<tr>
<td>EML 445</td>
<td>Mathematics: Geometry and Measurement (CM)</td>
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<td>EML 485</td>
<td>Mathematics: Probability and Statistics (CM)</td>
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<tr>
<td>EML 486</td>
<td>Ratios and Proportional Relationships</td>
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**Pedagogy Core (28 Credits)**

<table>
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<tbody>
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<td>EDU 309</td>
<td>Social Justice, Equity and Diversity</td>
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<tr>
<td>EDU 310</td>
<td>Child and Adolescent Development</td>
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<td>EDE 307</td>
<td>Special Education and Special Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 320A</td>
<td>Content: Instructional Strategies P-12</td>
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<tr>
<td>EDU 383A</td>
<td>Content: Classroom Management</td>
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<tr>
<td>EDU 404A</td>
<td>Content: Student Assessment &amp; Evaluation</td>
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<tr>
<td>ESP 423</td>
<td>Curriculum Modifications and Adaptation</td>
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<td>ESP 405</td>
<td>Behavior Analysis and Management</td>
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**Literacy Block (8 Credits)**

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<td>ERL 436</td>
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<td>ERL 438</td>
<td>Literacy Instruction and Assessment I</td>
<td>4</td>
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**Assessment II**

**General Field Experience (5 Credits)**

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<td>EDU 352</td>
<td>Internship II</td>
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<tr>
<td>EDU 349</td>
<td>September Experience</td>
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<tr>
<td>EDU 354</td>
<td>Internship III</td>
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**Student Teaching (20 Credits)**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>ESP 481</td>
<td>Student Teaching in Special Education</td>
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<tr>
<td>EDU 484</td>
<td>Content Student Teaching</td>
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</table>

**Note:** EDU 308 includes competencies that meet requirements for Issues of Abuse, WAC 181-79A-30; RCW 28A.410.035.

### Education, Bachelor of Arts

Total Required Credits (180 Credits)

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

**Note:** Student must meet General Education Requirements as listed in the Academic Policies “General Education” section. Mathematics may be met with Math for Elementary Teachers or MATH 107 or higher.

**Combined Requirements (53 Credits)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDU 320A</td>
<td>Content: Instructional Strategies P-12</td>
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<tr>
<td>ESP 423</td>
<td>Curriculum Modifications and Adaptation</td>
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</tr>
<tr>
<td>EDU 308</td>
<td>American School Law and Issues in Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 313</td>
<td>Multicultural Education</td>
<td>2</td>
</tr>
<tr>
<td>ERL 436</td>
<td>Literacy Instruction and Assessment I</td>
<td>4</td>
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<tr>
<td>ERL 438</td>
<td>Literacy Instruction and Assessment II</td>
<td>4</td>
</tr>
<tr>
<td>EDU 383A</td>
<td>Content: Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDU 404A</td>
<td>Content: Student Assessment &amp; Evaluation</td>
<td>3</td>
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<tr>
<td>ESP 408</td>
<td>Student Assessment and Evaluation (or)</td>
<td>3</td>
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<tr>
<td>EDE 433</td>
<td>Content: Mathematics I</td>
<td>4</td>
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<td>EDE 439</td>
<td>Content: Mathematics II</td>
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<tr>
<td>ERL 440</td>
<td>Language Arts and Literacy Integration</td>
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<td>EDU 329</td>
<td>Science, Technology, Engineering and Math</td>
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<tr>
<td>EDE 307</td>
<td>Special Education and Special Programs</td>
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</tr>
<tr>
<td>EDE 325</td>
<td>Sustainability and the Social Sciences</td>
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</tbody>
</table>
EDE 370A  Content: Creative Arts Concepts  2
EDE 403  Health and Fitness Methods  2

Upper Division Electives (37 Credits)

Master of Education Programs

This effective combination of theoretical and experiential learning rewards educators with greater recognition, advancement opportunities, and professional confidence. CityU offers multiple M.Ed. Programs including Professional School Counseling (formally titled “Guidance and Counseling”), Leadership, Reading and Literacy, Special Education, and Curriculum and Instruction with an option for an emphasis area in Specialized Study.

Note: Master of Education program with an asterisk “*” following the program name are offered in performance-based teaching methodology.

The Master of Education will prepare students to:

- **Interpret** educational theories and scholarship to inform best practices in education and create engaging learning environments supporting the diverse needs of students.
- **Utilize** quantitative reasoning skills to analyze data to inform instruction and assessment that support evidence-based decisions in diverse settings.
- **Demonstrate** a commitment to the ethical and professional dimensions of teaching through culturally responsive practices.
- **Integrate** personal and professional development to navigate the complexities within educational settings.
- **Interpret** and apply critical thinking pedagogy through reflective practice.

Curriculum and Instruction, Master of Education*

Total Required Credits (39 Credits)

<table>
<thead>
<tr>
<th>Foundation Core (12 Credits)</th>
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<tbody>
<tr>
<td>ECU 504  Graduate Research and Methodology</td>
<td>4</td>
</tr>
<tr>
<td>ECU 506  Practice of Diversity and Global Education</td>
<td>4</td>
</tr>
<tr>
<td>ECU 508  School and Community Engagement</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Emphasis Requirements (24 Credits)</th>
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<tbody>
<tr>
<td>Curriculum and Instruction Emphasis</td>
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<tr>
<td>ECU 542  Instructional Theory and Design</td>
<td>6</td>
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<tr>
<td>ECU 552  Assessment for Student Learning</td>
<td>6</td>
</tr>
<tr>
<td>ECU 561  Curriculum Design and Evaluation</td>
<td>6</td>
</tr>
<tr>
<td>ECU 562  Differentiated Instruction</td>
<td>6</td>
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</tbody>
</table>

Specialized Study Emphasis

Student must choose 24 credits from pre-approved areas of study. Please contact an advisor.

Master Thesis Project (3 Credits)

|  |
| ECU 601  Master of Education Capstone Project | 3 |

Reading and Literacy, Master of Education*

The 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.

Total Required Credits (39 Credits)

<table>
<thead>
<tr>
<th>Reading and Literacy Core (24 Credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ERL 501  Language Acquisition and Literacy</td>
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<tr>
<td>ERL 502  Literacy Assessment and Analysis of Learning</td>
<td>6</td>
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<tr>
<td>ERL 503  Literacy Leadership and Professional Development</td>
<td>6</td>
</tr>
<tr>
<td>ERL 546  Reading and Writing Integration</td>
<td>6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Master Thesis Project (3 Credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECU 601  Master of Education Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Education, Master of Education*

This program is designed to provide candidates with numerous evidence-based practices in the continuum of special education opportunities that are aligned with Washington State standards and criteria for Special
Education teacher practices. Emphasis is placed upon effective teaching practices, assessment of student learning, development of short and long term learning goals, differentiated instruction for individual needs and best practices for increasing student learning. Candidates will be able to demonstrate that their students in P-12 settings are impacted positively in their learning and achievement through evidence collected, analyzed and presented in various portfolio artifacts and culminating activities. Upon successful completion of all requirements, candidates earn a Master of Education in Special Education degree and can also complete Washington state requirements for a Special Education Endorsement.

**Total Required Credits (37 Credits)**

**Foundational Core (12 Credits)**

ECU 504 Graduate Research and Methodology 4  
ECU 506 Practice of Diversity and Global Education 4  
ECU 508 School and Community Engagement 4  

**Special Education Core (22 Credits)**

ESP 670 Exceptionality 3  
ESP 673 Behavior Analysis 3  
ESP 674 Low Incidence 3  
ESP 675 Curriculum Modifications and Collaboration 3  
ESP 555 Classic Autism/High Functioning 3  
ETC 608 Practicum 1  

**Master Thesis Project (3 Credits)**

ECU 601 Master of Education Capstone Project 3  

**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, 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), or Reading (P-12).

**The Master in Teaching will prepare students to:**

- **Develop** and apply components of effective teaching ensuring a positive impact on student learning.
- **Examine** best practices in assessment to continually monitor and improve instruction.
- **Create** a learning environment that enables students to engage in learning individually and collaboratively.
- **Collaborate** with, and advocate for, students, families, and community.
- **Demonstrate** a commitment to the ethical and professional dimensions of teaching.

**Elementary Education, Master in Teaching – Washington**

**Total Required Credits (54 Credits)**

**Elementary Education Core Requirements (5 Credits)**

ETC 501 Human Growth And Development 2  
ETC 502 Social Studies Methods 3  
ETC 513 Curriculum and Instruction Methods 3  
ETC 514 Mathematics Methods I 3  
ETC 517 Mathematics Methods II 3  
ETC 522 Teacher Research I 1  
ETC 523 Teacher Research II 1  
ETC 567 Teacher Project: Introduction 1  
ETC 568 Teacher Project: Capstone 1  
ETC 569 Public School Law 2  
ETC 570 Instruction and Assessment in Literacy I 3  
ETC 571 Instruction and Assessment in Literacy II 3  

**Common Requirements (32 Credits)**

ETC 507 Social Justice, Equity and Diversity 3  
ETC 516 Assessment and Feedback 3  
ETC 522 Social Studies Methods 3  
ETC 519 Curriculum and Instruction Methods 3  
ETC 538 Science, Technology, Engineering and Math Concepts 3  
ESP 525 Behavior Analysis and Management 3  

**Literacy Block (6 Credits)**

ETC 567 Instruction and Assessment in Literacy I 3  
ETC 570 Instruction and Assessment in Literacy II 3
### Internship and Student Teaching (11 Credits)

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<th>Course</th>
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<tr>
<td>ETC 625</td>
<td>Internship II</td>
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<tr>
<td>ETC 627</td>
<td>Internship III</td>
<td>2</td>
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<tr>
<td>ETC 609</td>
<td>September Experience</td>
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<tr>
<td>ETC 675</td>
<td>Student Teaching in Elementary Education</td>
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</tbody>
</table>

### Elementary Education and English Language Learners, Master in Teaching – Washington

### Total Required Credits (69 Credits)

#### Elementary Education Core Requirements (7 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ETC 585</td>
<td>Special Education and Special Programs</td>
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<tr>
<td>ETC 595</td>
<td>Classroom Management, Assessment and Evaluation</td>
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#### English Language Learners Core Requirements (14 Credits)

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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ESL 541</td>
<td>Linguistics for ELL Teachers</td>
<td>2</td>
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<tr>
<td>ESL 542</td>
<td>Identification, Assessment and Evaluation of ELL Students</td>
<td>3</td>
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<tr>
<td>ESL 543</td>
<td>Culturally Responsive and Equitable Practices for ELL Teachers</td>
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<tr>
<td>ESL 554</td>
<td>Learning Strategies and Assessment for Language Learners</td>
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<tr>
<td>ESL 551</td>
<td>Researching: History of Bilingual Education and Advocacy</td>
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#### Common Requirements (32 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ETC 501</td>
<td>Human Growth And Development</td>
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<td>ETC 507</td>
<td>Social Justice, Equity and Diversity</td>
<td>3</td>
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<tr>
<td>ETC 522</td>
<td>Social Studies Methods</td>
<td>3</td>
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<tr>
<td>ETC 515</td>
<td>Assessment and Feedback</td>
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<tr>
<td>ETC 519</td>
<td>Curriculum and Instruction Methods</td>
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<td>ETC 513</td>
<td>Mathematics Methods I</td>
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<td>ETC 680</td>
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<td>ETC 683</td>
<td>Teacher Research II</td>
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<td>ETC 692</td>
<td>Master Project: Introduction</td>
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<td>Master Project: Capstone</td>
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<td>ETC 553</td>
<td>Public School Law</td>
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<td>ETC 538</td>
<td>Science, Technology, Engineering and Math Concepts</td>
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<td>ESP 525</td>
<td>Behavior Analysis and Management</td>
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#### Literacy Block (6 Credits)

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<tr>
<td>ETC 570</td>
<td>Instruction and Assessment in Literacy I</td>
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### Internship and Student Teaching (12 Credits)

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<td>ETC 675</td>
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### Elementary Education and Special Education, Master in Teaching - Washington

### Total Required Credits (75 Credits)

#### Elementary Education Core Requirements (5 Credits)

<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>ETC 585</td>
<td>Special Education and Special Programs</td>
<td>2</td>
</tr>
<tr>
<td>ETC 595</td>
<td>Classroom Management, Assessment and Evaluation</td>
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#### Special Education (P-12) Core Requirements (15 Credits)

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<tbody>
<tr>
<td>ESP 529</td>
<td>Fundamentals of the IEP Process</td>
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<tr>
<td>ESP 540</td>
<td>Teaming and Transitions</td>
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<tr>
<td>ESP 528</td>
<td>Student Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ESP 536</td>
<td>Behavior Analysis II</td>
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<tr>
<td>ESP 541</td>
<td>Exceptionality in Special Education</td>
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</tr>
<tr>
<td>ESP 558</td>
<td>Instructional Accommodations and Modifications for Special Ed</td>
<td>3</td>
</tr>
<tr>
<td>ESP 535</td>
<td>Low Incidence Disabilities</td>
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#### Common Requirements (32 Credits)

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<td>ETC 501</td>
<td>Human Growth And Development</td>
<td>2</td>
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<tr>
<td>ETC 507</td>
<td>Social Justice, Equity and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ETC 522</td>
<td>Social Studies Methods</td>
<td>3</td>
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<tr>
<td>ETC 515</td>
<td>Assessment and Feedback</td>
<td>3</td>
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<tr>
<td>ETC 519</td>
<td>Curriculum and Instruction Methods</td>
<td>3</td>
</tr>
<tr>
<td>ETC 513</td>
<td>Mathematics Methods I</td>
<td>3</td>
</tr>
<tr>
<td>ETC 514</td>
<td>Mathematics Methods II</td>
<td>3</td>
</tr>
<tr>
<td>ETC 680</td>
<td>Teacher Research I</td>
<td>1</td>
</tr>
<tr>
<td>ETC 683</td>
<td>Teacher Research II</td>
<td>1</td>
</tr>
<tr>
<td>ETC 692</td>
<td>Master Project: Introduction</td>
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</tr>
<tr>
<td>ETC 693</td>
<td>Master Project: Capstone</td>
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</tr>
<tr>
<td>ETC 553</td>
<td>Public School Law</td>
<td>2</td>
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<tr>
<td>ETC 538</td>
<td>Science, Technology, Engineering and Math Concepts</td>
<td>3</td>
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<tr>
<td>ESP 525</td>
<td>Behavior Analysis and Management</td>
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</table>

#### Literacy Block (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ETC 567</td>
<td>Instruction and Assessment in Literacy I</td>
<td>3</td>
</tr>
</tbody>
</table>
**Elementary Education and Special Education - Low Incidence Disabilities, Master in Teaching - Washington**

**Total Required Credits (49 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ETC 508</td>
<td>Concepts of Sustainability and Social Sciences</td>
<td>2</td>
</tr>
<tr>
<td>ETC 595</td>
<td>Classroom Management, Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ESP 535</td>
<td>Low Incidence Disabilities</td>
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</table>

**Common Core Requirements (24 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ETC 501</td>
<td>Human Growth And Development</td>
<td>2</td>
</tr>
<tr>
<td>ETC 509</td>
<td>Diversity in Schools and Society</td>
<td>1</td>
</tr>
<tr>
<td>ETC 513</td>
<td>Mathematics Methods I</td>
<td>3</td>
</tr>
<tr>
<td>ETC 514</td>
<td>Mathematics Methods II</td>
<td>3</td>
</tr>
<tr>
<td>ETC 519</td>
<td>Curriculum and Instruction Methods</td>
<td>3</td>
</tr>
<tr>
<td>ETC 534</td>
<td>Public School and Special Education Law</td>
<td>3</td>
</tr>
<tr>
<td>ETC 538</td>
<td>Science, Technology, Engineering and Math Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ETC 680</td>
<td>Teacher Research I</td>
<td>1</td>
</tr>
<tr>
<td>ETC 683</td>
<td>Teacher Research II</td>
<td>1</td>
</tr>
<tr>
<td>ETC 692</td>
<td>Master Project: Introduction</td>
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</tr>
<tr>
<td>ETC 693</td>
<td>Master Project: Capstone</td>
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**Literacy Block (9 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ETC 567</td>
<td>Instruction and Assessment in Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>ETC 570</td>
<td>Instruction and Assessment in Literacy II</td>
<td>3</td>
</tr>
<tr>
<td>ETC 577</td>
<td>Literacy, Language Arts, and Children's Literature</td>
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</table>

**Residency and Student Teaching (9 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETC 694</td>
<td>Residency I</td>
<td>3</td>
</tr>
<tr>
<td>ETC 695</td>
<td>Residency II</td>
<td>3</td>
</tr>
<tr>
<td>ETC 696</td>
<td>Residency III and Student Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduate Certificates: Education

Contemporary School Leadership, Graduate Certificate

Total Required Credits (15 Credits)

The Contemporary School Leadership Graduate Certificate seeks to prepare visionary, competent, and ethical leaders world-wide who promote the success of all students. Through class and field-supervised learning experiences, candidates gain vital knowledge and skills in contemporary school leadership, educational reform, and instruction excellence. Candidate development is personalized, evidence-driven, and based on professional standards.

Contemporary School Leadership

EEA 521 Educational Leadership 3
EEA 520 Technology for School Leaders 3
EEA 519 School Climate and Culture 3
EEA 512 Academic Inquiry and Action Research 3
EEA 516 Professional Growth Assessment and Practicum 3

Transformational School Leadership, Graduate Certificate

Total Required Credits (15 Credits)

The Transformational School Leadership Graduate Certificate seeks to prepare visionary, competent, and ethical leaders world-wide who promote the success of all students. Through class and field-supervised learning experiences, candidates gain vital knowledge and skills in transformational school leadership, educational reform, and instruction excellence. Candidate development is personalized, evidence-driven, and based on professional standards.

Transformational School Leadership

EEA 526 Change Management 3
EEA 527 Human Resource Management in Education 3
EEA 533 Supervision of Instruction 3
EEA 514 Current and Historical Educational Perspectives 3
EEA 642 Leadership Internship II 3

Non-Degree Plans of Study for Endorsements (For Educators), Graduate Certificate

Educators who seek to deepen their classroom skills and increase their toolbox of strategies for teaching to a highly diverse student population may find one of the endorsement areas, listed below, of interest. Students must meet all required state exams and regulations for the specific certification or endorsement area, which may be required before or during coursework. For specific information, please contact an admissions advisor.

The following areas are available for students seeking Washington State Endorsements in the following areas:

Endorsements

K-8 Elementary Endorsement (41 Credits)

ESP 423 Curriculum Modifications and Adaptation 2
EDE 307 Special Education and Special Programs 3
EDU 404A Content: Student Assessment & Evaluation 3
ERL 436 Literacy Instruction and Assessment I 4
ERL 438 Literacy Instruction and Assessment II 4
EDE 403 Health and Fitness Methods 2
EDE 370A Content: Creative Arts Concepts 2
EDE 433 Content: Mathematics I 4
EDE 325 Sustainability and the Social Sciences 4
ERL 440 Language Arts and Literacy Integration 4
EDE 439 Content: Mathematics II 4
EDU 329 Science, Technology, Engineering and Math 4
EDU 390 Endorsement Practicum for Certified Teachers 1

Special Education Endorsement (23 Credits)

ESP 423 Curriculum Modifications and Adaptation 2
ESP 370A Content: Exceptionality in Special Education 4
ESP 409A Content: Fundamentals of the IEP Process 3
ESP 408 Student Assessment and Evaluation 3
ESP 405 Behavior Analysis and Management 3
ESP 373 Special Education: Low-Incidence Students 3
ESP 376 Autism 3
ESP 465 Transitions, Teaming and Collaboration 1
EDU 390 Endorsement Practicum for 1
## Certified Teachers

### English Language Learners Endorsement (21 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ESL 421</td>
<td>Linguistics and Language Acquisition</td>
<td>5</td>
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<tr>
<td>ESL 434</td>
<td>Learning Strategies and Assessment</td>
<td>5</td>
</tr>
<tr>
<td>ESL 415</td>
<td>Methodology: Reading</td>
<td>4</td>
</tr>
<tr>
<td>ESL 431</td>
<td>History of Bi-Lingual Education and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>ESL 418</td>
<td>Internship</td>
<td>4</td>
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</tbody>
</table>

### Education-Mathematics Endorsement (grades 4-9) (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EML 481</td>
<td>Standards of Mathematics Practice</td>
<td>3</td>
</tr>
<tr>
<td>EML 435</td>
<td>Mathematics: Number Sense and Theory (CM)</td>
<td>3</td>
</tr>
<tr>
<td>EML 445</td>
<td>Mathematics: Geometry and Measurement (CM)</td>
<td>3</td>
</tr>
<tr>
<td>EML 482</td>
<td>Algebra and Functions</td>
<td>3</td>
</tr>
<tr>
<td>EML 485</td>
<td>Mathematics: Probability and Statistics (CM)</td>
<td>3</td>
</tr>
<tr>
<td>EML 490</td>
<td>Teaching Math: Bringing it All Together</td>
<td>3</td>
</tr>
</tbody>
</table>

### Education-Middle Level Mathematics Endorsement (grades 5-12) (24 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EML 481</td>
<td>Standards of Mathematics Practice</td>
<td>3</td>
</tr>
<tr>
<td>EML 435</td>
<td>Mathematics: Number Sense and Theory (CM)</td>
<td>3</td>
</tr>
<tr>
<td>EML 445</td>
<td>Mathematics: Geometry and Measurement (CM)</td>
<td>3</td>
</tr>
<tr>
<td>EML 482</td>
<td>Algebra and Functions</td>
<td>3</td>
</tr>
<tr>
<td>EML 465</td>
<td>Mathematics: Calculus (NS)</td>
<td>3</td>
</tr>
<tr>
<td>EML 475</td>
<td>Mathematics: Discrete Mathematics (NS)</td>
<td>3</td>
</tr>
<tr>
<td>EML 485</td>
<td>Mathematics: Probability and Statistics (CM)</td>
<td>3</td>
</tr>
<tr>
<td>EML 490</td>
<td>Teaching Math: Bringing it All Together</td>
<td>3</td>
</tr>
</tbody>
</table>

### Reading Endorsement (28 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERL 410</td>
<td>Language Acquisition &amp; Literacy Development</td>
<td>5</td>
</tr>
<tr>
<td>ERL 413</td>
<td>Integrating Literacy in the Content Areas</td>
<td>5</td>
</tr>
<tr>
<td>ERL 414</td>
<td>Literacy Applications in The Classroom</td>
<td>5</td>
</tr>
<tr>
<td>ERL 418</td>
<td>Internship</td>
<td>4</td>
</tr>
</tbody>
</table>
Admission Requirements
Specific to Undergraduate Programs in the School of Management (SOM)

Undergraduate Degrees
Bachelor of Arts in Management - Performance-based
1. Applicant must submit a detailed professional resume and a personally written essay to describe his/her experience and readiness to undertake the program of study. Each essay needs to include:
   a. Statement about self-direction and time management skills (accustomed to working with little to no guidance, comfortable structuring and following self-imposed deadlines, etc.)
   b. Description of how the student plans to find the time for this academic effort (15-20 credits in a given quarter). How will the student make sure this fits with work and family life?
2. Applicant must receive formal approval from the Program Director before beginning program.

Undergraduate Certificates
No additional requirements are needed beyond the general admission requirements to the University. 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 Graduate Programs in the School of Management (SOM)

Graduate Degrees
The following graduate degree from the School of Management has specific admissions requirements:
Master of Science Computer Science
1a. Prerequisites may be met with a Bachelor of Arts or a Bachelor’s or a Master’s degree in Computer Systems, Computer Engineering, Computer Science, Information Systems, Information Technology, or an ABET accredited program. (or);
1b. A Bachelor’s or Master’s degree in another field and substantial experience working in the areas of computer programming languages, data management and database design, and OS theory (or);
1c. A Bachelor’s degree in another field with evidence of completion of undergraduate courses or their equivalent in:
   - Equivalency of 10-quarter hour credits at the intermediate level in at least one computer programming language;
   - Equivalency of 5-quarter credits of data management including basic database design and SQL/Queries; and
   - Equivalency of 5-quarter credits of operating systems including OS theory, memory management, IO, and process management.

If students cannot provide evidence of completing these courses or their equivalents, then they must take courses in these areas prior to beginning the program. The credits for those courses will not apply to their graduate degree.

1d. Applicants to the Master’s of Science Computer Science program must have a Bachelor’s or Master’s degree from a regionally accredited institution with a GPA of at least 3.0.

Graduate Certificate
There are no additional requirements beyond the University’s 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.

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

Business, Associate of Science
The AS in Business gives students an understanding of basic business practices, including insights into economics, accounting, technology, marketing, operations, and management. In addition, completion of the program gives students the general education credits required by most transfer institutions, including City University of Seattle.

The Associate of Science in Business will prepare students to:
• **Demonstrate** competency in basic accounting, marketing, economics, and operations.
• **Describe** the use of technology in business.
• **Access** and evaluate relevant information to guide business decisions.
• **Deliver** competent presentations and draft effective written work for diverse audiences.
• **Use** statistics and algebra in a variety of business applications.
• **Develop** business strategies.

**Total Required Credits (90 Credits)*

*This program requires MATH 138 (College Algebra) or higher

<table>
<thead>
<tr>
<th>Program Courses (65 Credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation (30 Credits)</strong></td>
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</tr>
<tr>
<td>ENG 101 English Composition I (HU)</td>
<td>5</td>
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<tr>
<td>ENG 102 English Composition II (HU or CC)</td>
<td>5</td>
</tr>
<tr>
<td>HUM 105 Introduction to Critical Thinking (HU)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 138 College Algebra (CM or NS)</td>
<td>5</td>
</tr>
<tr>
<td>(or) MATH 141 Precalculus (CM or NS)</td>
<td>5</td>
</tr>
<tr>
<td>(or) MATH 151 Calculus (CM or NS)</td>
<td>5</td>
</tr>
<tr>
<td>SSC 107 Introduction To International Studies (SS)</td>
<td>5</td>
</tr>
<tr>
<td>SCI 215 Environmental Science (NS)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Business Major (35 Credits)</strong></td>
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<tr>
<td>SSC 220 Principles Of Microeconomics (SS)</td>
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<tr>
<td>(or) SSC 221 Principles Of Macroeconomics (SS)</td>
<td>5</td>
</tr>
<tr>
<td>MTH 110 Introduction To Statistics (NS)</td>
<td>5</td>
</tr>
<tr>
<td>AC 215 Fundamentals Of Accounting</td>
<td>5</td>
</tr>
<tr>
<td>CS 201 Information Technologies for Managers</td>
<td>5</td>
</tr>
<tr>
<td>MG 201 Introduction To Functions Of Management</td>
<td>5</td>
</tr>
<tr>
<td>MK 205 Introduction to Marketing</td>
<td>5</td>
</tr>
<tr>
<td>BSM 205 Introduction to Operations</td>
<td>5</td>
</tr>
<tr>
<td><strong>Lower Division Electives (20 Credits)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Capstone Course (5 Credits)</strong></td>
<td></td>
</tr>
<tr>
<td>BSM 295 Associate in Business Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

**Management, Bachelor of Arts**

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 dimensions of the field. In this program you will learn the fundamentals of management—the basic knowledge and skills you need to succeed as a manager in your field. You will learn the basics of Teaming, both as a leader and member. You will also improve your oral and written communication skills as well as learn important techniques required in project management and develop research skills that will provide a pathway to lifelong learning. Courses are offered online and in-class.

The Bachelor of Management will prepare students to:

• **Apply** leadership theories to the work environment; gain a broad foundational knowledge of the many facets of management, including marketing, human resources, and project management.
• **Communicate** effectively both orally and in writing.
• **Critically analyze** a variety of business problems and create effective, ethical solutions.
• **Participate** in productive and diverse teams.
• **Find, evaluate and use** information to support professional development.

**Total Required Credits (180 Credits)**

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

*** This program requires MATH 107 (Mathematical Reasoning and its Applications) or higher.

**Upper Division Requirements (90 Credits)**

<table>
<thead>
<tr>
<th>Management Core (50 Credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BC 301 Critical Thinking (HU)</td>
<td>5</td>
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<tr>
<td>BC 306 Ethics and Leadership (SS)</td>
<td>5</td>
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<tr>
<td>BSM 304 Organizational Communications (HU)</td>
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</tr>
<tr>
<td>BSC 407 The Effective Organization</td>
<td>5</td>
</tr>
<tr>
<td>BSM 414 International Management</td>
<td>5</td>
</tr>
<tr>
<td>HR 405 Strategic Management Of Human Resources</td>
<td>5</td>
</tr>
<tr>
<td>MG 495 Management Strategy</td>
<td>5</td>
</tr>
<tr>
<td>MK 300 Principles of Marketing</td>
<td>5</td>
</tr>
<tr>
<td>PM 401 Introduction to Project Management</td>
<td>5</td>
</tr>
<tr>
<td>MG 360 Financial Fundamentals for Managers</td>
<td>5</td>
</tr>
</tbody>
</table>

*** A minimum of 25 credits must be taken at City University of Seattle to meet program residency, other credits may be transferred into the program.
Upper-Division Electives (40 Credits)
Choose 40 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 (40 Credits)
Choose 40 credits of upper-division undergraduate level specialized study coursework. These courses must be approved by The Program Director.

Management - Performance Based, Bachelor of Arts
Identical to the BA in Management in terms of program outcomes, the performance-based mode of delivery allows students to move directly to the completion of assignments. Best suited to independent students with some work experience already obtained, these classes are self-paced and self-directed. You can tackle immediately those things you already know, while reserving time for those things you need to learn more about. This format allows you to speed up, or slow, down, your course completion based on the other demands in your life. Talk to an advisor to learn if this format might be right for you. Courses are offered only online in this format.

Total Required Credits (180 Credits)

Lower-Division Requirements (90 Credits)
*** This program requires MATH 107 (Mathematical Reasoning and its Applications) or higher.

Upper Division Requirements (90 Credits)

Management Core (50 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BAM 400</td>
<td>Organizational Communications (HU)</td>
<td>15</td>
</tr>
<tr>
<td>BAM 405</td>
<td>Organizational Leadership (SS)</td>
<td>15</td>
</tr>
<tr>
<td>BAM 410</td>
<td>Business Operations</td>
<td>15</td>
</tr>
<tr>
<td>BAM 495</td>
<td>Strategic Business Management</td>
<td>5</td>
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</tbody>
</table>

Degree Capstone

Upper-Division Electives (40 Credits)
Choose 40 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. The following electives are available in the performance-based format in 20 credit blocks. Students are free, however, to choose electives in any format offered at CityU.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAM 450</td>
<td>Human Resource Management</td>
<td>20</td>
</tr>
<tr>
<td>BAM 455</td>
<td>Project and Change Management</td>
<td>20</td>
</tr>
<tr>
<td>BAM 465</td>
<td>Manufacturing Operations</td>
<td>20</td>
</tr>
<tr>
<td>BAM 470</td>
<td>Training and Organizational Development</td>
<td>20</td>
</tr>
</tbody>
</table>

(or)

Specialized Study Courses (40 Credits)
Choose 40 credits of upper-division undergraduate level specialized study coursework. These courses must be approved by the Program Director.

Business Administration, Bachelor of Science
City University of Seattle’s BSBA is designed to cultivate highly competent analytical thinkers, decision makers, and innovative problem solvers in administrative roles who can operate effectively within a VUCA world. Infused with simplicity, applicability, and timeliness, the contents of the program are developed to equip students with essential management skills that align strongly with the existing and emerging demands of what the World Economic Forum has described as the Fourth Industrial Revolution. Growing trends in artificial intelligence (AI), the internet of things, automation, big data, and cloud computing technologies are driving this dramatic transition. These knowledge areas and trends are no longer futuristic concepts or desired skills; they are our reality and professionals who understand and utilize them will be more valued.

The increasing complexity and uncertainty within the business environment renders the decision making process an almost impossible task. The BSBA’s core courses address this vital challenge by familiarizing students with relevant concepts and practices in business fundamentals and in emerging technologies and markets in a synergistic manner. This generative integration enables students to master the art of “making decisions under uncertainty” by becoming competent in concepts including experimentation and organizational learning, strategic management, engineering complex systems, trend analysis, extracting patterns of behavior from large datasets, market forecasting, and automation of processes and judgment. In addition, course designers and instructors prioritize the transformation of complex developing subjects such as AI into highly comprehensible and applicable knowledge to ensure the program is not exclusive to a specific group of students.

Students can select from a number of applicable and trending emphasis areas to expand the knowledge gained in the core courses. The emphasis areas include Data Analytics for Business Decision Making, Engineering Self-
Organization, Management, Project Management, Specialized Study, and Electives. The BSBA provides promising options to its graduates by preparing them for higher levels of education (e.g., MBA and DBA) and by strengthening their foundation in subjects that secure success in a wide range of professional settings.

The Bachelor of Science in Business Administration will prepare students to:

- **Demonstrate** proficiency in primary and secondary business activities.
- **Leverage** technology for competitive advantage.
- **Deliver** powerful presentations and effective business writing for diverse audiences.
- **Contribute** to a successful team by incorporating leadership, conflict resolution, and collaboration skills.
- **Propose** strategies to succeed in global business and recommend improvements that align with the company’s goals and culture.
- **Access and evaluate** relevant information to guide business decisions.
- **Apply** ethical principles when conducting and evaluating business.
- **Analyze** and apply sustainable business practices.

United States

**Total Required Credits (180 Credits)**

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

*** This program requires MATH 138 (College Algebra) or higher

**Upper-Division Requirements (90 Credits)**

**Foundations of Business Operations Core (20 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 310</td>
<td>Business Communications (HU)</td>
<td>5</td>
</tr>
<tr>
<td>BUS 315</td>
<td>Financial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>BUS 317</td>
<td>Finance</td>
<td>5</td>
</tr>
<tr>
<td>BUS 320</td>
<td>Technology and Operations Management</td>
<td>5</td>
</tr>
<tr>
<td>BUS 330</td>
<td>Economic Analysis for Business Decisions (SS)</td>
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</tr>
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</table>

**Emerging Technologies, Methods, and Markets Core (20 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 420</td>
<td>Artificial Intelligence (AI)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Business Applications</td>
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<tr>
<td>BUS 424</td>
<td>Fundamentals of AI</td>
<td>5</td>
</tr>
<tr>
<td>BUS 426</td>
<td>Business Analytics for Decision Making (NS)</td>
<td>5</td>
</tr>
<tr>
<td>BUS 430</td>
<td>Marketing and Competitive Analysis</td>
<td>5</td>
</tr>
</tbody>
</table>

**Organizational Systems, Complexity, and Strategy Core (20 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 300</td>
<td>Business Dynamics</td>
<td>5</td>
</tr>
<tr>
<td>BUS 402</td>
<td>Managing Organizational Systems Complexity</td>
<td>5</td>
</tr>
<tr>
<td>BUS 304</td>
<td>Organizational Behavior and Leadership (SS)</td>
<td>5</td>
</tr>
<tr>
<td>BUS 495</td>
<td>Strategic Management</td>
<td>5</td>
</tr>
</tbody>
</table>

**Upper Division Electives (25 Credits)**

**Emphasis Area (25 Credits)**

Choose one of the emphasis areas listed below:

**Data Analytics for Business Decision Making Emphasis**

Data Analytics for Business Decision Making Emphasis extends key topics in the core technology courses to help students enhance their practical knowledge of advanced techniques in artificial intelligence and business analytics. Courses in this category enable students to generate data-driven decision-making solutions for achieving and maintaining market differentiation by unlocking the value in their proprietary data. In particular, students gain the capacity to identify and harness the hidden insights (i.e., patterns) within massive amounts of data generated through social networking channels and internal business processes that are otherwise impossible to discern. This cohesive body of knowledge and skills is applicable to a variety of business functions, such as customer relationship management, marketing, human resource management, organizational management, and project management.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 440</td>
<td>Introduction to Data Science</td>
<td>5</td>
</tr>
<tr>
<td>BUS 442</td>
<td>Advanced Tools in Business Analytics</td>
<td>5</td>
</tr>
<tr>
<td>BUS 444</td>
<td>Predictive and Prescriptive Analytics</td>
<td>5</td>
</tr>
<tr>
<td>BUS 446</td>
<td>Data Visualization and Dashboards</td>
<td>5</td>
</tr>
<tr>
<td>BUS 448</td>
<td>Strategic Decision Making Under Uncertainty</td>
<td>5</td>
</tr>
</tbody>
</table>

**Engineering Self-Organization Emphasis**

The Engineering Self-Organization Emphasis familiarizes students with key concepts that play a direct role in the creation and management of modern companies, such as Amazon, Facebook, Google, Netflix, and Uber. A common element among these firms involves their distinct ability to develop structures that facilitate self-organizing exchange of information and/or products in the absence of a hierarchical control over operations. Accordingly, courses in this category help students:

- Understand and analyze complex systems in terms of how interactions of a system’s agents give rise to patterns of behavior at the macro level (e.g., buying a specific product);
• Design structures and conditions that guide the formation and evolution of collective behaviors (e.g., providing recommendations based on what communities of like-minded customers have purchased);
• Gain knowledge of sophisticated tools and concepts to develop decentralized models of management that strongly align with today’s nature of business;
• Position their company structurally to gain from uncertainty and chaos (i.e., building an evolving enterprise); and
• Cultivate ideas and generate innovative solutions using low-risk trial-and-error learning and evolutionary processes.

Students with the above skill sets and knowledge are in high demand across a variety of sectors within firms and can also operate as successful entrepreneurs and small business owners because they are able to match the complexity of their company and solutions with the complexity of the environment.

**BUS 450**
Introduction to Complexity

**BUS 452**
Antifragility: Gaining from Chaos and Uncertainty

**BUS 454**
Evolutionary Engineering

**BUS 456**
The Self-Organizing Enterprise

**BUS 458**
Meta-Conditions: Evolving Desired Collective Behaviors

**Management Emphasis**

The Management Emphasis is designed for students wishing to pursue a variety of management positions within strategic and tactical divisions of companies. Courses in this category help students gain a strong strategic vision and mindset. This is achieved by learning how to analyze organizations in terms of structures and systems to identify change and new alignments that maximize the fit between internal capacities (e.g., teams, processes, and resources) and the environment’s demands. A key objective of this emphasis is to cultivate managers, entrepreneurs, and small business owners who can create and sustain a competitive advantage and manage their business in new and unique ways. Accordingly, students learn about a wide range of markets and business scenarios; acquire analytical and problem-solving skills; become proficient in negotiation and conflict resolution; and master innovative decision-making and entrepreneurial thinking through cross-pollinating ideas. The above skills can be applied to a career in consulting, personnel management, strategy and innovation, global and small business, entrepreneurship, organizational behavior and leadership, change management, healthcare, project management, and operations and production.

**PM 401**
Introduction to Project Management

**PM 442**
Introduction to System Dynamics

**PM 444**
Negotiation and Competitive Decision Making

**PM 404**
Project Scheduling and Cost Management

**PM 406**
Project Risk and Change Management

**Project Management Emphasis**

The Project Management (PM) emphasis augments the core curricula with a solid foundation in how to organize, lead, and schedule projects in a variety of disciplines. Courses in this category are informed by principles of system dynamics and by the Project Management Institutes’ (PMI©) Body of Knowledge (PMBOK®). This integrated and multidimensional design enables students to understand, analyze, and guide the nonlinear behavior of organizational systems while managing operations and project tasks. Students gain distinct skills in micro and macro approaches to Project Management by learning about the applications of key knowledge areas including systems thinking, systems archetypes, change and risk management, scheduling and cost management, PM toolbox, strategic decision-making, and art of negotiation. All of the 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. Demand for Project Managers continues to grow domestically and globally in a wide range of industries including aerospace, IT, software, construction, finance, manufacturing, healthcare, energy, production, and telecommunications.

**PM 401**
Introduction to Project Management

**PM 442**
Introduction to System Dynamics

**PM 444**
Negotiation and Competitive Decision Making

**PM 404**
Project Scheduling and Cost Management

**PM 406**
Project Risk and Change Management

**Specialized Study Emphasis**

The Specialized 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 Specialized Study emphasis is proposed by the student and approved by the Program Director prior to registration.

**PM 444**
Negotiation and Competitive Decision Making

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City University of Seattle 2019-2020 Catalog
Europe

Total Required Credits (180 Credits)

Lower-Division Requirements (90 Credits)

Required Lower Division Courses (45 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENG 102</td>
<td>English Composition II (HU or CC)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 138</td>
<td>College Algebra (CM or NS) (or)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 141</td>
<td>Precalculus (CM or NS) (or)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus (CM or NS)</td>
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<tr>
<td>SSC 220</td>
<td>Principles Of Microeconomics (SS)</td>
<td>5</td>
</tr>
<tr>
<td>SSC 221</td>
<td>Principles Of Macroeconomics (SS)</td>
<td>5</td>
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<tr>
<td>MTH 110</td>
<td>Introduction To Statistics (NS)</td>
<td>5</td>
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<tr>
<td>I SCI Course</td>
<td>Student’s Choice</td>
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<tr>
<td>AC 215</td>
<td>Fundamentals Of Accounting</td>
<td>5</td>
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<tr>
<td>CS 201</td>
<td>Information Technologies for Managers</td>
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<tr>
<td>MG 201</td>
<td>Introduction To Functions Of Management</td>
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</table>

Lower Division Electives (45 Credits)

Upper-Division Requirements (90 Credits)

Undergraduate Core (20 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BC 301</td>
<td>Critical Thinking (HU)</td>
<td>5</td>
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<tr>
<td>BC 302</td>
<td>Professional Communication (HU)</td>
<td>5</td>
</tr>
<tr>
<td>BC 303</td>
<td>Statistics (NS)</td>
<td>5</td>
</tr>
<tr>
<td>BC 306</td>
<td>Ethics and Leadership (SS)</td>
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</tbody>
</table>

Business Core (45 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BSC 401</td>
<td>Interpretation of Financial Statements</td>
<td>5</td>
</tr>
<tr>
<td>BSC 402</td>
<td>Financing Organizations</td>
<td>5</td>
</tr>
<tr>
<td>BSC 403</td>
<td>Legal Issues In The Workplace</td>
<td>5</td>
</tr>
<tr>
<td>BSC 407</td>
<td>The Effective Organization</td>
<td>5</td>
</tr>
<tr>
<td>BSM 405</td>
<td>Operations Management</td>
<td>5</td>
</tr>
<tr>
<td>BSM 495</td>
<td>Business Strategy</td>
<td>5</td>
</tr>
<tr>
<td>INT 302</td>
<td>International Economics (SS)</td>
<td>5</td>
</tr>
<tr>
<td>IS 330</td>
<td>Information Systems</td>
<td>5</td>
</tr>
<tr>
<td>MK 300</td>
<td>Principles of Marketing</td>
<td>5</td>
</tr>
</tbody>
</table>

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.

BSM 411 Introduction to Geopolitics 5
BSM 412 International Financial Management 5

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.

HR 405 Strategic Management Of Human Resources 5
HR 406 Employee Relations 5
HR 407 Employment Law 5
HR 411 Employee Benefits 5
HR 440 Human Resource Development 5

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.

PM 401 Introduction to Project Management 5
IS 308 Internet Technologies 5
IS 350 Systems Analysis and Design 5
IS 360 Database Technologies 5
IS 470 IT Service Management 5

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.

BSM 411 Introduction to Geopolitics 5
BSM 413  International Trade and Logistics  5  
BSM 414  International Management  5  
MK 388  Global Marketing  5  

**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.

- MK 386  Marketing Research  5  
- MK 388  Global Marketing  5  
- MK 390  Advertising & Sales Promotion  5  
- MK 402  Understanding Consumer Behavior  5  
- MK 401  E-Marketing  5  

**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.

- PM 401  Introduction to Project Management  5  
- PM 404  Project Scheduling and Cost Management  5  
- PM 406  Project Risk and Change Management  5  
- PM 407  Intro To Cost Management In Projects  5  
- PM 408  People and Communication in Projects  5  

### Criminal Justice, Bachelor of Science

The roles of criminal justice, civil justice, and regulatory compliance are changing rapidly. Shifting landscapes in the fields of law, technology, and crime have increased the necessity for organizational leadership to possess a well-rounded understanding of sociological, ethical, and legal perspectives. The Justice Administration program is a multi-disciplinary degree program that combines aspects of public and business administration with the narrative and practice of justice. This program provides students with a strong foundation of law and management practices directly applicable to either traditional public sector careers such as law enforcement, criminal investigations, juvenile justice, public policy or administrative roles; or private sector careers involving corporate investigations and risk mitigation—including cyber forensic investigations and regulatory compliance.

The Bachelor of Science in Criminal Justice will prepare students to:

- **Acquire** a fundamental knowledge of public and business administration principles within the practice of justice.
- **Evaluate** ethical issues of administration, investigation, and leadership.
- **Apply** theories and policies associated with crime prevention and risk-management within private and public sectors.
- **Apply** evidence-based methodology to contemporary issues in justice administration.
- **Evaluate** contemporary issues of domestic, international, and/or translational crime or justice and the administration thereof.
- **Apply** effective organizational strategies to the administration, leadership, and management of public and private justice systems.

### Total Required Credits (180 Credits)

#### Preparatory Courses (30 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SSC 202</td>
<td>Introduction to Criminal Justice Systems (HU or SS)</td>
<td>5</td>
</tr>
<tr>
<td>SSC 204</td>
<td>Criminal Procedural Law (HU or SS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Critical Thinking and Writing Skills in Social Sciences (HU)</td>
<td>5</td>
</tr>
<tr>
<td>HUM 210</td>
<td>Justice and Ethics (HU or SS)</td>
<td>5</td>
</tr>
<tr>
<td>CJ 211</td>
<td>Criminal Investigation (NS or SS)</td>
<td>5</td>
</tr>
<tr>
<td>HUM 215</td>
<td>History of Punishment and Prisons (HU or SS)</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Lower Division Requirements (70 Credits)

*A minimum of two different academic disciplines within each of the areas is required to meet the distributions of Humanities, Social Sciences, Natural Sciences/Math.

***This program requires MATH 107 (Mathematical Reasoning and its Applications) or higher.

#### Criminal Justice Core (50 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 318</td>
<td>Fundamentals of Criminology (HU or SS)</td>
<td>5</td>
</tr>
<tr>
<td>CJ 330</td>
<td>Management and Leadership (HU or SS)</td>
<td>5</td>
</tr>
<tr>
<td>CJ 333</td>
<td>Planning and Policy Analysis (SS)</td>
<td>5</td>
</tr>
<tr>
<td>CJ 341</td>
<td>Contemporary Justice Administration Issues</td>
<td>5</td>
</tr>
<tr>
<td>CJ 350</td>
<td>Globalization and Crime (HU or SS)</td>
<td>5</td>
</tr>
<tr>
<td>CJ 361</td>
<td>Cyber and Surveillance Law and Government (SS or IU)</td>
<td>5</td>
</tr>
</tbody>
</table>
CJ 365  Applied Criminology and Crime Prevention (SS)  5
CJ 403  Enterprise Risk Management  5
CJ 410  Risk Assessment and Prevention (NS or SS)  5
COM 461  Communicating Crisis, Emergency and Social Change (HU or SS)  5

Upper Division Electives (25 Credits)
(or)

Emphasis Area
Choose one of the emphasis areas listed below:

Specialized Study Emphasis (25 Credits)

Required for all Emphasis areas.

Capstone (5 Credits)
CJ 465  Bureaupathology  5

Healthcare Administration, Bachelor of Science
The Bachelor of Science in Healthcare Administration (B.S.H.A.) degree program is designed to prepare students seeking opportunities in the rapidly expanding healthcare administration. Graduates may seek leadership positions in large healthcare organizations such as hospitals or HMOs. Graduates will also acquire the administrative skills to run smaller healthcare organizations and private medical practices. In addition, this degree will help graduates work in governmental or non-governmental organizations (NGOs) that focus on public health.

The Bachelor of Science in Healthcare Information will prepare students to:

- **Describe** the determinants and measurements of health and disease in the population and the responsibilities of healthcare organizations to individual consumers and the community.
- **Explain** strategic and marketing priorities of healthcare organizations in relationship to the needs and values of a community.
- **Analyze** quantitative and qualitative healthcare data and information for effective decision-making.
- **Demonstrate** principles of collaborative leadership and team building strategies.
- **Differentiate** the roles and perspectives of clinical practitioners, nonclinical staff, supervisors, and managers within healthcare organizations.
- **Explain** the legal and ethical principles and responsibilities of healthcare organizations to individual patient and community healthcare needs.
- **Evaluate** the impact of factors that affect the policies, management and operation of healthcare organizations.
- **Describe** the management, leadership and healthcare theories and components of the healthcare delivery system in the United States.
- **Solve** problems and improve performance in healthcare organizations using principles of accounting, law, financial analysis, human resources management, operations analysis, management information systems analysis, strategic planning, and marketing.

Total Required Credits (180 Credits)

Lower-Division Requirements (90 Credits)

*** This program requires MATH 138 (College Algebra) or higher.

Upper Division Requirements (90 Credits)

Undergraduate Core (10 Credits)
BC 301  Critical Thinking (HU)  5
BC 306  Ethics and Leadership (SS)  5

Healthcare Administration Core (50 Credits)
HL 300  Foundations of Healthcare Leadership  5
HL 310  Legal and Ethical Issues in Healthcare Administration  5
HL 320  Issues and Trends in Healthcare Administration  5
HL 330  Health Informatics  5
HL 340  Healthcare Administration Human Resource Management  5
HL 400  Healthcare Administration Quality Assurance Management (NS)  5
HL 410  Healthcare Administration Budgeting and Finance  5
HL 420  Healthcare Planning and Evaluation  5
HL 430  Healthcare Marketing  5
HL 440  Healthcare Politics and Policy  5

Capstone (5 Credits)
HL 495  Healthcare Practicum/Capstone  5

Upper-Division Electives (25 Credits)

Choose 25 credits of upper-division undergraduate level elective coursework from other fields or disciplines including business, psychology, communications,
information systems, and general education. Contact an advisor for the current list of available courses.

**Project Management, Bachelor of Science**

Projects are becoming the new business world reality. The Bachelor of Science in Project Management (BSPM) program combines oriented component along with behavioral competencies, such as leadership and team-development skills, and project management fundamentals. Coursework is structured to assist students in the development of necessary knowledge and skills to complete projects from conception to closure to insure that projects come in on time and within budgets. In this business-focused curriculum, student will have an opportunity to gain fundamental knowledge to enhance management outcomes including scope management, time management, cost management, risk management, communications management, quality management, human resource management, and project integration.

The Bachelor of Science in Project Management will prepare students to:

- **Apply** broad and coherent theoretical and technical knowledge of the management of project discipline.
- **Construct and demonstrate** communication practices to stakeholders.
- **Analyze** business needs and determine appropriate project-based solutions. Evaluate the implications of organization on the effectiveness of project management.
- **Apply** successful team development with management strategies in a global setting.
- **Design** lessons learned into lifelong learning practices.

**Total Required Credits (180 Credits)**

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

*** This program requires MATH138 (College Algebra) or higher.

**Upper-Division Requirements (90 Credits)**

**Core (60 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 464</td>
<td>Design of Effective Teams and Organizations</td>
<td>5</td>
</tr>
<tr>
<td>PM 401</td>
<td>Introduction to Project Management</td>
<td>5</td>
</tr>
<tr>
<td>PM 420</td>
<td>Strategic Organization Design to Project Initiation</td>
<td>5</td>
</tr>
<tr>
<td>PM 404</td>
<td>Project Scheduling and Cost Management</td>
<td>5</td>
</tr>
<tr>
<td>PM 406</td>
<td>Project Risk and Change</td>
<td>5</td>
</tr>
<tr>
<td>PM 422</td>
<td>Communicating with Data</td>
<td>5</td>
</tr>
<tr>
<td>PM 413</td>
<td>Project Performance and Quality Assurance</td>
<td>5</td>
</tr>
<tr>
<td>BUS 426</td>
<td>Business Analytics for Decision Making (NS)</td>
<td>5</td>
</tr>
<tr>
<td>PM 442</td>
<td>Introduction to System Dynamics</td>
<td>5</td>
</tr>
<tr>
<td>PM 444</td>
<td>Negotiation and Competitive Decision Making</td>
<td>5</td>
</tr>
<tr>
<td>PM 450</td>
<td>Managing Projects under Uncertainty</td>
<td>5</td>
</tr>
<tr>
<td>PM 472</td>
<td>Emerging Topics in Project Management</td>
<td>5</td>
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</table>

**Capstone 5 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM 480</td>
<td>Project Integration Action Learning Project</td>
<td>5</td>
</tr>
</tbody>
</table>

**Emphasis Area 25 credits**

Choose one of the emphasis areas listed below:

**Information Technology Emphasis**

The Information Technology emphasis is designed for those students who are interested in learning more about how technology can be used in project management and how to work effectively with technology organizations. This emphasis provides students with the broad technical basis needed to make management decisions related to technology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 306</td>
<td>Data Management</td>
<td>5</td>
</tr>
<tr>
<td>IS 330</td>
<td>Information Systems</td>
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<tr>
<td>IS 345</td>
<td>Information Security</td>
<td>5</td>
</tr>
<tr>
<td>IS 350</td>
<td>Systems Analysis and Design</td>
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<tr>
<td>IS 470</td>
<td>IT Service Management</td>
<td>5</td>
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</tbody>
</table>

**Specialized Study Emphasis**

The Specialized 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 Specialized Study emphasis is proposed by the student and approved by the Program Director prior to registration.

**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.

**Project Management, Undergraduate Certificate**

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)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM 401</td>
<td>Introduction to Project Management</td>
<td>5</td>
</tr>
<tr>
<td>PM 442</td>
<td>Introduction to System Dynamics</td>
<td>5</td>
</tr>
<tr>
<td>PM 444</td>
<td>Negotiation and Competitive Decision Making</td>
<td>5</td>
</tr>
<tr>
<td>PM 404</td>
<td>Project Scheduling and Cost Management</td>
<td>5</td>
</tr>
<tr>
<td>PM 406</td>
<td>Project Risk and Change Management</td>
<td>5</td>
</tr>
</tbody>
</table>

**Business Administration, Master of Business Administration**

The MBA provides the skills, insights and perspectives required of today’s business leaders. The program was developed in partnership with representatives from key industries who provided valuable input regarding what successful business leaders need to understand, master, and apply within an organization. Courses provide focus on everyday business challenges such as interpersonal skills, decision making, critical analysis, cultural awareness, technology, sustainability, business planning and innovative thinking. Students will emerge with the leadership and analytical abilities required to manage a business unit or organization.

The Master of Business Administration will prepare students to:

- **Apply** a broad range of comprehensive business theories, disciplines, and technology.
- **Apply** socially responsible and sustainable business practices to an organization.
- **Critically** use information and results to identify problems, solutions and opportunities for continuous improvement.
- **Demonstrate** clear, concise and persuasive communication skills that enable them to lead, manage, and participate in diverse organizations.
- **Envision**, create, and implement strategies that promote and establish a strong social response and connection to a company, product, idea or service.
- **Identify** and develop positive personal traits and ethical awareness.
- **Leverage** managerial effectiveness through recognition of individual strengths, values and leadership strategies.
- **Plan**, strategize, and capitalize on business trends and opportunities in a rapidly changing global environment.
- **Recognize** the diversity in global business and cultural practices and respond in a socially appropriate manner.

**Total Required Credits (48 - 54 Credits)**

**Foundations (3 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 11</td>
<td>MBA Common Professional Components</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Core Required Courses (36 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 500</td>
<td>Essentials of Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 501</td>
<td>Global Business Communication and Research</td>
<td>3</td>
</tr>
<tr>
<td>MBA 511</td>
<td>Law for Global Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 515</td>
<td>Project Management and Prioritization</td>
<td>3</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Managing with Technology</td>
<td>3</td>
</tr>
<tr>
<td>MBA 525</td>
<td>Applied Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MBA 531</td>
<td>Applied Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 535</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 540</td>
<td>Strategic Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 545</td>
<td>People and Systems in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MBA 550</td>
<td>Business Operations</td>
<td>3</td>
</tr>
<tr>
<td>MBA 555</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Emphasis Area or Electives (12-15 Credits)**

Choose one of the emphasis areas listed below:

**Master of Business Administration (with electives)**

This Master of Business Administration option allows students the flexibility of taking 12 quarter credit electives at the graduate level from approved offerings and/or transferring in graduate work from another school that meets transferability requirements.
Public Accounting Emphasis

The MBA with a public accounting emphasis prepares students for the professional challenges of becoming a Certified Public Accountant (CPA). Diploma will note emphasis in Public Accounting. Completion provides the depth and breadth of knowledge required to sit for the Uniform Certified Public Accounting (CPA) examination that will enable students to function productively in a CPA firm.

**Emphasis Courses:**

- **AC 530** CPA Review - Financial Accounting & Reporting (FAR) 3
- **AC 531** CPA Review - Regulation (REG) 3
- **AC 532** CPA Review - Auditing & Attestation (AUD) 3
- **AC 533** CPA Review - Business Environment & Concepts (BEC) 3

**Optional Course:**

- **AC 625** Accounting Internship 3

Change Leadership Emphasis

Developing a competitive advantage in today’s business climate requires leaders who adapt quickly and effectively to internal and external market influences. An MBA combined with an emphasis in Change Leadership is specifically designed to help you become an effective change agent within your organization. The Change Leadership emphasis explores adaptive leadership; thought leadership and creativity; leading change in diverse organizational cultures; and social and environmental change.

**Choose a minimum of three courses from the list below:**

- **MAL 530** Adaptive Leadership 3
- **MAL 532** Thought Leadership and Creativity 3
- **MAL 538** Social and Environmental Change 3
- **MAL 625** Change Leadership Internship 3

Entrepreneurship Emphasis

This Emphasis prepares students for the dynamic world of entrepreneurship or to compete in a rapidly changing marketplace of employers looking for practical innovators. This emphasis area will enable students to gain knowledge on various aspects of starting a business including funding, vetting the concept, business plan development and presentation, startup marketing, everyday financial issues, risk management, registration of new business, and exit strategies.

**Choose a minimum of four courses from the list below:**

- **ENT 610** Innovation Strategy 3
- **ENT 620** Economics of Entrepreneurship 3
- **ENT 630** Start-up Plan Development 3
- **ENT 640** New Venture Implementation 3
- **ENT 625** Entrepreneurship Internship 3

Finance Emphasis

For students 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, the MBA with an emphasis in finance will provide the knowledge and skills needed to accomplish your goals. This emphasis is specifically designed to help the student 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.

**Emphasis Courses:**

- **FIN 551** Equity Markets, Derivatives, Alternative Investments and Debt Instrument Management 3
- **FIN 553** Capital Formation, Portfolio Management and Corporate Management 3
- **FIN 555** Banking, Fixed Income and Movement of Capital 3
- **FIN 557** Ethics, Quantitative Methods and Economics of Finance 3

**Optional Course:**

- **FIN 625** Finance Internship 3

Global Management Emphasis

The MBA with an emphasis in global management is designed to provide students with an in-depth analysis of the various types of management and leadership so that the student 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.

**Choose a minimum of three courses from the list below:**

- **MC 573** International Business 3
- **MBA 546** European Union 3
- **MAL 560** Global Leadership (or) 3
- **MAL 545** Ethical Leadership 3
- **MC 625** Global Management Internship 3

Global Marketing Emphasis

For students seeking employment or greater opportunities
at an advertising agency, marketing research organization, or in the marketing department of a manufacturing or service company, the MBA with an emphasis in marketing can help achieve these goals. Topics students will explore include: strategic brand creation and management; consumer behavior; channel management; and public relations and media management.

**MK 526**  
**Strategic Brand Creation & Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MK 526</td>
<td>Strategic Brand Creation &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>MK 527</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MK 528</td>
<td>Marketing Metrics</td>
<td>3</td>
</tr>
<tr>
<td>MK 529</td>
<td>Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>MK 625</td>
<td>Marketing Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Hospitality Management Emphasis**

*(Only Offered Onsite in Switzerland)*

This intensive program will prepare the student 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 Business and Hotel Management School. Known for excellence in hospitality, Switzerland is the perfect place to learn from the best in the industry.

**MBA 561**  
**Hospitality Management Business**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MBA 561</td>
<td>Hospitality Management Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 566</td>
<td>Practical Application I</td>
<td>3</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Hospitality and Organizational</td>
<td>3</td>
</tr>
<tr>
<td>MBA 606</td>
<td>High Performance Hospitality</td>
<td>3</td>
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</tbody>
</table>

**Human Resource Management Emphasis**

The MBA with an emphasis in HR management will provide students with a broad and comprehensive knowledge base of the HR subject areas. This program will also help prepare students to be better equipped for the PHR/SPHR/GPHR certification exams offered by the HR Certification Institute.

**Emphasis Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HR 551</td>
<td>Human Capital Strategy Management</td>
<td>3</td>
</tr>
<tr>
<td>HR 553</td>
<td>Management of People</td>
<td>3</td>
</tr>
<tr>
<td>HR 555</td>
<td>Workplace Management and Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>HR 557</td>
<td>Organization and the Human Resource Function</td>
<td>3</td>
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</tbody>
</table>

**Optional Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HR 625</td>
<td>Human Resource Management Internship</td>
<td>3</td>
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</tbody>
</table>

**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 PMP 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 the 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.)

**PM 504**  
**Project Planning and Control**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PM 504</td>
<td>Project Planning and Control</td>
<td>3</td>
</tr>
<tr>
<td>PM 507</td>
<td>Project Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PM 511</td>
<td>Measuring Project Performance</td>
<td>3</td>
</tr>
<tr>
<td>PM 514</td>
<td>Project Integration</td>
<td>3</td>
</tr>
<tr>
<td>PM 625</td>
<td>Project Management Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Supply Chain Management Emphasis**

*The Master of Business Administration in Supply Chain Management is a joint program offered online with National University.*

The emphasis in Supply Chain Management prepares students to advance in this exciting and evolving field of management. The emphasis area is designed to provide students with the skills to apply logistics functional expertise from planning of inventory deployment to designing transportation networks. In addition, the framing concepts of cross-functional engagement of Supply Chain Management processes will assist graduates to reinvent their organization from within, and then engage strategic partners to better align processes and mitigate operational risks.

**The emphasis courses listed below are offered through National University:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCM 610</td>
<td>Supply Chain Collaboration</td>
<td></td>
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<tr>
<td>SCM 620</td>
<td>Strategic Supply Management</td>
<td></td>
</tr>
<tr>
<td>SCM 630</td>
<td>Supply Chain Planning</td>
<td></td>
</tr>
</tbody>
</table>

**Technology Management Emphasis**

For students seeking a career or greater opportunities with a leading technology company or a technology-driven organization, the MBA with an emphasis in technology management will provide students with the knowledge and skills students need. This emphasis is specifically designed to teach students 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.

ISEC 500 Information Security Overview 3
ISEC 510 The Senior Manager and Information Security 3
ITMGMT 510 Managing the Technology Project 3
ITMGMT 570 Maintaining the Technology Infrastructure 3
ITMGMT 575 Technology Implementation and Change 3
ITMGMT 625 Technology Management Internship 3

Specialized Study Emphasis
The Specialized Study emphasis consists of a minimum of 12 credits 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.

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.

Accounting, Master of Professional Accounting
The Master of Professional Accounting is designed for individuals working toward a career managing or directing the financial function of an organization. The comprehensive program contains a seven course core that creates a broad foundation in accounting, tax, and audit. Courses in finance, law, leadership, and ethics complete the program core and provide a knowledge base for decision making crucial for successful businesses.

Complementing the core are a choice of two of five possible depth blocks. Each block is designed to provide extensive working knowledge of a specific area that will enable students to function productively in the workplace. Students select the two depth areas that align with their interests and job prospects.

Completion of the program provides the depth and breadth of knowledge required to sit for the CPA and CMA exams as well as other standardized accounting and finance exams.

The Master of Professional Accounting will prepare students to:

- Apply relevant accounting, audit, law and tax principles when preparing, analyzing and presenting information.
- Appraise information and results to identify problems, solutions and opportunities.
- Communicate clearly, concisely, and persuasively while listening and synthesizing input.
- Critique business information with a global and diverse perspective.
- Evaluate the ethical implications of business decisions.
- Research relevant accounting, tax, and business information to guide business decisions.
- Use mathematical, statistical, and logic concepts and processes to analyze and interpret data.

Total Required Credits (45-65 Credits)

Prerequisite Courses Required (20 Credits)
AC 215 Fundamentals Of Accounting 5
AC 301 Intermediate Accounting I 5
AC 302 Intermediate Accounting II 5
AC 303 Intermediate Accounting III 5
AC 301: Prereq: AC 215 or equivalent
AC 302: Prereq: AC 301 or equivalent
AC 303: Prereq: AC 302 or equivalent

Program Core (21 Credits)
AC 550 Auditing Theory and Practice 3
AC 553 Advanced Accounting Strategies I 3
AC 555 Advanced Accounting Strategies II 3
AC 557 Corporate Taxation 3
AC 559 Business Law for Accountants 3
MBA 540 Strategic Financial Management 3
AC 563 Capstone - Ethics and Leadership in the Practice of Accounting 3
AC 555: Prereq: AC 553

**Depth Block (24 Credits)**
Each student takes two blocks.

**Public Accounting (12 Credits)**
- AC 530 CPA Review - Financial Accounting & Reporting (FAR) 3
- AC 531 CPA Review - Regulation (REG) 3
- AC 532 CPA Review - Auditing & Attestation (AUD) 3
- AC 533 CPA Review - Business Environment & Concepts (BEC) 3

AC 532: Prereq: AC 550

**Information Security Audit (12 Credits)**
- ISEC 500 Information Security Overview 3
- AC 540 Auditing Techniques 3
- ISEC 605 Information Security Auditing 3
- ITMGMT 570 Maintaining the Technology Infrastructure 3

**Finance (12 Credits)**
- FIN 551 Equity Markets, Derivatives, Alternative Investments and Debt Instrument Management 3
- FIN 553 Capital Formation, Portfolio Management and Corporate Finance 3
- FIN 555 Banking, Fixed Income and Movement of Capital 3
- FIN 557 Ethics, Quantitative Methods and Economics of Finance 3

**Graduate Electives** (12 Credits)
**Program Director approval required.**

**Management Accounting (12 Credits)**
- AC 501 Applied Management Accounting Concepts I 3
- AC 502 Applied Management Accounting Concepts II 3
- AC 540 Auditing Techniques 3
- MBA 535 Managerial Accounting 3

**Project Management, Master of Science**
The MS in Project Management provides the skills, knowledge and insights required to manage projects and programs in a variety of business applications and industries. The courses reach beyond the core project management fundamentals that are well established and practiced today and provide focus on; differentiating between project, program, and portfolio management; aligning project and program outcomes to business strategy and goals; developing project solutions to resolve business problems and achieve business opportunities; leading domestic and global teams; applying advanced project management tools based on situational context; navigating and effectively managing a variety of stakeholders and stakeholder behaviors; and increasing professional skills to succeed and advance in the project management career field.

The Master of Science in Project Management will prepare students to:
- **Analyze** appropriate strategic, technical, operational, and ethical principles to solve organizational challenges and meet organizational goals and objectives.
- **Construct** and demonstrate communication practices to stakeholders.
- **Anticipate** plan and lead change initiatives.
- **Apply** successful team development with leadership strategies in a global setting.
- **Assess**, evaluate, and learn how to navigate through organizational politics and culture.

**Total Required Credits (45 Credits)**

**Introduction Courses (3 Credits)**
- PM 501 Introduction To Project Management 3

**Core Courses (15 Credits)**
- PM 504 Project Planning and Control 3
- PM 507 Project Financial Management 3
- PM 508 Managing Risks: Project and Business 3
- PM 511 Measuring Project Performance for Success 3
- PM 514 Project Integration 3

**Mastery Courses (27 Credits)**
- PM 502 Project Leadership in Situational Business Context 3
- PM 540 Communications and Stakeholder Management for Project Success 3
- PM 505 Mastering Portfolios and Programs 3
- PM 506 Leading Domestic and Global Teams 3
- PM 509 Business Fundamentals for Project Managers 3
- PM 512 Applying Advanced Project Management Tools and Methods 3
- PM 513 Project Managers As Change Agents 3
- PM 630 Action Learning Project I 3
- PM 635 Action Learning Project II 3
Healthcare Administration, Master of Science

The Master of Science in Healthcare Administration (MHA) program at City University of Seattle offers healthcare professionals the opportunity to develop advanced skills in healthcare administration and management, strategic planning, operations, and change management. This program will prepare students to become leaders in the healthcare administration field. Consistent with the mission and values of City University of Seattle, the Master of Science in Healthcare Administration program will offer high quality and relevant learning experiences through a flexible format. The goal of the program is to develop leaders who are able to implement data-driven solutions to today’s healthcare administration challenges. Program graduates will be trained to develop business skills that can be applied to administrative and clinical situations as they assist healthcare organizations in their efforts to grow their organizations.

The Master of Science in Healthcare Administration will prepare students to:

- **Design** and conduct significant and unique projects that contribute to the knowledge of the healthcare administration field.
- **Analyze** healthcare-related information and assess the current state of an organization.
- **Evaluate** a healthcare organization and its ability to appropriately serve all of its stakeholders.
- **Utilize** a project-oriented approach to lead healthcare organizations through innovative and visionary leadership.
- **Develop** the ethical healthcare leaders of the future who recognize the social and economic value of responsible business strategies.
- **Conduct** data-driven business analysis and interventions, founded in accepted research methodologies, to improve operational performance.
- **Develop** effective business strategies that guide healthcare organizations to change and adapt to future challenges.

Total Required Credits (45 Credits)

<table>
<thead>
<tr>
<th>Healthcare Administration Core Courses (33 Credits)</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>HL 511 Healthcare Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HL 500 U.S. Healthcare Delivery System</td>
<td>3</td>
</tr>
<tr>
<td>HL 546 Healthcare Strategic Planning and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>HL 530 Foundations of Healthcare Administration</td>
<td>3</td>
</tr>
<tr>
<td>HL 550 Healthcare Policy and Economics</td>
<td>3</td>
</tr>
<tr>
<td>HL 537 Healthcare Financial Management</td>
<td>3</td>
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<tr>
<td>HL 543 Healthcare Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HL 560 Human Resource Management in Healthcare</td>
<td>3</td>
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<tr>
<td>HL 570 Operations Analysis in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HL 580 Quality Assessment and Improvement in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HL 514 Healthcare Informatics and Technology</td>
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</tbody>
</table>

Elective Courses (9 Credits)
*Must be approved by the Program Director

Capstone Courses (3 Credits)

<table>
<thead>
<tr>
<th>Capstone</th>
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<tbody>
<tr>
<td>HL 660 Healthcare Administration Capstone</td>
<td>3</td>
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</tbody>
</table>

Business Administration, Doctorate

The Doctor of Business Administration (DBA) program at City University of Seattle offers students with business experience the opportunity to develop advanced skills in business management, strategic thinking, critical analysis, change management, and organizational development, preparing students to become globally-aware business leaders. This program will provide unique opportunities for tomorrow’s business leaders to gain the requisite skills and experience to guide organizations and their people through the many challenges they may face as they expand the productivity and profitability of their companies.

Consistent with the mission and values of City University of Seattle, the Doctor of Business Administration program offers high quality and relevant learning experiences through a flexible format. The goal of the program is to develop business leaders who are able to implement data-driven solutions to today’s corporate challenges. Program graduates will have consultative and educational skills that can be applied to business situations as they assist current and future business leaders in their efforts to grow their companies.

The program offers a comprehensive set of core courses in doctoral-level business administration and research skills. The program allows students to complete an emphasis of their own design coupled with an action-oriented, organizational development intervention to provide them an opportunity to gain real-world expertise. The program culminates in a significant, unique, and problem-focused dissertation intended to advance the field of business administration.

The Doctor of Business Administration will prepare students to:

- **Analyze** business related information and assess the current state of an organization.
• **Develop** effective business strategies that guide organizations to change and adapt to future challenges.

• **Evaluate** complex organizations and how they can appropriately service their stakeholders.

• **Recognize** the social and economic value of responsible business strategies as ethical business leader of the future.

• **Utilize** project-oriented approaches to lead organizations with innovation and vision.

• **Conduct** data-driven business analyses and interventions founded in accepted research methodologies to improve operational performance.

• **Design and conduct** significant and unique research projects that contribute to the knowledge of the business administration field.

**Specialized Study Emphasis**

The Specialized Study concentration consists of four graduate courses (or 12 credits) taken in a specific content area. Coursework may be completed through independent study, current course offerings, transferred in from another accredited institution, or developed for a specific industry or organizational setting. The Specialized Study concentration is proposed by the student and approved by the Program Director prior to taking the Organizational Development Capstone.

**Pre-Entry Requirement 1 Credit**

DBA 600 Introduction to Doctoral Program 1

**Total Required Credits (91 Credits)**

**Business Administration Core (42 Credits)**

DBA 605 Organizational Development 6
DBA 610 Financial Decision Making 6
DBA 615 Organizational Identity and Culture 6
DBA 620 Technology Implementation and Change Management 6
DBA 625 Industry Analysis and Marke Innovation 6
DBA 630 Business Process Analysis and Strategic Management 6
DBA 670 Organizational Development Capstone 6

**Research Core (15 Credits)**

RESR 617 Research Fundamentals 3
RESR 619 Quantitative Research Methods 3
RESR 621 Qualitative Research Methods 3
RESR 623 Research Design 3
RESR 625 Advanced Research Topics 3

**Specialized Study Concentration (12 Credits)**

Completion of four CityU approved graduate or doctoral courses or transfer of approved graduate or doctoral courses from another institution.

*Must be approved by Program Director

**Dissertation (18 Credits)**

RESR 694A Dissertation 1 3
RESR 694B Dissertation 2 3
RESR 694C Dissertation 3 3
RESR 694D Dissertation 4 3
RESR 694E Dissertation 5 3
RESR 694F Dissertation 6 3
RESR 99 Continuing Dissertation Services

RESR 099: Continuing Dissertation Services - Optional course used for continuing enrollment and services as needed beyond provided Dissertation courses.

**Residencies (3 Credits)**

RESR 601 Residency 1 1
RESR 602 Residency 2 1
RESR 603 Residency 3 1

**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, Graduate Certificate**

The graduate certificate in accounting prepares students for the professional challenges of becoming a Certified Public Accountant (CPA). The review courses focus on the concepts, theory, and technical material covered on the CPA exam. Additional courses focus on analyzing financial information and your choice of finance or sustainable accounting topics.

*Certificate Entry Requirements: You 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.
Finance, Graduate Certificate

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 students 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.

Marketing, Graduate Certificate

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.
TECHNOLOGY INSTITUTE

The Technology Institute of the School of Management

The Technology Institute offers undergraduate and master’s degrees in computer science, technology and information security.

The undergraduate programs offer in-depth study in areas including Programming, Information Security, Systems Design and Management, and Software Engineering. An array of degrees are offered to provide the student the ability to choose to focus on application (BSAC), business use (BSIS), technology (BSIT), or theory (BSCS).

At the graduate level, students can chose to take either a Master of Science in Information Security or a Master of Science in Computer Science.

Applied Computing, Bachelor of Science in Applied Computing

The Bachelor of Science in Applied Computing (B.S.A.C.) 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.A.C. Program Educational Objectives

The Bachelor of Science in Applied Computing will prepare graduates to:

• **Apply** a broad base of technical concepts and practices in core technologies and a deep understanding in key topics to solve technical challenges.

• **Apply** current technologies, skills, best practices and standards to developing, integrating, deploying and managing computer systems and processes in support of business needs.

• **Identify** and accommodate user needs in the design, selection, creation, evaluation and administration of technology solutions, including interface, access and usability aspects.

• **Communicate** orally and in writing, to a wide range of audiences.

• **Contribute** as a team member and leader, integrating professional ethical, legal, security and social responsibilities in a global environment.

• **Prepare** solutions and develop project plans which account for the local and global impact on individuals, organizations and society.

• **Engage** in continuing professional development in support of a career in technology or related fields.

Program Entry Requirements:

This program requires MATH 138 College Algebra or higher for the College Mathematics requirement.

Total Required Credits (180 Credits)

*** A minimum of two different academic disciplines is required in humanities, Social Studies, Natural Science/Math.

Preparatory Courses (20 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 201</td>
<td>Fundamentals of Computing</td>
<td>5</td>
</tr>
<tr>
<td>MATH 146</td>
<td>Foundational Statistics (NS)</td>
<td>5</td>
</tr>
<tr>
<td>CS 151</td>
<td>Programming with Python</td>
<td>5</td>
</tr>
<tr>
<td>CS 225</td>
<td>Introduction to Web Design</td>
<td>5</td>
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</table>

Core Requirements (45 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC 301</td>
<td>Critical Thinking (HU)</td>
<td>5</td>
</tr>
<tr>
<td>CS 302</td>
<td>Human Computer Interaction</td>
<td>5</td>
</tr>
<tr>
<td>IS 306</td>
<td>Data Management</td>
<td>5</td>
</tr>
<tr>
<td>IS 330</td>
<td>Information Systems</td>
<td>5</td>
</tr>
<tr>
<td>IS 340</td>
<td>Operating Systems</td>
<td>5</td>
</tr>
<tr>
<td>IS 350</td>
<td>Systems Analysis and Design</td>
<td>5</td>
</tr>
<tr>
<td>IS 345</td>
<td>Information Security</td>
<td>5</td>
</tr>
<tr>
<td>PM 401</td>
<td>Introduction to Project Management</td>
<td>5</td>
</tr>
<tr>
<td>IS 471</td>
<td>Information Technology Ethics</td>
<td>5</td>
</tr>
</tbody>
</table>

Capstone (5 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 497</td>
<td>Technology Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

Undergraduate Certificates

Foundations of System Development, Undergraduate Certificate

The undergraduate certificate in the foundations of system development is designed for individuals seeking to develop marketable skills grounded in the principles of software development and the effective use of computer systems and systems components, and to provide a solid foundation for further education in the computer science field. Upon successful completion of the program, students will have gained a mastery of foundational skills in the areas of
programming and programming languages, computer hardware and system software such as operating systems, data and information management and database technologies, computer networks and the software development process on which to build a career in the area of software development.

The Undergraduate Certificate in Foundations of System Development will prepares students to:

• **Apply** foundational technical concepts and practices in core technologies to solve technical challenges.

• **Apply** current technologies, skills, best practices and standards to developing, integrating, deploying information technology in support of organizational needs.

• **Contribute** professionally as a member of a software development team.

• **Engage** in continuing professional development in support of a career in technology or related fields.

### Total Required Credits (30 Credits)

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENG 301</td>
<td>Advanced Composition (CC)</td>
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<tr>
<td>CS 131</td>
<td>Computer Science I - C++</td>
<td>5</td>
</tr>
<tr>
<td>IS 375</td>
<td>C++ Intermediate</td>
<td>5</td>
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<tr>
<td>IS 306</td>
<td>Data Management</td>
<td>5</td>
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<tr>
<td>IS 340</td>
<td>Operating Systems</td>
<td>5</td>
</tr>
<tr>
<td>IS 360</td>
<td>Database Technologies</td>
<td>5</td>
</tr>
</tbody>
</table>

### Cybersecurity and Information Assurance, Bachelor of Science

This degree program integrates traditional core technology coursework and curriculum with a depth of understanding of the investigator and the investigation process concerning cyber-related offenses against individuals or entities. This degree is for those interested in career paths that are explicitly focused on investigating and assessing the misuse of data and information systems which can ultimately involve some careers in cyber investigations, risk analysis, audit compliance, corporate investigations and oversight, and related fields.

The Bachelor of Science Cybersecurity and Information Assurance will prepare students to:

• **Analyze** ethical issues of cybercrime and governance and participate productively in the field.

• **Empirically analyze** theories and policies associated with cybercrime, digital technologies, and data systems.

• **Evaluate** contemporary issues in cyber-security including cyberwar and espionage.

• **Evaluate** contemporary issues of public and corporate cyber governance, prevention, and risk analysis.

• **Examine** management and leadership principles applicable to the administration of effective organizations.

• **Examine** the administration and management of how effective organizations incorporate data systems and technologies into their operations.

### Total Required Credits (180 Credits)

#### Required Courses

- College Composition: 5 credits
- College Mathematics: 5 credits
- Humanities*: 15 credits
- Social Sciences: 15 credits
- Natural Science/Math**: 15 credits

This program requires MATH 138 College Algebra or above for the College Mathematics requirement.

*Distribution of two disciplines required needed 5 credits HU besides writing.

**Distribution of two disciplines required 5 credits NS needed (no more math/stats)

#### Preparatory Courses (20 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 215</td>
<td>Fundamentals Of Accounting</td>
<td>5</td>
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<tr>
<td>CS 225</td>
<td>Introduction to Web Design</td>
<td>5</td>
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</tbody>
</table>

#### Choose two from below

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 204</td>
<td>Criminal Procedural Law (HU or SS)</td>
<td>5</td>
</tr>
<tr>
<td>HUM 210</td>
<td>Justice and Ethics (HU or SS)</td>
<td>5</td>
</tr>
<tr>
<td>SSC 220</td>
<td>Principles Of Microeconomics (SS)</td>
<td>5</td>
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<tr>
<td>CJ 240</td>
<td>Research Methods and Practice (NS or SS)</td>
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</table>

#### Governance, Risk Management and Compliance Core (45 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 361</td>
<td>Cyber and Surveillance Law and Government (SS or HU)</td>
<td>5</td>
</tr>
<tr>
<td>CJ 362</td>
<td>Investigation of Cyber Crime (NS or SS)</td>
<td>5</td>
</tr>
<tr>
<td>IS 464</td>
<td>Policy and Audits</td>
<td>5</td>
</tr>
<tr>
<td>IS 472</td>
<td>IT Compliance</td>
<td>5</td>
</tr>
<tr>
<td>CJ 360</td>
<td>Cybercrime, Technology, and Social Change (SS)</td>
<td>5</td>
</tr>
<tr>
<td>CJ 365</td>
<td>Applied Criminology and Crime Prevention (SS)</td>
<td>5</td>
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<tr>
<td>CJ 403</td>
<td>Enterprise Risk Management</td>
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<tr>
<td>CJ 424</td>
<td>Homeland Security and Espionage (SS)</td>
<td>5</td>
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</tbody>
</table>
Choose one from below
CJ 410  Risk Assessment and Prevention  (NS or SS)  5
CJ 363  Investigation of Business Crimes  (NS or SS)  5

Cybersecurity Technology Core (40 Credits)
CS 481  Network Security  5
IS 306  Data Management  5
IS 308  Internet Technologies  5
IS 330  Information Systems  5
IS 345  Information Security  5
CS 330  Network Communications Basics  5
CS 151  Programming with Python (or)  5
CS 131  Computer Science I - C++  5
IS 468  Tools and Techniques  5

Required Electives (10 Credits)
Choose two from below
CJ 422  Organizational and White-Collar Crime (SS)  5
BSC 403  Legal Issues In The Workplace  5
BSM 405  Operations Management  5
COM 461  Communicating Crisis, Emergency and Social Change (HU or SS)  5
CJ 318  Fundamentals of Criminology (HU or SS)  5
CJ 363  Investigation of Business Crimes (NS or SS)  5
IS 350  Systems Analysis and Design  5
CJ 363: May only be used in the Required Electives if not already used in the Investigation and Audit Core.

Capstone (5 Credits)
CJ 465  Bureaupathology  5

Information Systems, 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 standard 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. Currently offered emphasis areas include Programming and a Specialty in Systems Development and Management.

B.S. in Information Systems Program Educational Objectives
The Bachelor of Science in Information Systems will prepare students to:

- Apply a broad base of technical concepts and practices in core technologies and a deep understanding in key topics to solve technical challenges.
- Apply current technologies, skills, best practices and standards to developing, integrating and managing information technology and processes in support of business needs.
- Communicate orally and in writing, to a wide range of audiences.
- Contribute as a team member and leader integrating professional, ethical, legal, security, and social responsibilities in a global environment.
- Engage in continuing professional development in support of a career in technology or related field.
- Prepare solutions and develop project plans which account for the local and global impact on individuals, organizations and society.

Total Required Credits (180 Credits)
This program requires MATH 141 Precalculus or above for the College Mathematics requirement.

*** A minimum of two different academic disciplines is required in humanities, Social Studies, Natural Science/Math.

Preparatory Courses (40 Credits)
IS 201  Fundamentals of Computing  5
MATH 141  Precalculus (CM or NS)  5
MATH 146  Foundational Statistics (NS)  5
MATH 151  Calculus (CM or NS)  5
CS 225  Introduction to Web Design  5
CS 131  Computer Science I - C++  5
MG 201  Introduction To Functions Of Management  5
MK 205  Introduction to Marketing  5

Business Core (30 Credits)
BC 301  Critical Thinking (HU)  5
IS 330  Information Systems  5
BSC 401  Interpretation of Financial Statements  5
PM 401  Introduction to Project Management  5
BSM 405  Operations Management  5
BSM 407  Business Economics (SS)  5

Technology Core (30 Credits)
IS 306  Data Management  5
Communications and Networking
### Information Technology, Bachelor of Science

The Bachelor of Science in Information Technology (IT) at City University of Seattle is a rigorous undergraduate program that offers the convenience of an online IT degree with the benefit of our state-of-the-art laboratories. Students will master the technologies and services employed in modern Information System (IS) environments, gaining insights from a faculty of current industry leaders and professionals.

**B.S. in Information Technology Program Educational Objectives**

**The Bachelor of Science in Information Technology program will prepare students to:**

- **Apply** a broad base of technical concepts and practices in core technologies and a deep understanding in key topics to solve technical challenges.
- **Apply** current technologies, skills, best practices and standards to developing, integrating and managing information technology and processes in support of business needs.
- **Communicate** orally and in writing, to a wide range of audiences.
- **Contribute** as a team member and leader integrating professional, ethical, legal, security and social responsibilities in a global environment.
- **Engage** in continuing professional development in support of a career in technology or related field.
- **Identify** and accommodate user needs in the design, selection, creation and administration of technology solutions, including interface, access and usability aspects.
- **Prepare** solutions and develop project plans which account for the local and global impact on individuals, organizations and society.

### Total Required Credits (180 Credits)

*This program requires MATH 151 (Calculus) or higher.

### Preparatory Course (30 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 201</td>
<td>Fundamentals of Computing</td>
<td>5</td>
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<tr>
<td>MATH 146</td>
<td>Foundational Statistics (NS)</td>
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</tr>
<tr>
<td>MATH 141</td>
<td>Precalculus (CM or NS)</td>
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<tr>
<td>MATH 151</td>
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<tr>
<td>CS 225</td>
<td>Introduction to Web Design</td>
<td>5</td>
</tr>
<tr>
<td>CS 131</td>
<td>Computer Science I - C++</td>
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### Core Requirements (55 Credits)

<table>
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</thead>
<tbody>
<tr>
<td>BC 301</td>
<td>Critical Thinking (HU)</td>
<td>5</td>
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<tr>
<td>IS 306</td>
<td>Data Management</td>
<td>5</td>
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<tr>
<td>CS 302</td>
<td>Human Computer Interaction</td>
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<td>CS 330</td>
<td>Network Communications Basics</td>
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<td>IS 340</td>
<td>Operating Systems</td>
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<tr>
<td>IS 350</td>
<td>Systems Analysis and Design</td>
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<tr>
<td>PM 401</td>
<td>Introduction to Project Management</td>
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<tr>
<td>IS 345</td>
<td>Information Security</td>
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<tr>
<td>IS 470</td>
<td>IT Service Management</td>
<td>5</td>
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<tr>
<td>IS 471</td>
<td>Information Technology Ethics</td>
<td>5</td>
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<tr>
<td>IS 375</td>
<td>C++ Intermediate</td>
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### Depth of Study (25 Credits)

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<tbody>
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<td>CJ 360</td>
<td>Cybercrime, Technology, and Social Change (SS)</td>
<td>5</td>
</tr>
<tr>
<td>IS 464</td>
<td>Policy and Audits</td>
<td>5</td>
</tr>
<tr>
<td>IS 468</td>
<td>Tools and Techniques</td>
<td>5</td>
</tr>
<tr>
<td>IS 472</td>
<td>IT Compliance</td>
<td>5</td>
</tr>
<tr>
<td>CS 481</td>
<td>Network Security</td>
<td>5</td>
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</table>

### Capstone (5 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 497</td>
<td>Technology Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

### Computer Science, Master of Science

Master of Science in Computer Science program enables students to broaden and build on abilities brought to the program to develop a broad base of competency and depth of study in the field of computer science beyond the undergraduate level. The program provides graduates with experience in acquiring and applying knowledge, tools and techniques to significant projects and studies through a Capstone experience.

Each student must take at least one complete depth-of-study sequence. The depth-of-study sequence provides the student with the opportunity to delve deeply into an area within the field such as programming, technology management, web development, development management, etc. This depth allows the student to grow to become an expert in a specific area.
The Capstone experience is a three course sequence where the students apply what they have learned in the program in the form of a thesis or a project completed under the guidance of an advisor. Students choose their own Capstone based on their interests and depth-of-study sequences. They then complete research and development tasks appropriate to the project or thesis. Finally, they present their results both in a written format and in a formal public presentation where they demonstrate their mastery of the subject.

MSCS students who demonstrate competency in specific core program areas can substitute additional electives for those credits with the approval of the Program Director. This allows students with a strong base in Computer Systems to increase their depth of study. All students must take a course in Ethics and Responsibility.

Depth-of-study sequences and electives will vary from year to year on a schedule published by the Program. Students with multiple substitutions will have the opportunity to complete additional depth-of-study sequences if they desire to do so.

The Master of Science in Computer Science will prepare students to:
- **Demonstrate** the application of a broad set of principles, tools and techniques within the field of Computer Science.
- **Apply** knowledge in depth to one or more areas of interest in Computer Science.
- **Demonstrate** a strong foundation in ethical knowledge applied to the field.
- **Independently research** and resolve problems in Computer Science.
- **Present** the results of their efforts in written and diverse public forums.

**Total Required Credits (39-59 Credits)**

*Preparatory course may be required for students entering the MS - Computer Science degree program without sufficient related experience. Please see the program admissions criteria in the City University of Seattle catalog for specific information.

<table>
<thead>
<tr>
<th>Preparatory Courses (20 Credits)</th>
<th></th>
</tr>
</thead>
</table>
| CS 131  
Computer Science I - C++                                     | 5    |
| IS 375  
C++ Intermediate                                              | 5    |
| IS 306  
Data Management                                               | 5    |
| IS 340  
Communications and Networking                                  | 5    |

<table>
<thead>
<tr>
<th>Computer Science Core Requirements (27 Credits)</th>
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</table>
| CS 504  
Principles of Software Engineering                              | 3    |

| CS 519  
Introduction to Cloud Computing                                  | 3    |
| CS 533  
Computer Architecture                                            | 3    |
| CS 555  
C++ for Programmers                                              | 3    |
| CS 570  
Software Testing                                                | 3    |
| CS 612  
Data Exploration and Visualization                             | 3    |
| ITMGMT 510  
Managing the Technology Project                                  | 3    |
| ITMGMT 575  
Technology Implementation and Change                              | 3    |

**Depth-of-Study Sequence (9 Credits)**

| ISEC 500  
Information Security Overview                                    | 3    |
| ISEC 505  
System Administration for Information Security                  | 3    |
| ISEC 520  
Ethical Obligations in Information Security                      | 3    |

<table>
<thead>
<tr>
<th>Capstone (3 Credits)</th>
<th></th>
</tr>
</thead>
</table>
| CS 687  
Computer Science Capstone                                       | 3    |

**Information Security, Master of Science**

The Master of Science in Information Security 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. 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. MSIS students complete a core, two of four concentration areas (some with prerequisites), Cyber Security Environment, Information Security Audit, and Breaking and Securing Code and CPA Exam Review, and a three course Capstone Project or Thesis.

This degree provides an excellent background for:
- Technical professionals interested in a deeper understanding of Information Security issues, application of techniques, and ability to audit and assess information security.
- Professionals interested in a career in the field of Information Security.
- Accountants’ pursuing careers in financial accounting, audit, and forensic accounting and prepares CPA’s for decision making and leadership roles.

The Master of Science in Information Security will prepare students to:
• **Evaluate** the effectiveness of Information Security in an organization.

• **Connect** with others, demonstrate the value of Information Security and effectively communicate to influence change.

• **Assess** the weaknesses, threats, and vulnerabilities of a system and apply risk management strategies.

• **Make recommendations** and implement security policies and practices.

• **Incorporate** ethical, business, legal, regulatory, and cultural concerns into Information Security plans and practices.

• **Research** appropriate resources for learning about new Information Security issues and practices.

• **Participate** as a member or leader in a team providing Information Security expertise.

**Cyber Security Environment**

• **Characterize** the nature of the Information Security environment including; threats, espionage and cyber warfare in business and government.

**Breaking and Securing**

• **Analyze** security vulnerabilities in a variety of languages and platforms and determine how to build securely coded systems.

**Information Security Audit**

• **Conduct** a thorough standards-based audit of information security in systems and organizations.

**Total Required Credits (39 Credits)**

**Program Core (15 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ISEC 500</td>
<td>Information Security Overview</td>
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<tr>
<td>ISEC 505</td>
<td>System Administration for Information Security</td>
<td>3</td>
</tr>
<tr>
<td>ISEC 510</td>
<td>The Senior Manager and Information Security</td>
<td>3</td>
</tr>
<tr>
<td>ISEC 515</td>
<td>Privacy and Open Systems</td>
<td>3</td>
</tr>
<tr>
<td>ISEC 520</td>
<td>Ethical Obligations in Information Security</td>
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</table>

**Depth Block (21 Credits)**

**Cyber Security Environment**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ISEC 530</td>
<td>Cybercrime</td>
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<tr>
<td>ISEC 540</td>
<td>Cyber Warfare</td>
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</tr>
<tr>
<td>ISEC 550</td>
<td>E-Government</td>
<td>3</td>
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<tr>
<td>ISEC 560</td>
<td>Intellectual Property and Espionage</td>
<td>3</td>
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**Information Security Audit**

<table>
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<th>Course</th>
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<tr>
<td>AC 540</td>
<td>Auditing Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ISEC 605</td>
<td>Information Security Auditing</td>
<td>3</td>
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</table>

**ITMGMT 570**  
Maintaining the Technology Infrastructure  
3

**Capstone Project/Thesis (3 Credits)**

**Information Technology, Doctorate**

The Doctor of Information Technology (DIT) program is designed for working professionals who wish to develop advanced skills in strategic IT planning, project and program leadership, IT innovation, cyber security, and analytics. The program allows students to develop key leadership skills that will be useful in IT leadership, consulting and higher education.

With a focus on developing advanced skills in IT leadership, the program will prepare students for senior-level positions in a rapidly changing field. The program will examine methods to optimize performance and returns using current technologies but will also examine the likely impacts of artificial intelligence, data analytics, and the Internet of things (IoT). Through a broad review of the IT field, students will master the skills needed to work with technical and non-technical stakeholders to develop and implement an optimal IT strategy.

In this multidisciplinary program, students will receive high-quality and relevant learning experiences, through a flexible format that meets the student's career schedule. All classes will be conducted online with the exception of three in-person doctoral seminars that are scheduled throughout the program.

DIT students will choose from one of five concentration areas that fit their educational goals. They are:

• Computer Science
• Information Security
• Project Management
• Adult Education and Instructional Design
• Management and Leadership

The Doctor of Information Technology will prepare graduates to:

• **Examine** information technology issues that drive ethical, sustainable, and innovative organizations.

• **Appraise** information technology theories and practices as they relate to diverse and global perspectives.

• **Create** research-based interventions to drive technological and organizational change and improve practices in various organizational contexts.

• **Recommend** research based, data-driven solutions
to organizational stakeholders and other professional audiences.

- **Utilize** existing research to build an independent research study that addressed a known problem and advances knowledge in the field of information technology.

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**Total Required Credits (78 Credits)**

<table>
<thead>
<tr>
<th>Pre-Entry Requirement 1 Credit</th>
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<tbody>
<tr>
<td>DBA 600</td>
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**Information Technology Core (42 Credits)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>DIT 605</td>
<td>Information Technology Strategic Management</td>
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<tr>
<td>DIT 610</td>
<td>Information Technology Policy and Governance</td>
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</tr>
<tr>
<td>DIT 615</td>
<td>Planning and Managing IT Projects</td>
<td>6</td>
</tr>
<tr>
<td>DIT 620</td>
<td>IT Innovation in Complex and Global Environments</td>
<td>6</td>
</tr>
<tr>
<td>DIT 625</td>
<td>Information Assurance and Cybersecurity</td>
<td>6</td>
</tr>
<tr>
<td>DIT 630</td>
<td>Data Driven Decisions</td>
<td>6</td>
</tr>
<tr>
<td>DIT 635</td>
<td>Data and Business Analytics</td>
<td>6</td>
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</tbody>
</table>

**Specialization Block 18 Credits**

Completion of 12 credits of graduate or doctoral courses from Computer Science, Information Security, Adult Education, Project Management, or Management and Leadership. Courses can be transferred from another institution with Program Director approval. All students must complete DIT 670.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DIT 670</td>
<td>Information Technology Capstone</td>
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**Applied Doctoral Study (14 Credits)**

<table>
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<th>Course Title</th>
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<tr>
<td>DITR 694A</td>
<td>Applied Doctoral Study 1</td>
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</tr>
<tr>
<td>DITR 694B</td>
<td>Applied Doctoral Study 2</td>
<td>2</td>
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<tr>
<td>DITR 694C</td>
<td>Applied Doctoral Study 3</td>
<td>2</td>
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<tr>
<td>DITR 694D</td>
<td>Applied Doctoral Study 4</td>
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<td>DITR 694E</td>
<td>Applied Doctoral Study 5</td>
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<td>DITR 695</td>
<td>Applied Doctoral Study Implementation and Dissemination</td>
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**Residencies (3 Credits)**

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<tr>
<td>DITR 601</td>
<td>Residency 1</td>
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<tr>
<td>DITR 602</td>
<td>Residency 2</td>
<td>1</td>
</tr>
<tr>
<td>DITR 603</td>
<td>Residency 3</td>
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</tbody>
</table>
GENERAL STUDIES

General Studies of The School of Arts and Science
A degree in General Studies from City University of Seattle recognizes students’ breadth and depth of knowledge, through acceptance of previously acquired credits and with our flexible course options to fulfill degree requirements. The Associate degree and Bachelor degree in General Studies allows for the most course transfer opportunities in any of City U’s undergraduate degree programs. If you have started your education from another college or university and are looking to complete a degree, the General Studies degrees can help you.

General Studies, Associate of Science
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.

The Associate of Science in General Studies will prepare students to:
- **Connect** academic learning with professional experience to expand professional identity and broaden perspectives of various disciplines.
- **Collaborate** with others to develop, organize, and communicate concise, logical, and consistent messages.

• **Apply** principles of critical thinking to identify, categorize, and analyze issues to develop sound and logical conclusions.
• **Identify and integrate** ethical issues, based on individual and organizational values and apply principles in decision-making.
• **Synthesize** diverse perspectives within a global context to develop an appreciation for and explain differences in behaviors and practices of individuals, organizations, and communities.
• **Demonstrate** the ability to reflect on new learning, insights and changed perspectives to further develop knowledge, skills, and abilities.

Total Required Credits (90 Credits)*

General Education (30 Credits)
- College Composition 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

*A minimum of 25 credits must be taken from City University of Seattle, other credits may be transferred into the program.

**Choose from one of the General Education disciplines listed above.

***This program requires MATH 107 (Mathematical Reasoning and its Applications) or higher.

General Studies: Military Only, Associate of Science
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 from City University of Seattle. City U 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

*** This program requires MATH 107 (Mathematical Reasoning and its Applications) or higher.

General Studies, Bachelor of Science

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.

The Bachelor of Science in General Studies will prepare students to:

- **Apply** academic learning and professional experience to broaden personal perspectives.
- **Demonstrate** active collaboration with others to develop concise, logical, and consistent communications.
- **Employ** research strategies and critical thinking skills to determine a logical sequence of events.
- **Integrate** ethical perspectives to sustain organizational values.
- **Model** diverse perspectives in a global context.
- **Interpret** new learning and insights to develop knowledge, skills, and abilities.

Total Required Credits (180 Credits)

Lower-Division Requirements (90 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>5</td>
</tr>
<tr>
<td>College Mathematics***</td>
<td>5</td>
</tr>
<tr>
<td>Humanities*</td>
<td>15</td>
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<tr>
<td>Social Sciences*</td>
<td>15</td>
</tr>
<tr>
<td>Natural Science/Math*</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td>35</td>
</tr>
</tbody>
</table>

* A minimum of two different academic disciplines within each of the areas is required to meet the distributions of Humanities, Social Sciences, Natural Sciences/Math.

Upper-Division Requirements (90 Credits)

As part of the upper division requirements, students must complete a minimum of two (2) different 20-credit upper division concentration areas from the following disciplines: Sociology; Psychology; Communication; Information/Computer Systems; Information Technology; Business/Management; Accounting; Marketing; Project Management; or Human Resources.

GS 495 General Studies Degree Capstone 5
SCHOOL OF ARTS AND SCIENCES

Admission Requirements
Specific to Undergraduate Programs in the School of Arts and Sciences (SAS)

Undergraduate Degrees
Bachelor of Arts in Applied Psychology
Bachelor of Arts in Human Services

1. Applicant must submit a personally written essay of 1-2 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 the applicant’s past and current experiences working with people.
   • Professional goal statement: states the applicant’s reasons for wanting to complete a bachelor’s degree in Applied Psychology or Human Services.

Additionally, the Bachelor of Arts in Human Services requires the signed acknowledgement of “Student Information Statement Regarding Internships and Criminal Background Checks”.

Undergraduate Certificate
No additional requirements are needed beyond the University’s 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.

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

Admission Requirements
Specific to Graduate Programs in the School of Arts and Sciences (SAS)

Master of Arts Counseling – Washington, USA

The following are additional requirements for admission for Master of Arts Counseling Clinical Mental Health Counseling or Marriage, Couples, Family Counseling programs:

• A cumulative GPA of at least 2.75 in undergraduate degree program.
• Three (3) confidential letters of professional reference.
• 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.
• CV/resume.
• 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.
• 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.

Applied Psychology, Bachelor of Arts
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. It also prepares students wishing to advance to graduate work in counseling, social work, allied health professions, 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.

The Bachelor of Applied Psychology will prepare students to:

- **Articulate** models of human behavior and interaction through multiple perspectives.
- **Articulate** own beliefs, values, thoughts, and knowledge effectively.
- **Commit** to ongoing self-exploration and reflection.
- **Commit** to lifelong learning and continuing education.
- **Compare and contrast** the major schools of thought in psychology.
- **Develop** critical thinking and analytical skills.
- **Develop** effective communication skills.
- **Practice** written communication that meets the highest professional standards.
- **Take** clear personal responsibility for actions and interactions.
- **Understand** the central importance of ethical principles in human relations.
- **Work** collaboratively with clients, colleagues, supervisors, and other professionals.
- **Work** constructively with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socio-economic status.
- **Take** clear personal responsibility for actions and interactions.

**Total Required Credits (180 Credits)**

<table>
<thead>
<tr>
<th>Required</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>5</td>
</tr>
<tr>
<td>College Mathematics***</td>
<td>5</td>
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<tr>
<td>Humanities*</td>
<td>15</td>
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<tr>
<td>Social Sciences*</td>
<td>15</td>
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<tr>
<td>Natural Science/Math*</td>
<td>15</td>
</tr>
<tr>
<td>Lower – Division Electives</td>
<td>25</td>
</tr>
</tbody>
</table>

**Preparatory Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Introduction To Psychology (SS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Understanding Human Development (SS)</td>
<td>5</td>
</tr>
</tbody>
</table>

*A minimum of two different academic disciplines within each of the areas is required to meet the distributions of Humanities, Social Sciences, Natural Sciences/Math.

*** This program requires MATH 107 (Mathematical Reasoning and its Applications) or higher.

**Applied Psychology Core (60 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 240</td>
<td>Critical Thinking and Writing Skills in Social Sciences (HU)</td>
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<tr>
<td>PSY 209</td>
<td>Fundamentals of Research Methods in Social Sciences (NS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 313</td>
<td>Ethics (SS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 314</td>
<td>Personality Theory (SS)</td>
<td>5</td>
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<tr>
<td>PSY 315</td>
<td>Learning Theory (SS)</td>
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<tr>
<td>PSY 316</td>
<td>Psychology Of Difference (SS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 245</td>
<td>Introduction to Social Psychology (SS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 411</td>
<td>Organizational Behavior (SS)</td>
<td>5</td>
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<tr>
<td>PSY 413</td>
<td>Neuropsychology (NS)</td>
<td>5</td>
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<tr>
<td>PSY 220</td>
<td>Fundamentals of Abnormal Psychology (SS)</td>
<td>5</td>
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<tr>
<td>SOC 412</td>
<td>Sociology of the Family (SS)</td>
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<tr>
<td>PSY 498</td>
<td>Senior Seminar</td>
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</table>

**Upper Division Elective (5 Credits)**

**BAAP Specialized Study (25 Credits)**

The Specialized Study emphasis allows students to frame a degree focus in a specific area consistent with their current or anticipated field of interest or specialization. Students work with their advisor to identify the courses required for the specialized study concentration and document the rationale for the selections. This concentration proposal is subject to approval by the Program Director.

*Credits must be approved by Program Director

**Counselor Education and Supervision, Doctor of Philosophy**

City University of Seattle’s Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision Program promotes a scholar-practitioner model for advanced counseling, supervision, teaching, research, leadership, and advocacy. Operating from a multicultural and social justice context, this doctoral program prepares students for practitioner roles in counselor education and supervision, professorial roles within academia, and scholarship and research roles within the counseling field. Graduates will lead in their communities through service and advocacy in the profession. The cadre of doctoral faculty support
counselor educators and supervisors in their efforts to promote awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse members of our communities.

The Doctor of Philosophy in Counselor Education and Supervision will prepare students to:

• **Evaluate** the effectiveness of ethical and culturally relevant counseling.
• **Collaborate** with supervisees to enhance client/student outcomes in an ethical and culturally relevant manner.
• **Apply** adult learning theory to deliver developmentally and culturally relevant counselor education in national and global contexts, in a manner that facilitates lifelong learning.
• **Inform** professional practice by generating new knowledge for the profession.
• **Demonstrate** skills in orally presenting the results of scholarly inquiry.
• **Demonstrate** professional leadership by advocating on behalf of the profession and in relation to multicultural and social justice issues.

Human Services, Bachelor of Arts

The B.A. in Human Services prepares students with the requisite knowledge, skills, and abilities to make significant contributions to the profession via direct service to individuals, families, groups, and communities, or via management of service organizations. It also provides a strong foundation for pursuing graduate studies in human services, social work, counseling, criminal justice, health care, or other related fields. Combining a basic core and a field-experience capstone with options for several emphasis areas, the program is designed for maximum flexibility to meet students’ needs and support their academic and professional aspirations. It serves students who enter with technical or associate’s degrees in various social service or allied health fields as well as students who are new to the profession. The core establishes a solid interdisciplinary knowledge base focused on meeting human needs and improving the overall quality of life of service populations.

The Bachelor of Arts in Human Services will prepare students to:

• **Analyze** the history, core theories, and interdisciplinary knowledge base of the human services professions.
• **Apply** the highest standards of ethical practice, including self-awareness and values clarification.
• **Construct** a plan for ongoing personal and professional development that is responsive to the learner’s needs and those of his/her community.
• **Design and implement** appropriate interventions that take social, cultural, ethnic, gender, age, ability, and other areas of diversity into account.
• **Evaluate** the effectiveness of programs and organizations that serve the needs of various diverse service populations.

Total Required Credits (180 Credits)

**Required**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
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<td></td>
</tr>
<tr>
<td>College Mathematics***</td>
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<td>Lower – Division Electives</td>
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**Preparatory Courses (30 Credits)**

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<th>Course Title</th>
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<tbody>
<tr>
<td>HSVC 200</td>
<td>Introduction to Human Services (SS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Introduction To Psychology (SS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Understanding Human Development (SS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 209</td>
<td>Fundamentals of Research Methods in Social Sciences (NS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Fundamentals of Abnormal Psychology (SS)</td>
<td>5</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Critical Thinking and Writing Skills in Social Sciences (HU)</td>
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</tbody>
</table>

*A minimum of two different academic disciplines within each of the areas is required to meet the distributions of Humanities, Social Sciences, Natural Sciences/Math.

*** This program requires MATH 107 (Mathematical Reasoning and its Applications) or higher.

Human Services Core (55 Credits)

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>PSY 313</td>
<td>Ethics (SS)</td>
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<tr>
<td>PSY 411</td>
<td>Organizational Behavior (SS)</td>
<td>5</td>
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<tr>
<td>SOC 412</td>
<td>Sociology of the Family (SS)</td>
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</tr>
<tr>
<td>PSY 324</td>
<td>Introduction to Behavioral Pharmacology (NS)</td>
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<tr>
<td>HSVC 470</td>
<td>Social Justice in Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HSVC 370</td>
<td>Providing Services for Clients with Disabilities (SS)</td>
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<tr>
<td>HSVC 410</td>
<td>Assessment and Intervention with Diverse Populations (SS)</td>
<td>5</td>
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<tr>
<td>HSVC 420</td>
<td>Advocacy for Diverse Communities (SS)</td>
<td>5</td>
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<tr>
<td>HSVC 472</td>
<td>Change Theory and Motivational Interviewing Skills</td>
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<td>HSVC 455</td>
<td>Trauma Recovery</td>
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<tr>
<td>HSVC 491</td>
<td>Internship and Practicum in</td>
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</tbody>
</table>
Upper Division Elective (5 Credits)

Specialized Study Emphasis (25 Credits)*

The Specialized study emphasis allows students to frame a degree focus in a specific area consistent with their current or anticipated field of interest or specialization. Students work with their advisor to identify the courses required for the specialized study concentration and document the rationale for the selections. This concentration proposal is subject to approval by the Program Director.

*Credits must be upper division

Clinical Mental Health Counseling, Master of Arts - U.S.

The M.A. in Counseling (CMHC) program is for students who want to work as licensed mental health counselors in Washington State. The CACREP-accredited 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.

The Master of Arts in Counseling will prepare students to:

• Recognize and apply professional ethical standards including clear and appropriate relationships with clients/students, colleagues, and the community.

• Collaborate with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socio-economic status.

• Develop self-awareness into beliefs about what impacts personal development.

• Formulate a personal philosophy of counseling grounded in these beliefs.

• Appraise the impact of work-related issues on the mental health and wellness.

• Establish and maintain effective counseling relationships.

• Employ counseling techniques that are consistent with the selected theoretical approach.

• Recognize and positively influence intrapersonal and interpersonal dynamics when leading and co-leading groups.

• Gather information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and report requirements for abuse/neglect.

• Locate community resources and critically evaluate research related to core areas of counseling practice.

• Produce written communication that meets professional standards.

• Develop multicultural and social justice counseling competencies through gaining a systemic understanding for the influence of cultural background in presenting problems and the role of counselors in promoting social justice and the well-being of the greater community.

Total Required Credits (90 Credits)

Core CACREP Areas (49 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COUN 501</td>
<td>Introduction to Counseling Practice</td>
<td>5</td>
</tr>
<tr>
<td>COUN 502</td>
<td>Systemic Theory: Multicultural Counseling</td>
<td>5</td>
</tr>
<tr>
<td>COUN 503</td>
<td>Human Growth and Development</td>
<td>5</td>
</tr>
<tr>
<td>COUN 510</td>
<td>Professional Ethics and Law</td>
<td>5</td>
</tr>
<tr>
<td>COUN 512</td>
<td>Systemic Theory: Marriage, Couple and Family Counseling</td>
<td>5</td>
</tr>
<tr>
<td>COUN 514</td>
<td>Research Methods and Statistics</td>
<td>5</td>
</tr>
<tr>
<td>COUN 516</td>
<td>Career Counseling</td>
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<tr>
<td>COUN 525</td>
<td>Testing and Assessment</td>
<td>5</td>
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<tr>
<td>COUN 526</td>
<td>Counseling Theory</td>
<td>5</td>
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<tr>
<td>COUN 527</td>
<td>Group Counseling</td>
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<tr>
<td>COUN 528</td>
<td>Professional Counseling Orientation</td>
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Other Required Courses (20 Credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COUN 519</td>
<td>Foundations of Mental Health Services</td>
<td>1</td>
</tr>
<tr>
<td>COUN 520</td>
<td>Psychopathology and Psychopharmacology I</td>
<td>5</td>
</tr>
<tr>
<td>COUN 521</td>
<td>Psychopathology and Psychopharmacology II</td>
<td>5</td>
</tr>
<tr>
<td>COUN 522</td>
<td>Systemic Theory: Crisis, Disaster and Trauma Counseling</td>
<td>3</td>
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<tr>
<td>COUN 529</td>
<td>Addictions and Co-Ocurring Perspectives</td>
<td>3</td>
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<tr>
<td>COUN 550</td>
<td>Comprehensive Examination</td>
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<tr>
<td>COUN 690</td>
<td>Integrative Portfolio Project</td>
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Additional Required Depth Coursework (8 Credits)

Choose eight credits from the list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COUN 511</td>
<td>Loss and Grief Counseling</td>
<td>2</td>
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<tr>
<td>COUN 513</td>
<td>Brief Therapy Models</td>
<td>2</td>
</tr>
<tr>
<td>COUN 600</td>
<td>Systemic Theory: Child and Adolescent Counseling</td>
<td>2</td>
</tr>
</tbody>
</table>
Marriage, Couple and Family Counseling, Master of Arts - U.S.

The M.A. in Marriage, Couple and Family Counseling (MCFC) program is for students who want to work as licensed mental health counselors or as marriage and family therapists in Washington State and counsel families and couples. The CACREP-accredited 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.

The Master of Arts in Counseling will prepare students to:

- **Recognize and apply** professional ethical standards including clear and appropriate relationships with clients/students, colleagues, and the community.

- **Collaborate** with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socio-economic status.

- **Develop** self-awareness into beliefs about what impacts personal development.

- **Formulate** a personal philosophy of counseling grounded in these beliefs.

- **Appraise** the impact of work-related issues on the mental health and wellness.

- **Establish and maintain** effective counseling relationships.

- **Employ** counseling techniques that are consistent with the selected theoretical approach.

- **Recognize and positively influence** intrapersonal and interpersonal dynamics when leading and co-leadership.

- **Gather** information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and report requirements for abuse/neglect.

  - **Locate** community resources and critically evaluate research related to core areas of counseling practice.

  - **Produce** written communication that meets professional standards.

  - **Develop** multicultural and social justice counseling competencies through gaining a systemic understanding for the influence of cultural background in presenting problems and the role of counselors in promoting social justice and the well-being of the greater community.

Total Required Credits (90 Credits)

<table>
<thead>
<tr>
<th>Core CACREP Areas (49 Credits)</th>
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<td>COUN 501</td>
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<td>COUN 510</td>
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<tr>
<td>COUN 512</td>
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<tr>
<td>COUN 514</td>
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<tr>
<td>COUN 516</td>
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<tr>
<td>COUN 525</td>
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<td>COUN 526</td>
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<td>COUN 527</td>
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<td>COUN 528</td>
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<table>
<thead>
<tr>
<th>Other Required Courses (28 Credits)</th>
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<tr>
<td>COUN 519</td>
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<td>COUN 520</td>
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<td>COUN 521</td>
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<tr>
<td>COUN 522</td>
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<td>COUN 550</td>
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<table>
<thead>
<tr>
<th>Internships/Practica (13 Credits)</th>
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<tbody>
<tr>
<td>COUN 621</td>
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</table>
Professional School Counseling, Master of Arts

The M.A. in Counseling is for students who want to work as licensed counselor and/or certified school counselor in Washington State. The program trains well-rounded counselors for the realities of daily practice. It emphasizes an understanding of theory and its application to practice. Students are introduced to a broad range of professional counseling issues through a breadth of course work, delivered by core and practitioner faculty. Supported practica and internships focus on the delivery of counseling services, and assist students to develop a coherent and ethical framework for practice. The M.A. in Counseling program has specialization tracks in Addiction Counseling, Clinical Mental Health Counseling, Marriage, Couple and Family Counseling, and Professional School Counseling.

The Master of Arts in Counseling will prepare students to:

- **Recognize and apply** professional ethical standards including clear and appropriate relationships with clients/students, colleagues, and the community.
- **Collaborate** with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socio-economic status.
- **Develop** self-awareness into beliefs about what impacts personal development.
- **Formulate** a personal philosophy of counseling grounded in these beliefs.
- **Appraise** the impact of work-related issues on the mental health and wellness.
- **Establish and maintain** effective counseling relationships.
- **Employ** counseling techniques that are consistent with the selected theoretical approach.
- **Recognize and positively influence** intrapersonal and interpersonal dynamics when leading and co-leading groups.
- **Gather** information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and report requirements for abuse/neglect.
- **Locate** community resources and critically evaluate research related to core areas of counseling practice.
- **Produce** written communication that meets professional standards.
- **Develop** multicultural and social justice counseling competencies through gaining a systemic understanding for the influence of cultural background in presenting problems and the role of counselors in promoting social justice and the well-being of the greater community.

**Total Required Credits (90 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>COUN 501</td>
<td>Introduction to Counseling Practice</td>
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<tr>
<td>COUN 502</td>
<td>Systemic Theory: Multicultural Counseling</td>
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</tr>
<tr>
<td>COUN 503</td>
<td>Human Growth and Development</td>
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<tr>
<td>COUN 510</td>
<td>Professional Ethics and Law</td>
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<td>COUN 514</td>
<td>Research Methods and Statistics</td>
<td>5</td>
</tr>
<tr>
<td>COUN 562</td>
<td>System Theory: Trauma Counseling and Disaster Mental Health</td>
<td>5</td>
</tr>
<tr>
<td>COUN 525</td>
<td>Testing and Assessment</td>
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<tr>
<td>COUN 526</td>
<td>Counseling Theory</td>
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<tr>
<td>COUN 527</td>
<td>Group Counseling</td>
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<td>COUN 523</td>
<td>ASCA Model</td>
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<tr>
<td>COUN 512</td>
<td>Systemic Theory: Marriage, Couple and Family Counseling</td>
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<td>COUN 560</td>
<td>Introduction to School Counseling</td>
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<td>COUN 564</td>
<td>Career Counseling in School Settings</td>
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<tr>
<td>COUN 567</td>
<td>Advanced Child Development and Play Theory</td>
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<td>COUN 569</td>
<td>Child and Adolescent Psychopathology and Psychopharmacology</td>
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<td>COUN 513</td>
<td>Brief Therapy Models</td>
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<td>COUN 692</td>
<td>Capstone Project and Comprehensive Examination</td>
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<td>COUN 570</td>
<td>School Counseling Practicum I</td>
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<td>COUN 574</td>
<td>School Counseling Practicum III</td>
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<td>COUN 660</td>
<td>School Counseling Internship I</td>
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<td>COUN 662</td>
<td>School Counseling Internship II</td>
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<td>COUN 664</td>
<td>School Counseling Internship III</td>
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Professional School Counseling, Master of Education

The Professional School Counseling program, formerly known as 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.

The M.Ed. Professional School Counseling will prepare students to:

- **Demonstrate** developing professional identity and knowledge of ethical practice
- **Facilitate** collaboration to build positive school climate
- **Gather**, analyze and interpret data to positively affect student learning and assessment
- **Identify** and apply counseling theories and techniques
- **Identify** and implement best practices in comprehensive program development in school counseling
- **Promote** equity, advocate for all students and utilize multicultural approaches to address the opportunity/achievement gap

Total Required Credits (49 Credits)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EGC 501 Introduction to School Counseling</td>
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<tr>
<td>EGC 502 Societal Issues in Counseling</td>
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<tr>
<td>EGC 503 Child-Adolescent Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EGC 504 Counseling Theory and Practice</td>
<td>4</td>
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<tr>
<td>EGC 505 Group Counseling</td>
<td>3</td>
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<tr>
<td>EGC 506 Family Structures</td>
<td>3</td>
</tr>
<tr>
<td>EGC 507 Career Counseling/Information Systems</td>
<td>3</td>
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<tr>
<td>EGC 508 Counseling Testing and Appraisal</td>
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</tr>
<tr>
<td>EGC 509 Health Issues in Schools</td>
<td>3</td>
</tr>
<tr>
<td>EGC 510 Leadership for Change</td>
<td>3</td>
</tr>
<tr>
<td>EGC 513 Guidance and Counseling</td>
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<tr>
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<td>EGC 515 Counseling Practicum</td>
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<tr>
<td>EGC 516 Tools for Academic Inquiry</td>
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<tr>
<td>EGC 526 Current Issues in Education</td>
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<td>EGC 596 Multicultural Counseling</td>
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<tr>
<td>EGC 620 Counseling Practicum</td>
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Elective Credits (7 Credits)

Choice of 7 elective credits from a list of approved courses

by the program.

Professional School Counseling with ESA Certification, Master of Education

Total Required Credits (54 Credits)

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

Graduate Certificate

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.

Chemical Dependency Counseling, Graduate Certificate

The Certificate in Chemical Dependency Counseling provides Master’s-trained professionals with the educational requirements required for Chemical Dependency Certification with Alternate Training (WAC 246-811-077).

*Certificate Entry Requirements: This program is
restricted to students who have a Master’s level degree in counseling or related field.

**Total Required Credits (15 Credits)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>COUN 680</td>
<td>Survey of Addictions: Pharmacology and Physiology of Addictions</td>
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<tr>
<td>COUN 684</td>
<td>Substance Use Disorder Law and Ethics</td>
<td>5</td>
</tr>
<tr>
<td>COUN 687</td>
<td>Treatment of Addictions: Individual, Group, and Family Addictions Counseling using ASAM Criteria</td>
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</table>

**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 program complies with current WAC 246.809-810 requirements and prepares students to meet Washington State guidelines for licensure as Mental Health Counselors or Marriage and Family Therapists. 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
City University Programs: Canada

CityU Programs: Canada

CityU first began offering undergraduate business degree programs in Vancouver, BC, in 1980. It added programs in education in 1994, and a Master’s degree program in counselling psychology in 1997. It expanded its programs in the Province of Alberta in 1999 by offering graduate programs in counselling psychology and educational leadership. Today it offers graduate programs in Counselling and Education throughout the provinces of British Columbia and Alberta, often offering those programs in concert with School Districts in their facilities consistent with the University’s mission of accessibility.

In British Columbia, Canada, City University of Seattle is authorized to use the term “university” under the written consent of the Minister of Advanced Education, as it has undergone a quality assessment process and been found to meet the criteria established by the Minister in that Province. It’s Master of Education Programs, in both Leadership in Education and in School Counselling, and its Master of Counselling Program are approved by the Degree Quality Assessment Board of the Province, and its graduates qualify for licensure in their respective fields in the Province. City University of Seattle has been granted the Education Quality Assurance designation by the Minister of Advanced Education in British Columbia. Students in British Columbia are qualified to apply to BCaID for tuition grants.

In Alberta, Canada, the Master of Education in School Counselling and the Master of Counselling Programs are offered pursuant to the written approval of the Minister of Advanced Education and Technology, having undergone a quality assessment process through the Campus Alberta Quality Council and been found to meet the criteria established by the Council and the Minister. Graduates of the Master of Counselling program are qualified to apply for Licensure as a Psychologist in the Province.

For more information about admissions requirements for these programs, go to the Admissions and Advanced Standing section (p. 16) of the catalog.

City U Programs: British Columbia School of Management

Management, Bachelor of Arts in Management

Specialized Study

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 dimensions of the field. In this program you will learn the fundamentals of management—the basic knowledge and skills you need to succeed as a manager in your field. You will learn the basics of teaming, both as a leader and member. You will also improve your oral and written communication skills as well as learn important techniques required in project management and develop research skills that will provide a pathway to lifelong learning. Courses are offered online and in-class.

The Bachelor of Arts in Management will prepare students to:

- **Apply** leadership theories to the work environment; gain a broad foundational knowledge of the many facets of management, including marketing, human resources, and project management.
- **Communicate** effectively both orally and in writing.
- **Analyze** a variety of business problems and create effective, ethical solutions.
- **Participate** in productive and diverse teams.
- **Find** evaluate and use information to support professional development.

Total Required Credits (180 Credits)

Lower-Division Requirements (90 Credits)

*** This program requires MATH 107 (Mathematical Reasoning and its Applications) or higher.
### Upper Division Requirements (90 Credits)

#### Management Core (50 Credits)
- **BC 301** Critical Thinking (HU) 5
- **BC 306** Ethics and Leadership (SS) 5
- **BSM 304** Organizational Communications (HU) 5
- **BC 407** The Effective Organization 5
- **BSM 414** International Management 5
- **HR 405** Strategic Management Of Human Resources 5
- **MG 495** Management Strategy 5
- **MK 300** Principles of Marketing 5
- **PM 401** Introduction to Project Management 5
- **MG 360** Financial Fundamentals for Managers 5

#### Specialized Study Courses (40 Credits)
Choose 40 credits of upper-division undergraduate level specialized study coursework. These courses must be approved by The Program Director.

### City U Programs: British Columbia School of Arts and Sciences

#### Counselling, Master of Counselling - British Columbia, Canada

**Master of Counselling – Additional admission requirements:**

All applicants for admission to the Master of Counselling program in BC who do not have undergraduate degrees with coursework showing fundamental knowledge of any or all of the following foundational modalities - personality, cognition, learning, and human development, or who through examination procedures do not demonstrate competencies in any or all of these four foundational areas, will be required to complete one or more of the following courses from the University’s Bachelor of Applied Psychology program, or equivalents from a recognized post-secondary institution:

- **PSY 202** Understanding Human Development
- **PSY 314** Personality Theory
- **PSY 315** Learning Theory
- **PSY 413** Neuropsychology
- A cumulative GPA of at least 2.75 in undergraduate degree program.
- Three (3) confidential letters of professional reference with consent to contact references.

- Writing samples 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.
- CV/resume.
- 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. The background information form must be submitted prior to the interview process.
- 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.
- A minimum of 50 hours of community social service volunteer experience, if the applicant has no counselling experience, is recommended.

**Note:** In compliance with the B.C. Ministry of Advanced Education regulator - City University of Seattle has added a course on basic counselling as a prerequisite to this program.

**About this program:**

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; sexuality, 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 community social service systems.

**The Master of Counselling will prepare students to:**

- **Apply** sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives.
- **Articulate** and apply a range of coherent theoretical approaches that are relevant to clients’ concerns and aspirations.
- **Collaborate** with people of diverse ethnicity,
culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.

- **Demonstrate** an understanding of the role of counselors in promoting social justice and the well-being of the greater community.
- **Establish** a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.
- **Locate** and critically evaluate research related to core areas of counseling practice.
- **Produce** written communication that meets professional standards.
- **Recognize** and apply professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.
- **Recognize** and positively influence intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families.

### Total Required Credits (72 Credits)

#### Core Courses (50 Credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Introduction To Counselling</td>
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<tr>
<td></td>
<td>Psychology Practice</td>
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<td>CPC 502</td>
<td>Systemic Theory: Diversity and Cultural Psychology</td>
<td>3</td>
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<tr>
<td>CPC 526</td>
<td>Counselling Psychology Theory</td>
<td>5</td>
</tr>
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<td>CPC 513</td>
<td>Brief Therapy Models</td>
<td>3</td>
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<tr>
<td>CPC 510</td>
<td>Professional Ethics and Law</td>
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<tr>
<td>CPC 511</td>
<td>Psychology of Loss and Grief</td>
<td>3</td>
</tr>
<tr>
<td>CPC 512</td>
<td>Family Systems Therapy</td>
<td>5</td>
</tr>
<tr>
<td>CPC 529</td>
<td>Psychology Of Addictions</td>
<td>3</td>
</tr>
<tr>
<td>CPC 522</td>
<td>Psychology of Trauma and Interpersonal Violence</td>
<td>3</td>
</tr>
<tr>
<td>CPC 527</td>
<td>Group Counselling Psychology</td>
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</tr>
<tr>
<td>CPC 523</td>
<td>Psychology of Sexuality and Human Development</td>
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<td>CPC 524</td>
<td>Psychopathology and Psychopharmacology</td>
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<td>CPC 514</td>
<td>Research Methods and Statistics</td>
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<td>Testing And Assessment</td>
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<td>Comprehensive Exam-B.C., Canada</td>
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#### Additional Required Courses (16 Credits)

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<td>Couple's Counselling</td>
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<td>CPC 600</td>
<td>Child and Adolescent Counselling</td>
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<td>CPC 604</td>
<td>Psychology of Aging</td>
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<td>CPC 680</td>
<td>Counselling Research Capstone</td>
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<td>CPC 610</td>
<td>Clinical Supervision</td>
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#### Internships/Practica (6 Credits)

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<td>Practicum I</td>
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<td>CPC 652</td>
<td>Practicum II</td>
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<td>CPC 653</td>
<td>Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>CPC 633</td>
<td>Internship</td>
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</tr>
</tbody>
</table>

CPC 633: Internship must be repeated until internship requirements are completed.

### Elective Courses (Optional)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC 599</td>
<td>Graduate Seminar-Independent</td>
<td>1.00 TO</td>
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<tr>
<td></td>
<td>Study</td>
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</tr>
</tbody>
</table>

*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.

### City U Programs: British Columbia Gordon Albright School of Education

#### Leadership in Education, Master of Education - Canada

Employing a practitioner-scholar model, the M.Ed. Leadership in Education Program trains teachers for career options in educational leadership, including (but not confined to) administration. The program emphasizes application of theory to practice, ethical awareness, educational leadership perspectives, human resource and organizational systems issues, management of change, conflict resolution, assessment in education, research and data-informed decision-making, development of communication and counselling skills, appreciation of diversity, self-awareness, and the importance of being a reflective practitioner. We introduce students to a broad range of educational and leadership issues through a breadth of course work, delivered by practitioner faculty. Supported internships allow students to focus on skills and dispositions that benefit their professional responsibilities as well as challenge their growth in leadership. Educators complete a capstone project or thesis and create a professional portfolio based on coursework and internship experience. A made-in-Canada curriculum and the use of local teaching faculty allow the program to respond to district, regional, and provincial contexts.

Graduates of the M.Ed. Leadership in Education program have found employment as department heads, vice principals, principals, as well as other educational career advancements. The program is recognized by the Teacher Qualification Service (TQS) in both Alberta and British Columbia.

The M.Ed. Leadership in Education will prepare...
students to:

- **Use** a variety of vocational and career assessment instruments for career development.

- **Develop** professional ethics to include knowledge of legislation and accountability structures.

- **Find** and access research and best practices to inform own practice; apply data-driven decision-making to the development and assessment of programs and communicate results to various audiences.

- **Promote** program improvement and accountability based on in-depth knowledge of research and inquiry.

- **Select**, apply, and interpret a variety of appraisal and assessment techniques for a diverse population.

- **Understand** and develop the leadership skills needed to promote educational reform and successfully lead school initiatives.

- **Use** communication and counselling skills to work well with professional colleagues, parents, and community members to enhance student success.

- **Work** effectively with diverse students, families and colleagues.

**Total Required Credits (52 Credits)**

**Graduate Foundation Core (8 Credits)**

- **ECC 509** Preparation for Professional Growth 3
- **ECC 510** Technology Tools and Information Literacy 2
- **ECC 511** Research Methods in Education 3

**School Leadership and Interpersonal Core (12 Credits)**

- **ECC 513** Ethics and Law for School-based Practice 3
- **ECC 514** Introduction to School Based Counselling 3
- **ECC 515** Leadership and Counselling 3
- **ECC 516** Family Systems and Conflict Management 3

**Leadership and Instruction Concentration (21 Credits)**

- **EEA 532** Instructional Leadership: Curriculum, Instruction and Assessment 3
- **EEA 534** Technologies for Learning 3
- **EEA 535** Dimensions of Educational Leadership 3
- **EEA 536** School Finance and Operations 3
- **EEA 538** Human Resource Management in Education 3
- **EEA 539** Supervision of Instruction 3
- **EEA 545** Change Management with Global Perspectives 3

**Internship Courses (8 Credits)**

- **EEA 641** Leadership Internship I in Student Services 2
- **EEA 642** Leadership Internship II 3
- **EEA 644** Leadership Internship III 3

**Master of Education Project or Thesis (3 Credits)**

- **EEA 650** Project and Portfolio Presentation 3
- **EEA 655** Thesis and Portfolio Presentation 3

**School Counselling, Master of Education - Canada**

Employing a practitioner-scholar model, the MEd School Counselling program trains teachers for career options in educational counselling. Students are introduced to a broad range of counselling theoretical concepts, developmental, ethical considerations and the application of skills that are required in the school setting through a breadth of course work, delivered by practitioner faculty. Supported internships allow students to focus on skills that benefit their professional responsibilities as well as challenge their growth in counselling skills. A made-in-Canada curriculum and the use of local teaching faculty ensure the program incorporates local school district, regional, and provincial contexts. Graduates of the MEd School Counselling program will be able to apply for school counselling positions. The program qualifies for registration with the BC Association of Clinical Counsellors enabling graduates to work in the community as Registered Clinical Counsellors.

**The M.Ed. School Counselling will prepare students to:**

- **Contextualize** education to develop relevance for academic learning through career education and personal planning including guidance for individual student’s options and the facilitating of career options.

- **Develop** counselling skills appropriate for school based practice for individual, group counselling as well as communication and counselling skills to collaborate at an interdisciplinary level within the school and community and to advocate for each student.

- **Use** a variety of multi-dimensional assessment tools to inform decision making and planning for individual student growth and success.

- **Develop** professional ethics to include knowledge of legislation and accountability structures.

- **Apply** background in human development to
facilitate maximizing learning opportunities for students, families and staff.

- Understand and respect human diversity within cultural contexts and responsibilities.

- Use research methods and relevant data to make effective decisions for school counselling program improvement plans and to inform own practice.

- Understand and develop a professional identity as a school counsellor, gain awareness of own strengths and limitations, and make decisions based on legal and ethical issues within accountability structures.

**Total Required Credits (52 Credits)**

**Graduate Foundation Core (5 Credits)**
- ECC 501 Introduction to Research Skills 2
- ECC 512 Research Methods for School Counsellors 3

**School Leadership and Counselling Core (15 Credits)**
- ECC 520 Ethical and Legal Issues in School Counselling 3
- ECC 522 Skills and Approaches in School Counselling 3
- ECC 640 Advanced Issues in School Counselling 3
- ECC 646 Critical Approaches to Diversity in School Counselling 3
- ECC 648 Family Systems Theory and Practice 3

**School Counselling Emphasis (18 Credits)**
- EGC 530 Individual Counselling Theory and Practice 3
- EGC 533 Child and Adolescent Growth and Development 3
- EGC 536 Group Counselling and Management 3
- EGC 539 Mental Health Issues in Schools 3
- EGC 542 Assessment and Evaluation in Counselling 3
- EGC 545 Career Counselling and Information Services 3

**Internship Courses (11 Credits)**
- ECC 601 Counselling Field Experience 1
- ECC 602 Counselling Practicum 2
- EGC 605 Internship I 2
- EGC 607 Internship II 3
- EGC 609 School Counselling Internships 3

**Project or Thesis (3 Credits)**
- EGC 640 Project in School Counselling and Presentation (or) 3
- EGC 641 Thesis in School Counselling and Presentation 3

**Exit Requirement**
- EGC 611 School Counselling Internship Portfolio 3
- EGC 650 School Counselling Comprehensive Examination 3

**Graduate Certificates: Education**

**Applied School Counselling, Graduate Certificate - Canada**

The Graduate Certificate in Applied School Counselling provides Master of Education in School Counselling alumni with additional modules in clinical counseling skills and intervention mastery. The program includes an additional community practicum providing you broader clinical intervention experience.

**Total Required Credits (12 Credits)**

**Required Courses**
- EGC 660 Applied Child and Adolescent Individual Counselling Practice 5
- EGC 670 Applied Group Counselling in Schools 3
- EGC 680 Counselling in Context 2
- EGC 651 Community Practicum 2

**Industrial Arts and Applied Design Instruction, Graduate Certificate**

This program is intended to provide current British Columbia teachers with the knowledge and skills required to teach Industrial Arts, with an Applied Design focus, in B.C. schools. The program is based in fundamental principles of applied design outlined in the new B.C. Curriculum Plan. Applicants will learn curricular and pedagogical skills applicable to the teaching of Industrial Arts in B.C. schools. The pedagogical model in this program is one in which candidates will learn these curricular and pedagogical skills in the contexts of both the classroom and an actual Industrial Arts shop, where effective teaching skills and strategies are learned experientially. Safety is an additional primary focus throughout the program; instruction and practices adhere to BC WorkSafe principles and practices. Applicants who complete this program will have the knowledge, skills, and certification necessary to teach Industrial Arts in B.C. K-12 schools.

**Total Required Credits (26 Credits)**

**Required Courses**
- ECC 509 Preparation for Professional Growth 3
CityU Programs: Canada

City U Programs: Alberta School of Arts and Sciences

Counselling, Master of Counselling - Alberta, Canada

Master of Counselling – Additional admission requirements

All applicants for admission to the Master of Counselling program in Alberta who do not have undergraduate degrees with coursework showing fundamental knowledge of any or all of the following foundational modalities - personality, learning, and human development, or who through examination procedures do not demonstrate competencies in any or all of these three foundational areas, will be required to complete one or more of the following courses from the University’s Bachelor of Applied Psychology program, or equivalents from a recognized post-secondary institution:

- PSY 202 Understanding Human Development
- PSY 314 Personality Theory
- PSY 315 Learning Theory
- A cumulative GPA of at least 2.75 in undergraduate degree program.
- Three (3) confidential letters of professional reference with consent to contact references.
- Writing samples 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.
- CV/resume.
- 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. The background information form must be submitted prior to the interview process.
- 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.
- A minimum of 50 hours of community social service volunteer experience, if the applicant has no counselling experience, is recommended.

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, 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 children and youth, and practicum. Through internships, you will gain practical experience in your area of interest while you network with other professionals in the local community social service systems.

The Master of Counselling will prepare students to:
• Apply sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives.

• Articulate and apply a range of coherent theoretical approaches that are relevant to clients’ concerns and aspirations.

• Collaborate with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.

• Demonstrate an understanding of the role of counselors in promoting social justice and the well-being of the greater community.

• Establish a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.

• Locate and critically evaluate research related to core areas of counseling practice.

• Produce written communication that meets professional standards.

• Recognize and apply professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

• Recognize and positively influence intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families.

Total Required Credits (72 Credits)

Core Courses (55 Credits)

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CPC 501</td>
<td>Introduction To Counselling</td>
<td>5</td>
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<tr>
<td>CPC 502</td>
<td>Systemic Theory: Diversity and Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPC 510</td>
<td>Professional Ethics and Law</td>
<td>3</td>
</tr>
<tr>
<td>CPC 511</td>
<td>Psychology of Loss and Grief</td>
<td>3</td>
</tr>
<tr>
<td>CPC 512</td>
<td>Family Systems Therapy</td>
<td>5</td>
</tr>
<tr>
<td>CPC 513</td>
<td>Brief Therapy Models</td>
<td>3</td>
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<tr>
<td>CPC 520</td>
<td>Qualitative Research Methods in Counselling Psychology</td>
<td>3</td>
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<td>CPC 514</td>
<td>Research Methods and Statistics</td>
<td>3</td>
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<tr>
<td>CPC 522</td>
<td>Psychology of Trauma and Interpersonal Violence</td>
<td>3</td>
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<td>CPC 523</td>
<td>Psychology of Sexuality and Human Development</td>
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<td>CPC 524</td>
<td>Psychopathology and Psychopharmacology</td>
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<td>CPC 556</td>
<td>Assessment in Counselling Psychology</td>
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<td>CPC 526</td>
<td>Counselling Psychology Theory</td>
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<td>CPC 527</td>
<td>Group Counselling Psychology</td>
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<td>CPC 529</td>
<td>Psychology Of Addictions</td>
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<tr>
<td>CPC 551</td>
<td>Comprehensive Exam-Alberta, Canada</td>
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Additional Required Courses (11 Credits)

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<tbody>
<tr>
<td>CPC 600</td>
<td>Child and Adolescent Counselling</td>
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<tr>
<td>CPC 606</td>
<td>Couple's Counselling</td>
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</tr>
<tr>
<td>CPC 695</td>
<td>Counselling Psychology: Research Project</td>
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<td></td>
<td>(or)</td>
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<tr>
<td>CPC 696</td>
<td>Counselling Psychology: Thesis</td>
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Internships/Practica (6 Credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CPC 654</td>
<td>Practicum I: Case Conceptualization &amp; Counselling Psychology Treatment</td>
<td>3</td>
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<tr>
<td>CPC 655</td>
<td>Practicum II: Ethical Issues in Counselling Psychology Practice Internship</td>
<td>3</td>
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CPC 633: Internship must be repeated until internship requirements are completed.

CPC 654, CPC 655: Students must be enrolled in Practicum and Internship concurrently.

Elective Courses Optional

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC 599</td>
<td>Graduate Seminar-Independent Study</td>
<td>1.00 TO 5</td>
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</table>

CPC 599: 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).

City U Programs: Alberta Gordon Albright School of Education

Leadership in Education, Master of Education - Canada

Employing a practitioner-scholar model, the M.Ed. Leadership in Education Program trains teachers for career options in educational leadership, including (but not confined to) administration. The program emphasizes application of theory to practice, ethical awareness, educational leadership perspectives, human resource and organizational systems issues, management of change,
conflict resolution, assessment in education, research and data-informed decision-making, development of communication and counselling skills, appreciation of diversity, self-awareness, and the importance of being a reflective practitioner. We introduce students to a broad range of educational and leadership issues through a breadth of course work, delivered by practitioner faculty. Supported internships allow students to focus on skills and dispositions that benefit their professional responsibilities as well as challenge their growth in leadership. Educators complete a capstone project or thesis and create a professional portfolio based on coursework and internship experience. A made-in-Canada curriculum and the use of local teaching faculty allow the program to respond to district, regional, and provincial contexts.

Graduates of the M.Ed. Leadership in Education program have found employment as department heads, vice principals, principals, as well as other educational career advancements. The program is recognized by the Teacher Qualification Service (TQS) in both Alberta and British Columbia.

**Total Required Credits (52 Credits)**

**Graduate Foundation Core (8 Credits)**
- ECC 509 Preparation for Professional Growth 3
- ECC 510 Technology Tools and Information Literacy 2
- ECC 511 Research Methods in Education 3

**School Leadership and Interpersonal Core (12 Credits)**
- ECC 513 Ethics and Law for School-based Practice 3
- ECC 514 Introduction to School Based Counselling 3
- ECC 515 Leadership and Counselling Diverse Cultures in Education 3
- ECC 516 Family Systems and Conflict Management 3

**Leadership and Instruction Concentration (21 Credits)**
- EEA 532 Instructional Leadership: Curriculum, Instruction and Assessment 3
- EEA 534 Technologies for Learning 3
- EEA 535 Dimensions of Educational Leadership 3
- EEA 536 School Finance and Operations 3
- EEA 538 Human Resource Management in Education 3
- EEA 539 Supervision of Instruction 3
- EEA 545 Change Management with Global Perspectives 3

**Internship Courses (8 Credits)**
- EEA 642 Leadership Internship I 3
- EEA 644 Leadership Internship III 3

**Master of Education Project or Thesis (3 Credits)**
- EEA 650 Project and Portfolio Presentation 3
- EEA 655 Thesis and Portfolio Presentation 3

**Graduate Certificates: Education**

**Applied School Counselling, Graduate Certificate - Canada**

The Graduate Certificate in Applied School Counselling provides Master of Education in School Counselling alumni with additional modules in clinical counseling skills and intervention mastery. The program includes an additional community practicum providing you broader clinical intervention experience.

**Total Required Credits (12 Credits)**

**Required Courses**
- EGC 660 Applied Child and Adolescent Individual Counselling Practice 5
- EGC 670 Applied Group Counselling in Schools 3
- EGC 680 Counselling in Context 2
- EGC 651 Community Practicum 2
Admission Requirements
Specific to Graduate Programs in the School of Applied Leadership (SAL)

Please refer to the section on Admission Requirements Specific to Doctoral Programs (p. 17), for specific information.

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.

Adult Education and Instructional Design, Master of Education

The Master of Education in Adult Education and Instructional Design (MAEID) prepares students to become leaders in the design, development, and integration of technology and online learning in both academic and private sectors. The program emphasizes the instructional design development and design process, adult learning theory, gamification, media, and technology. The program connects theory to practice preparing learning professionals (educators, consultants, corporate trainers, program designers, and managers) to design learning experiences that promote creativity and active learning in class and online. The program allows students to apply course content to create applied projects and practice their skills through instructor and peer feedback. To this end, students are encouraged to promote global connections, ethical responsibility, and multicultural understanding.

The Master of Education in Adult Education and Instructional Design will prepare graduates to:

- **Apply** ethics to diverse organizational culture and values.
- **Assess** the alignment of course learning outcomes to program and organizational outcomes.
- **Demonstrate** an instructional design mindset.
- **Design** programs serving adult learners.
- **Evaluate** instruction and design for a diverse multicultural environment.
- **Integrate** educational research and applied educational practice.

Total Required Credits (36 Credits)

<table>
<thead>
<tr>
<th>Core (30 Credits)</th>
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<tbody>
<tr>
<td>EAD 505 Adult Learning Theory</td>
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<tr>
<td>EAD 507 Instructional Strategies for Adult Learners</td>
<td>6</td>
</tr>
<tr>
<td>EAD 524 Instructional Design Technology</td>
<td>6</td>
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<tr>
<td>EAD 527 Program Design, Assessment and Evaluation</td>
<td>6</td>
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<tr>
<td>EAD 529 Curriculum Development and Instructional Design</td>
<td>6</td>
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Capstone (6 Credits)

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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>EAD 611 Capstone: Adult Education and Service Learning</td>
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</table>

Leadership, 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 every day 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.

The Master of Arts in Leadership will prepare students to:

- **Analyze** the internal and external environment to implement ethical community and globally-minded decisions.
- **Assess** an organization’s internal and external challenges to apply sustainable leadership strategies.
- **Assess** self and employee professional development with organizational vision.
- **Employ** change management theories and models to achieve sustainable organizational objectives.
- **Examine** effective team building, coaching, and training strategies that model optimal global employee performance.
- **Integrate** multiple leadership theories that formulate effective business strategy.
Total Required Credits (36 Credits)

Leadership Introductory Core (18 Credits)
MAL 505  Discovering Leadership  3
MAL 510  Ethics in Leadership  3
MAL 530  Adaptive Leadership  3
MAL 532  Thought Leadership and Creativity  3
MAL 535  Leading Change in Diverse Organizational Cultures  3
MAL 538  Social and Environmental Change  3

Leadership Practice Core (6 Credits)
MAL 558  High-Performing Global Teams  3
MAL 592  Applied Leadership Analysis  3

Leadership Mastery Core or Emphasis (12 Credits)
MAL 594  Applied Leadership Project  6

Electives - Choose two 3 credit graduate level elective courses (or)

Choose Emphasis Area from Master of Business Administration Program (or)

Leadership, Master of Education
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.

The Master of Education in Leadership program will prepare students to:
- **Facilitate** the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- **Advocate**, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional development.
- **Ensure** management of the organizations, operations, and resources for a safe, efficient, and effective learning environment.
- **Collaborate** with families and community members, responds to diverse community interests and needs, and mobilizes community resources.
- **Act** with integrity, fairness, and in an ethical manner.
- **Understand**, respond to, and influence the larger political, social, economic, legal, and cultural context.

Total Required Credits (45 Credits)

Graduate Foundation Core (9 Credits)
EEA 512  Academic Inquiry and Action Research  3
EEA 514  Current and Historical Educational Perspectives  3
EEA 509  Leadership for Diverse Learners  3

Educational Leadership Core (18 Credits)
EEA 521  Educational Leadership  3
EEA 524  School Law  3
EEA 525  School Finance/Operations  3
EEA 527  Human Resource Management in Education  3
EEA 533  Supervision of Instruction  3
EEA 537  Conflict Management and Community Relations  3

Educational Leadership Specialization* (15 Credits)
EEA 601  Educational Leadership Portfolio, Presentation, and Action Research  3

*Program Director approval required

Educational Leadership Capstone (3 Credits)
EEA 601  Educational Leadership Portfolio, Presentation, and Action Research  3

Educational Leadership with Administrator Certification, Master of Education
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.

The Master of Education in Educational Leadership program will prepare students to:
- **Facilitate** the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- **Advocate**, nurture, and sustain a school culture and instructional program conducive to student learning
and staff professional development.

- **Ensure** management of the organizations, operations, and resources for a safe, efficient, and effective learning environment.

- **Collaborate** with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

- **Act** with integrity, fairness, and in an ethical manner.

- **Understand**, respond to, and influence the larger political, social, economic, legal, and cultural context.

### Total Required Credits (45 Credits)

#### Graduate Foundation Core (9 Credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EEA 512</td>
<td>Academic Inquiry and Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EEA 514</td>
<td>Current and Historical Educational Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>EEA 509</td>
<td>Leadership for Diverse Learners</td>
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#### Educational Leadership Core (18 Credits)

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<tbody>
<tr>
<td>EEA 521</td>
<td>Educational Leadership</td>
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<tr>
<td>EEA 524</td>
<td>School Law</td>
<td>3</td>
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<tr>
<td>EEA 525</td>
<td>School Finance/Operations</td>
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<tr>
<td>EEA 527</td>
<td>Human Resource Management in Education</td>
<td>3</td>
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<tr>
<td>EEA 533</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EEA 537</td>
<td>Conflict Management and Community Relations</td>
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#### Educational Leadership Specialization* (6 Credits)

*Program Director approval required

**Internship (12 Credits)**

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<th>Course Title</th>
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<td>EEA 670</td>
<td>Internship IA</td>
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<td>EEA 672</td>
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<td>EEA 674</td>
<td>Internship II</td>
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<tr>
<td>EEA 676</td>
<td>Internship III</td>
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<tr>
<td>EEA 605</td>
<td>Fall Reflective Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EEA 606</td>
<td>Winter Reflective Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EEA 607</td>
<td>Spring Reflective Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

### Management and Leadership, Master of Science

The Master of Science in Management and Leadership is designed for forward-thinking, team-oriented professionals looking to take full advantage of their potential to manage people and lead organizations. This degree program will focus on the knowledge and skills necessary to manage daily activities, lead people, and strategically develop the individual, the team, and the organization. Graduates of this program will be able to examine rapidly changing business opportunities by thinking critically and applying quantitative procedures and tools to establish operational plans that lead to sustainable organizational growth.

**The Master of Science in Management and Leadership program will prepare students to:**

- **Use** data driven strategy to establish and implement operational plans that lead to sustainable organizational growth.

- **Implement** projects successfully through effective resource allocation, use of technology, and cross-functional awareness.

- **Determine** win/win solutions in negotiations.

- **Differentiate** the effects organizational culture has on leadership within their organization.

- **Write** research-based professional presentations that communicate researched arguments to both internal and external stakeholders.

- **Manage** operations in alignment with Key Performance Indicators.

- **Develop** ethical leadership skills in themselves and others.

- **Create** and manage diverse local and global teams.

- **Examine** business opportunities in a rapidly changing environment by thinking critically and applying quantitative procedures and tools.

### Total Required Credits (42 Credits)

#### Management and Leadership Core (24 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ML 511</td>
<td>Communication and Influence</td>
<td>6</td>
</tr>
<tr>
<td>ML 521</td>
<td>Organizational Management and Strategy</td>
<td>6</td>
</tr>
<tr>
<td>ML 533</td>
<td>Leadership and Development</td>
<td>6</td>
</tr>
<tr>
<td>ML 552</td>
<td>Data Analytics and Visualization</td>
<td>6</td>
</tr>
</tbody>
</table>

**Emphasis area (12 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ML 643</td>
<td>Applied Research in Management and Leadership</td>
<td>6</td>
</tr>
</tbody>
</table>

Choose one of the emphasis areas listed below:

### Nonprofit Leadership Emphasis

The MSML with an emphasis in Nonprofit Leadership builds and strengthens the student’s current understanding of the non-profit business entity. The courses focus on leadership theory, applying it to all phases of non-profit organizational development. With an emphasis in non-profit leadership, students develop the skills to align employees and volunteers to the organization’s governance, strategy, marketing, and philanthropic
mission.
MAL 561 Leadership in the Nonprofit Sector 3
MAL 563 Philanthropy and Strategic Fund Development 3
MAL 566 Board Governance and Leadership 3
MAL 568 Financial Management of Nonprofit Organizations 3

Change Leadership Emphasis
The MSML with an emphasis in Change Leadership is specifically designed to help students become an effective change agent within your organization. The Change Leadership emphasis explores adaptive leadership; thought leadership and creativity; leading change in diverse organizational cultures; and social and environmental change. The emphasis helps develop a competitive advantage in today’s business climate, which requires leaders who adapt quickly and effectively to internal and external market influences.
MAL 530 Adaptive Leadership 3
MAL 532 Thought Leadership and Creativity 3
MAL 535 Leading Change in Diverse Organizational Cultures 3
MAL 538 Social and Environmental Change 3

Human Resource Management Emphasis
The MSML with an emphasis in Human Resource Management will provide students with a broad and comprehensive knowledge base of the HR subject areas. This program will also help prepare students to be better equipped for certification exams offered by the HR Certification Institute.
MC 584 Human Resource Management 3
HR 508 Employee Staffing/Trng/Development 3
HR 510 Employment And Labor Law 3
HR 512 Compensation And Benefits 3

Leadership, Doctor of Education
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.

Students will 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, students will have all the necessary tools to assume a senior leadership position in an organization, university, or public school system.

In this multidisciplinary program, students will receive high-quality and relevant learning experiences through a flexible format that meets the student’s 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 four concentration areas that fit your educational goals. They are:

- Educational Leadership (P-12)
- Higher Education
- Organizational Leadership
- Specialized Study

The Doctor of Education in Leadership program will prepare students to:

- Analyze information and assess the current state of an organization.
- Design and conduct significant and unique research projects that contribute to the knowledge of the field.
- Design data-driven organizational evaluations and interventions, founded in accepted research methodologies, to improve operational performance.
- Develop effective strategies that guide organizations to change and adapt to future challenges.
- Evaluate a complex organization and its ability to use global and diverse perspectives to serve a variety of stakeholders.
- Utilize a project-oriented approach to lead organizations through innovative and visionary leadership.

Pre-Entry Requirement (1 Credit)
Required Courses
LDRD 600 Introduction to Doctoral Program 1

Total Required Credits (90 Credits)
Leadership Core (24 Credits)
LDRD 606 Leadership Theories and Analysis 6
LDRD 607 Cultural Competence in a Diverse Society 3
LDRD 609 Leading Organizational Change 3
LDRD 613 Socially and Environmentally Responsible Leadership 3
LDRD 630 Ethical Organizational Leadership 3
LDRD 640 Strategic Thinking 3
LDRD 646 Developing Leaders of the Future 3

Research Core (15 Credits)
RESR 617 Research Fundamentals 3
RESR 619  Quantitative Research Methods  3
RESR 621  Qualitative Research Methods  3
RESR 623  Research Design  3
RESR 625  Advanced Research Topics  3

Comprehensive Exams (6 Credits)
LDRD 682  Comprehensive Exam  6

Dissertation (18 Credits)
RESR 694A  Dissertation 1  3
RESR 694B  Dissertation 2  3
RESR 694C  Dissertation 3  3
RESR 694D  Dissertation 4  3
RESR 694E  Dissertation 5  3
RESR 694F  Dissertation 6  3
RESR 99  Continuing Dissertation Services

RESR 099: Continuing Dissertation Services - Optional course used for continuing enrollment and services as needed beyond provided Dissertation courses.

Residencies (3 Credits)
RESR 601  Residency 1  1
RESR 602  Residency 2  1
RESR 603  Residency 3  1

Concentration Area (24 Credits)

Choose one of the concentration areas listed below:

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.
LDRD 654  Legal Issues in Higher Education  3
LDRD 657  Academic Governance and Resource Allocation  3
LDRD 662  Student Populations and Experiences  3
LDRD 664  The Future of Higher Education  3

12 graduate transfer credits or 12 graduate elective credits from CityU

Specialized Study Concentration
The Specialized Study concentration allows students to frame a degree focus in a specific area consistent with their current or anticipated field of interest or specialization. Students will develop the skills they need to generate trust, empower others, and implement innovative and strategic solutions in their field of concentration, demonstrating academic rigor and scholarly research throughout their course of study. Students can build on any prior graduate focus, augmented with courses from the several doctoral concentrations and from other CityU master’s programs to best design their proposed course of study. Students work with their advisor to identify the courses required for the specialized study concentration and document the rationale for the selections; this concentration proposal is subject to approval by the director.

Graduate Certificate
For those who do not require a degree in its entirety, City University of Seattle offers a certificate program at the graduate level. Certificate programs require a shorter time commitment than degree programs but are just 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.

Change Leadership, Graduate Certificate
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 (12 Credits)

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAL 530</td>
<td>Adaptive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAL 532</td>
<td>Thought Leadership and Creativity</td>
<td>3</td>
</tr>
<tr>
<td>MAL 535</td>
<td>Leading Change in Diverse Organizational Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MAL 538</td>
<td>Social and Environmental Change</td>
<td>3</td>
</tr>
</tbody>
</table>

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# 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 (30 Credits)

**Block 1 - Visionary and Strategic Leadership (7 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 649</td>
<td>Executive Academy in Visionary Leadership and Educational Reform</td>
<td>5</td>
</tr>
<tr>
<td>EDLD 670</td>
<td>Entry and Pre-Assessment Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDLD 680</td>
<td>Pre-Internship Assessment and Assessment Seminar</td>
<td>2</td>
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</table>

**Block 2 - Instructional Leadership (6 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 641</td>
<td>Reflective Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EDLD 681</td>
<td>Internship I</td>
<td>2</td>
</tr>
<tr>
<td>EDLD 652</td>
<td>Advanced Seminar in Supervision and Instructional Leadership (or)</td>
<td>3</td>
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</table>

**Advanced Seminar in Supervision and Instructional Leadership (or)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 671</td>
<td>Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>(and)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLD 672</td>
<td>Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>(and)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLD 673</td>
<td>Practicum III</td>
<td>1</td>
</tr>
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</table>

**Block 3 - Organizational Leadership (6 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDLD 642</td>
<td>Reflective Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>EDLD 654</td>
<td>Organizational Leadership and Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 682</td>
<td>Internship II</td>
<td>2</td>
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</table>

**Block 4 - Political and Community Leadership (6 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDLD 643</td>
<td>Reflective Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>EDLD 656</td>
<td>Policy, Governance and</td>
<td>3</td>
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# Block 5 - 21st Century Educational Leadership (5 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 659</td>
<td>Executive Academy in Transformational Leadership</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 674</td>
<td>Culminating Seminar</td>
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</tr>
<tr>
<td>(or)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLD 684</td>
<td>Culminating Seminar and Portfolio Presentation</td>
<td>1</td>
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</tbody>
</table>

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# 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 Washington state leadership standards and standards of the Interstate School Leaders Licensure Consortium (ISLLC), the program includes pre-assessment aligned to professional standards; professional growth planning, goals, implementation, and reflection; and development of an action research project integrated product; culminating seminar and presentation of a professional certification portfolio and action research project integrated product. Candidates demonstrate that they have made a positive impact on student learning.

# Total Required Credits (6 Credits)

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 670</td>
<td>Entry and Pre-Assessment Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDLD 671</td>
<td>Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>EDLD 672</td>
<td>Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>EDLD 673</td>
<td>Practicum III</td>
<td>1</td>
</tr>
<tr>
<td>EDLD 674</td>
<td>Culminating Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

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# 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)**

<table>
<thead>
<tr>
<th>Educational Leadership (24 Credits)</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EEA 520 Technology for School Leaders</td>
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</tr>
<tr>
<td>EEA 521 Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EEA 524 School Law</td>
<td>3</td>
</tr>
<tr>
<td>EEA 525 School Finance/Operations</td>
<td>3</td>
</tr>
<tr>
<td>EEA 526 Change Management</td>
<td>3</td>
</tr>
<tr>
<td>EEA 527 Human Resource Management in Education</td>
<td>3</td>
</tr>
<tr>
<td>EEA 533 Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EEA 537 Conflict Management and Community Relations</td>
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</table>

<table>
<thead>
<tr>
<th>Internship (12 Credits)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EEA 670 Internship IA</td>
<td>1</td>
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<tr>
<td>EEA 672 Internship IB</td>
<td>2</td>
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<tr>
<td>EEA 605 Fall Reflective Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EEA 674 Internship II</td>
<td>3</td>
</tr>
<tr>
<td>EEA 606 Winter Reflective Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EEA 676 Internship III</td>
<td>3</td>
</tr>
<tr>
<td>EEA 607 Spring Reflective Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>
Undergraduate Certificate

English Language Program Certificate (ELP), Undergraduate Certificate

The English Language Program prepares non-native speakers of English for academic programs. 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. Successful completion of Level Six grants the English Language Program Certificate I and satisfies entry requirements for City University of Seattle undergraduate programs as well as graduate programs with required academic English support. Successful completion of Level Eight grants the Advanced English Language Program Certificate II and satisfies entry requirements directly into City University of Seattle graduate programs. Students may enter the program at different levels of English proficiency based on an iTEP score or another approved exam.

Total Required Hours per Level (200 Hours)

**Level 0**
- ELP 9A: Novice: Introduction to Reading and Writing
- ELP 10A: Novice: Introduction to Listening and Speaking
- ELP 9B: Novice: Introduction to Reading and Writing
- ELP 10B: Novice: Introduction to Listening and Speaking

**Level 1**
- ELP 11A: Beginner A - Reading & Writing
- ELP 12A: Beginner A - Listening & Speaking
- ELP 11B: Beginner B - Reading & Writing
- ELP 12B: Beginner B - Listening & Speaking

**Level 2**
- ELP 21A: Elementary A - Reading & Writing
- ELP 22A: Elementary A - Listening & Speaking

**Level 3**
- ELP 31A: Intermediate A - Reading & Writing
- ELP 32A: Intermediate A - Listening & Speaking
- ELP 31B: Intermediate B - Reading & Writing
- ELP 32B: Intermediate B - Listening & Speaking

**Level 4**
- ELP 41A: High Intermediate A - Reading & Writing
- ELP 42A: High Intermediate A - Listening & Speaking
- ELP 41B: High Intermediate B - Reading & Writing
- ELP 42B: High Intermediate B - Listening & Speaking

**Level 5**
- ELP 51A: College Prep IA - Academic Reading & Writing
- ELP 52A: College Prep IA - Academic Listening & Speaking
- ELP 51B: College Prep IB - Academic Reading and Writing
- ELP 52B: College Prep IB - Academic Listening & Speaking

**Level 6**
- ELP 61A: College Prep IIA - Academic Reading & Writing
- ELP 62A: College Prep IIA - Academic Listening & Speaking
- ELP 61B: College Prep IIB - Academic Reading & Writing
- ELP 62B: College Prep IIB - Academic Listening & Speaking

**Level 7**
- ELP 73A: Advanced Communications I: Introduction to Literature and Composition
- ELP 74A: Advanced Communications I: Discourse Analysis and Presentation
- ELP 73B: Advanced Communications I: Introduction to Literature and Composition
- ELP 74B: Advanced Communications I:
Discourse Analysis and Presentation

**Level 8**

ELP 83A  Advanced Communications II: Introduction to Literature and Composition
ELP 84A  Advanced Communications II: Discourse Analysis and Presentation
ELP 83B  Advanced Communications II: Introduction to Literature and Composition
ELP 84B  Advanced Communications II: Discourse Analysis and Presentation

### Graduate Certificates

**TESOL, Graduate Certificate**

The TESOL Program offers participants a foundation in second language acquisition theory, linguistics, language teaching methods, and cultural issues related to teaching English to a diverse student population. Participants acquire hands-on experience using contemporary instructional methods. Emphasis is placed on the practical aspects of teaching.

#### Total Required Credits (15 Credits)

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESOL 510</td>
<td>Principles of Language Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TESOL 525</td>
<td>Methods of Teaching Language</td>
<td>3</td>
</tr>
<tr>
<td>TESOL 530</td>
<td>Teaching Grammar</td>
<td>3</td>
</tr>
<tr>
<td>TESOL 540</td>
<td>Strategies for Teaching the Four Language Skills</td>
<td>3</td>
</tr>
<tr>
<td>TESOL 555</td>
<td>TESOL Materials Development and Selection</td>
<td>3</td>
</tr>
</tbody>
</table>
AC

AC 215 - Fundamentals Of Accounting (5)

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.

Prerequisite: Strong math and algebra skills in addition to logical thinking are required to succeed in this course.

AC 301 - Intermediate Accounting I (5)

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 US and International accounting principles and frameworks. Students will develop skills to apply these principles in the preparation of financial information. This course includes a detailed study of the four major financial statements, accounting information systems, revenue recognition, current liabilities and contingencies, and basic financial statement analysis.

Prerequisite: AC 215 Fundamentals of Accounting or the equivalent.

AC 302 - Intermediate Accounting II (5)

Intermediate Accounting II provides an in-depth examination of the theory and practice of financial accounting. This course concentrates on time value of money concepts and applications, cash and receivables, inventories, property plant and equipment, depreciation and impairments, intangible assets, investments, and the treatment of accounting changes and error corrections.

AC 303 - Intermediate Accounting III (5)

Intermediate Accounting III provides an in-depth examination of theory and practice of financial accounting. This course concentrates on the preparation and analysis of the statement of cash flows, accounting for income taxes, long term liabilities, leases, pensions, and post-retirement benefits, contributed capital, retained earnings, and earnings per share (EPS) calculations. Students will focus on the accounting principles and concepts governing these items according to both US and international accounting principles and frameworks.

Prerequisite: AC 215 Fundamentals of Accounting or the equivalent.

AC 312 - Management Accounting (5)

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 215 Fundamentals of Accounting or the equivalent.

AC 405 - Advanced Accounting (5)

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.

Prerequisite: AC 303 Intermediate Accounting III, or equivalent coursework.

AC 411 - Auditing (5)

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.

Prerequisite: AC 303 Intermediate Accounting III.

AC 412 - Business Law for Accountants (5)

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.

AC 420 - Federal Income Tax Concepts (5)

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.

Prerequisite: AC 215, AC 301 or other college course in financial accounting.

AC 430 - Business Ethics for Accountants (HU or SS) (5)

Business Ethics for Accountants provides the ethical framework for success as an accountant in the increasingly 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 decision making can be improved, and how special problems facing accountants can be managed.

Prerequisite: AC 312, AC 405, AC 411, AC 412, and AC 420. Corequisite: AC 312, AC 405, AC 411, AC 412, and AC 420.

AC 498 - Accounting Internship (5)

Students in the City University of Seattle accounting program have the option of using a professional internship to enhance their undergraduate school 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 of accounting. Within this option, activities include designing, participating in, and reflecting upon the internship experience. Students must complete 30 hours of work for each credit hour earned. The company supervisor will provide oversight during the internship, and an instructor will provide mentorship and support to the student and the company. Both the company supervisor and the faculty mentor will evaluate the internship.

Prerequisite: Must be currently enrolled at City University with an overall GPA of 3.0 or higher. Must be within five courses of graduation.

AC 501 - Applied Management Accounting Concepts I (3)

In AC 501, Applied Management Accounting Concepts I, emphasis is placed on financial reporting decisions, planning, budgeting and forecasting, performance management, cost management, and internal controls. Students will integrate and synthesize their knowledge of cost behaviors and communicate the results. AC 501 and AC 502 concentrate on topics routinely tested on the CMA
and CGMA certification examinations and will help students prepare to sit for these exams.

Prerequisite: 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 in decision-making and when reporting and analyzing financial results.

**AC 502 - Applied Management Accounting Concepts II (3)**

In AC 502, Applied Management Accounting Concepts II, emphasis is placed on financial statement analysis, corporate finance, decision analysis, risk management, investment decisions, and professional ethics. Students will analyze information, evaluate options, make recommendations, and provide information useful to support management decision-making. AC 501 and AC 502 concentrate on topics routinely tested on the CMA and CGMA certification examinations and will help students prepare to sit for these exams.

Prerequisite: 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 in decision-making and when reporting and analyzing financial results.

**AC 530 - CPA Review - Financial Accounting & Reporting (FAR) (3)**

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.

Prerequisite: 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.

**AC 531 - CPA Review - Regulation (REG) (3)**

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.

Prerequisite: 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.

**AC 532 - CPA Review - Auditing & Attestation (AUD) (3)**

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.

Prerequisite: 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.
AC 533 - CPA Review - Business Environment & Concepts (BEC) (3)

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.

Prerequisite: 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.

AC 540 - Auditing Techniques (3)

This course focuses on the methodology for auditing system controls and provides the fundamental concepts of auditing to help students explore the opportunities and challenges of being an information system auditor. Students will study auditing processes and technology involved with modern computer systems as well as obtain an understanding of risks, control objectives, and standards. The course examines the importance of internal controls and of audit planning to obtain appropriate evidence to prepare an audit report.

AC 550 - Auditing Theory and Practice (3)

This course focuses on the audit theory pertaining to the examination of financial statements of publicly held companies in an attest function engagement employing Generally Accepted Auditing Standards. Assignments and cases will lead students through the steps of audit planning, implementation, and reporting.

AC 553 - Advanced Accounting Strategies I (3)

Advanced Accounting Strategies I takes the student through an in-depth study of financial accounting and accounting research on four major areas in financial reporting: accounting for mergers and acquisitions, preparation of consolidated financial statements, the translation of foreign currency financial statements and foreign currency transactions, and accounting for derivatives including the use of derivatives in hedging transactions. There is a brief overview of disaggregation of financial reports into operating segment information. The course emphasizes interpreting and applying professional accounting standards.

AC 555 - Advanced Accounting Strategies II (3)

Advanced Accounting Strategies II, AC 555, continues the in-depth study of financial accounting and accounting research and applies these strategies to accounting and reporting for partnerships, governmental, and nonprofit entities. Topics include partnership admission, dissolution, and liquidation, accounting for state and local governments, and private not-for-profit organizations. The course emphasizes interpreting and applying professional accounting standards to these special types of organizations.

AC 557 - Corporate Taxation (3)

AC 557, Corporate Taxation, focuses on the tax consequences, tax problems, and tax planning strategies involving formation, operation, and dissolution of corporations in the context of the US income tax system. In this course, students will learn how to incorporate income tax impacts and related planning into corporate decision-making. Although this is not primarily a tax preparation course, students will have an opportunity to prepare corporate income tax returns and related forms and schedules.

AC 559 - Business Law for Accountants (3)

This course is an accelerated review of the legal environment of business with emphasis on contracts, commercial transactions and agency. The course is designed to introduce and reinforce legal vernacular and legal term of art often found on the CPA examination.

AC 563 - Capstone - Ethics and Leadership in the Practice of Accounting (3)

AC 563, Ethics and Leadership in the Practice of Accounting, is designed to prepare the student to be a leader in ethical decision making in the practice of accounting. Making ethical business decisions requires application of highly developed critical thinking skills. The course will cover major systems of ethical decision-
making, ethical standards promulgated by accounting organizations, and business and accounting practices or systems designed to enhance ethical decision-making and to prevent, detect, and/or correct unethical behavior. Special emphasis will be given to making decisions in the face of conflicting values or stakeholder impacts. This capstone course will review and assess the program outcomes for the MPAc program. Students will critique ethical principles in business and accounting in line with those outcomes.

Prerequisite: AC 563 is a capstone course and should be the last course taken in the MPAc program core.

**AC 625 - Accounting Internship (3)**

This internship course within the accounting emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of accounting knowledge. By the end of the course students will have a deeper understanding of the real life work environment in the field of accounting.

Prerequisite: Completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25; completion of MBA 535.

**ARA**

**ARA 101 - Elementary Arabic I (HU) (5)**

Arabic 101 is the first course of a sequence of three elementary-level language courses (ARA-101, ARA-102, and ARA-103) designed to develop basic communication skills in Modern Standard Arabic through listening comprehension, conversation exercises and lessons to help with forming and using simple sentences. The course will concentrate on the Arabic writing system. By the end of the course, the student will be able to read, write and understand basic Arabic text and conversation. The course will also introduce the students to some Arab world cultures.

**ARA 102 - Elementary Arabic II (HU) (5)**

Arabic 102 is the second course of a sequence of three elementary-level language courses (ARA-101, ARA-102, and ARA-103) designed to further study the Arabic language and Arabic-speaking cultures, with emphasis on the development of communicative skills and basic structures. Features of Arabic culture will be addressed.

**ARA 103 - Elementary Arabic III (HU) (5)**

Arabic 103 is the third course of a sequence of three elementary-level language courses (ARA-101, ARA-102, and ARA-103) designed to further study the skills developed in previous courses. Practice in reading and writing is increased. New vocabulary is acquired and consolidated through conversation stressing the relationship between language and culture. Includes study of diverse Arabic-speaking cultures.

Prerequisite: ARA 102 or placement test.

**BAM**

**BAM 400 - Organizational Communications (HU) (15)**

Students will analyze and practice the most important types of organizational communications used in today’s companies. Critical thinking skills will include building and analyzing arguments, working with forms and standards of critical thinking, and evaluating sources of information in the context of business. Students will also examine ethical decision-making and practical applications involving ethical problems that arise in business. Students will practice effective articulation and communication of solutions, including assessing their management communication style and identifying areas for improvement.

**BAM 405 - Organizational Leadership (SS) (15)**

Students will study organizational behavior and leadership, incorporating a global perspective to understand what it takes to select and develop staff, build departments and teams, and develop and support organizational cultures to meet the needs of companies in a global economy. Beginning with a strategic approach to human resource management, students will learn the steps necessary to systematically run diverse organizations through the development of skills in conflict resolution and negotiation, motivation, leadership styles, and employee performance analysis. Under the guidance of a mentor, students will work independently to complete the list of assignments associated with this block. Through their coursework, students will be required to demonstrate competence on the outcomes and core concepts, knowledge and skills associated with this block.
BAM 410 - Business Operations (15)

Students will study a number of key operational processes that are utilized in contemporary organizations including marketing and public relations, budgeting, financial tracking, and project management. Using generally accepted project management methodologies, students will organize operational and strategic tasks into projects that will produce products to meet stakeholder demands. They will also study methods to promote and market an organization’s products or services. Students will also learn the fundamental budgeting and financial skills necessary for cost-effective management of teams, projects, and products. Under the guidance of a mentor, students will work independently to complete the list of assignments associated with this block. Through their coursework, students will be required to demonstrate competence on the outcomes and core concepts, knowledge and skills associated with this block.

BAM 450 - Human Resource Management (20)

Students will work to build a solid understanding of the process of selecting, developing, and managing an organization’s workforce. Students will study employee relations and supervisory management; federal and state laws as they affect the Human Resources (HR) function; employee benefits programs and practices; and the opportunities and responsibilities of managers in the development of their organization’s workforce. Students gain a practical understanding of the complex variables involved in human resource management.

Prerequisite: Must have completed BAM 405 or HR 405 or the equivalent.

BAM 455 - Project and Change Management (20)

Students will continue their study of project management by focusing on key areas of projects. The block begins with a review of project leadership and project teams. Students will then explore tools and techniques for project communication, human resource planning, scheduling, cost management, and risk management. Students will complete learning exercises on the sequence of project activities, work breakdown structures, creating integrated networks, scheduling, and project cost and schedule controls. Under the guidance of a mentor, students will work independently to complete the list of assignments associated with this block. Through their coursework, students will be required to demonstrate competence on the outcomes and core concepts, knowledge and skills associated with this block.

Prerequisite: BAM 410.

BAM 465 - Manufacturing Operations (20)

This course is designed to meet the needs of students who want to move into supervisory and management roles in the manufacturing industry. Students will learn manufacturing operations management tools and techniques, and apply them to solve problems in the manufacturing industry. The course addresses the skills and knowledge in a wide range of key manufacturing technical and business areas including processes, systems and layout, quality control, cost control and regulation, and supply chain management. Emphasis is on the development of the critical thinking skills that are required for a successful career in a manufacturing management role.

BAM 470 - Training and Organizational Development (20)

Skills in training and organizational development are essential to good management. Students focus on training and development in multiple organizational contexts, with emphasis on the basic principles of adult learning. Students examine foundational research on adult learning, and apply best practices to training and development needs via the design, development, and delivery of learning opportunities.

BAM 495 - Strategic Business Management Degree Capstone (5)

In this course students will gain a broad foundational knowledge of the many facets of management by practicing effective communication skills, employing best practices in project management, and demonstrating their ability to lead and participate in diverse work teams. Students will apply research and critical thinking skills to develop creative, ethical solutions to a variety of business problems and to support professional and organizational development.

Prerequisite: This course is the capstone for students in the Bachelor of Arts in Management-Organizational Excellence. This course is the last and final course block of a total four course block and should not be taken until the student has completed BAM 400, BAM 405, and BAM 410 or their equivalent.

BAM 499 - BAM Independent Study (1.00 TO 10)

Prerequisite: BAM 410.
This course is intended solely for the use of students in the performance-based BA in Management. Independent learning only. Requires department approval. Variable credit course.

**BC**

**BC 301 - Critical Thinking (HU) (5)**

This course introduces the student to critical thinking processes used to analyze today's business issues and aid identifying rational solutions. This course focuses on building and analyzing arguments; forms and standards of critical thinking; and evaluating sources of information. Students learn foundational skills that will serve them throughout the program and their business careers.

**BC 302 - Professional Communication (HU) (5)**

This course focuses on the development of personal communication in the workplace. Students will participate in exercises that facilitate both the identification and application of individual communications styles, and the building of individual professional communication skills. Students will determine the purpose of a variety of business messages, analyze the target audience and select the appropriate method of delivering the message. The course also examines the use of existing technology in the creation and management of individual identities in the workplace.

**BC 303 - Statistics (NS) (5)**

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.

**BC 306 - Ethics and Leadership (SS) (5)**

This course provides an overview of various philosophical approaches to ethical decision-making and practical applications involving ethical problems that arise in business. In addition, it introduces the student to the theory and practice of leadership. Topics include the major ethical constructs, approaches to self-knowledge and practical leadership skills. Students will be able to find solutions to ethical dilemmas they may confront during a business career, and have the self-knowledge and leadership skill to follow through with the solution.

**BC 307 - Corporate Social Responsibility (5)**

This course introduces sustainability frameworks that companies can use to make business decisions that strike a careful balance between corporate profits, environmental stewardship, and social justice. Emphasis is placed on strategies to resolve ethical conflicts using values-based strategies that respect the needs of all stakeholders. Students will analyze business practices to identify ethical conflicts that are a result of an overemphasis on corporate efficiency and profits and will have the opportunity to suggest alternative corporate strategies that are beneficial and responsible to all parties.

**BC 401 - Business Ethics Practicum (SS) (1)**

Recent neuroscience research indicates ethical decisions are made unconsciously related to emotions and the body. Effective ethical decision-making requires application of both reason and emotion. Reason is insufficient without emotionally based character virtues of honesty, courage, empathy. Ethics pedagogy requires integration of the traditional didactic intellectual education and embodied practice methods for emotional education. Ethical and leadership skills are grounded in self-awareness and practice. The purpose of the practicum is to provide students with the opportunity to develop their self-awareness, leadership abilities and ethical capabilities through practicing emotional intelligence skills and ethical decision-making. Students participate in exercises and dialogue in class, practice activities outside class designed to develop their ethical decision making; emotional intelligence, and leadership abilities.

**BSC**

**BSC 400 - Decision Modeling And Analysis (NS) (5)**

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.

**BSC 401 - Interpretation of Financial Statements (5)**

Interpretation of Financial Statements focuses on the analysis of publicly issued financial statements for decision
making, and is taught from a user perspective. Students will learn to read, understand, and analyze a set of financial statements in a broad, decision-making context. Emphasis is placed on the consequences of recording accounting transactions on financial statements and the application of Generally Accepted Accounting Principles (GAAP). A basic knowledge of math, algebra, and general business principles is needed to succeed in this class.

**BSC 402 - Financing Organizations (5)**

Financing Organizations is 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. Current issues in CSR reporting and ethics will be examined. Prerequisite: BSC 401.

**BSC 403 - Legal Issues In The Workplace (5)**

BSC 403 Legal Issues in the Workplace focuses on the legal environment of business. The course covers major issues for any business, including contracts, torts, business organizations, and the regulatory environment, including issues arising from expansion internationally. Employee issues such as labor law, employee relationships, and discrimination are also examined. Students will be able to identify legal and regulatory issues and know how to solve the problems that they present.

**BSC 407 - The Effective Organization (5)**

Organizational effectiveness is a function of leadership, decision-making, individual talent/people, processes and organizational culture. This course will assist students in developing their own skills and the ability to identify and manage these structures in their work environment. At the end of this course, students will understand: their own leadership style and how to modify leadership practices for cultural fit; understand the process for making and implementing decisions; working in teams as both a peer and a leader; how to motivate others; and how to design processes and procedures that align with the organization’s culture.

**BSM**

**BSM 205 - Introduction to Operations (5)**

This course provides an introduction to important concepts associated with business operations. The key operational issues that concern a business include market categories; tactical and strategic planning characteristics; consumer demand and pricing, employee staffing and scheduling concepts; inventory control and management; the business economic concepts of revenue, costs, and their relationships relative to meeting consumer demand and profit maximization. The relational operational distinctions between the basic financial elements of revenue, cost, profit, and business economics are also examined. At the completion of the course, students will have an understanding of workplace operational issues and a foundation for upper division management courses. Prerequisite: MATH 107 or MATH 138 or MATH 141 or their equivalent or higher.

**BSM 295 - Associate in Business Capstone (5)**

As the capstone in the Associate of Science in Business degree program, this course requires students to integrate skills and knowledge gained from previous courses. Students prepare a high-level business plan based on a specific business opportunity. In addition, in a business simulation they work in teams to steer their company to meet financial objectives, applying research and quantitative skills to the challenge. By the end of the course, students will be able to use the knowledge and skills gained from coursework in real-world situations. Prerequisite: BSM 205, MK 205, AC 215, SSC 220, SSC 221, MG 201. Corequisite: BSM 205, MK 205, AC 215, SSC 220, SSC 221, and MG 201.

**BSM 299 - Independent Study (1.00 TO 5)**

Independent Study

**BSM 300 - Research, Reflection and Applied Practices (2)**

This course offers international students an introduction to the operations of real world professional organizations relevant to their individual field of study via on-premise visits. Prior to the visit, students conduct research on the organization to develop meaningful, in-depth inquiries of the organization’s representatives conducting the on-site visit. Subsequent to the visit, students will write a formal thank-you letter to the organization and develop a report describing their insights about the organization during the on-premise visit and what working in the organization with its disciplines might be like from their viewpoint.
BSM 304 - Organizational Communications (HU) (5)

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.

BSM 404 - International Business (5)

The course examines the forces compelling businesses to globalize their operations and the rules which govern such activities. Topics include: the legal, business and cultural environments of Asia and Eastern and Western Europe; international business contracts; the resolution of trade and contract disputes; import and export regulations; and international forces affecting labor, competition and the environment. Upon completing the course, students will gain a deeper understanding of the risks and rewards of global business.

BSM 405 - Operations Management (5)

In this course, students will explore 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.

BSM 407 - Business Economics (SS) (5)

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.

BSM 411 - Introduction to Geopolitics (5)

This course introduces students to the study of geopolitics on national, regional and global levels. The course focuses on political, geographic, cultural, economic and related themes. This interdisciplinary approach aims to help students explore geopolitics within the context of our interrelated world.

BSM 412 - International Financial Management (5)

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.

BSM 413 - International Trade and Logistics (5)

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.

BSM 414 - International Management (5)

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.

BSM 415 - Strategic Logistics Management (5)

Superior logistics and supply chain management are critical to the success of many businesses. This course introduces students to the primary aspects of logistics and
supply chain functions with an emphasis on the application of strategy to supply chain design and decision-making. Upon completion students will have a solid managerial understanding of logistics and its relationship to the organization.

BSM 485 - Internship (5)

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.

BSM 495 - Business Strategy (5)

This is a capstone course that provides the student an opportunity to integrate discrete skills gained from prior coursework in general business, accounting, marketing, management, business law, communications, operations, human relations, and information systems. Students address business finance, growth and management issues, and problems, viewing them from multiple perspectives.

Prerequisite: Prior to enrolling in BSM 495, students must be in their last quarter of study. Any exceptions must have special permission from the BSBA Program Director. BSM 405, BSC 402, MK 300, or equivalents.

BUS

BUS 300 - Business Dynamics (5)

This course is designed to help students understand the external environment, its building blocks, characteristics, behaviors, and impacts on organizations. The design of this class is informed by the fundamental principle that strategic success results from matching the complexity of the company with the complexity of its external environment. Accordingly, a manager’s knowledge and analysis of the external forces and variables (e.g., economic, social, cultural, political, legal, technological, and competitive forces) represent a key component of strategic decision making. In this class, the external environment is recognized as a complex system; therefore, students will be equipped with proper analytical perspectives and tools from Complexity Science to make sense of the market’s behaviors. Primary topics include the external environment as a complex system, the role of the external analysis in strategic planning and decision making, and external forces, variables, and their impacts.

BUS 304 - Organizational Behavior and Leadership (SS) (5)

In this course, leadership is operationalized as the art of facilitating the emergence of ideal collective behaviors that align strongly with organizational objectives. This particular description sheds light on the strong synergy between a leader’s understanding of the concept of organizational behavior and her/his leadership skills. An emphasis is placed on examining the formation and emergence of behavior at individual, team, and organizational level in parallel with the interrelationship among these three categories. Primary topics include mental models, decision making, collective behavior, organizational design, ethics, and selecting proper leadership styles.

BUS 310 - Business Communications (HU) (5)

This course introduces the notion of communication as an element that stimulates decisions and/or behaviors within organizational context. In this class an emphasis is placed on how managers can guide individual and team behavior towards fulfilling tactical and strategic objectives by engineering communication networks within the company’s social systems. This translates into identifying opportunities for establishing or breaking connections between team members or units. Key topics that will help students gain theoretical and practical knowledge and skills include communication theories, verbal and nonverbal communication strategies, cover letters, resumes, interviews, cultural diversity, cross-cultural communication, interpersonal communication, business and professional writing and presentations, and the influence of technology such as artificial intelligence on business communication.

BUS 315 - Financial Accounting (5)

This course provides the knowledge and skills necessary for the student to comprehend financial statements and financial records and to make use of the information for management and investment decisions. Key topics include an overview of financial statements and business decisions, the balance sheet, the income statement, the cash flow statement, sales revenue, receivables, cost of goods sold and inventory, long-lived assets and depreciation, current and long-term liabilities, owner’s equity, investments in other corporations, an introduction to financial statement analysis and international issues dealing with financial statements.
BUS 317 - Finance (5)

Finance is a way of thinking about economic problems that involve uncertainty over time. This course is designed to provide an introductory framework for understanding how financiers think, how they break down components of a financial problem, and how they make decisions as investors and corporations in the financial market. Core concepts include the flow of cash between the financial statements, financial statement analysis, time value of money, valuation, working capital management, intermediate and long-term financing, the cost of capital, capital budgeting, and securitization. In addition, this course will touch on advanced concepts including the latest issues in FinTech, such as robo-advisors, big data, blockchain technology, goal-based investing, gamification, and behavioral finance.

BUS 320 - Technology and Operations Management (5)

Technology and Operations Management is focused on transforming inputs (e.g., materials, equipment, technology, and human resources) into outputs (e.g., goods, services, decisions and information) in an efficient and effective manner. This course helps students understand the key decision points, systems and processes, tools, and methods that facilitate the above transformation. Primary topics include developing operations strategy, manufacturing and service flows, supply chain processes, and technology management. The cohesive body of knowledge presented in this class constructs the foundation for students to effectively plan, organize, and control the value-creating activities of the firm. Materials related to the technology component of this course provide an introduction to emerging technologies and relevant methods, such as Big Data Analytics, AI, and the Internet of Things. These enable firms to analyze and improve their processes and to pinpoint problems or opportunities.

BUS 330 - Economic Analysis for Business Decisions (SS) (5)

This course applies microeconomics and macroeconomics theories to real world scenarios. The primary objective of the course is to teach students how to utilize analytical tools that help to gain an in-depth understanding of the business environment; make sense of the strategic interactions of enterprises; and facilitate effective economic decision making. The concepts familiarize students with the market structure, dynamics, and behaviors including how producers and consumers interact with one another and shape market behaviors. Key topics include consumer theory, intertemporal decisions, market structure, decisions under risk, externalities and market failures, economic forces, and business cycles. Upon completion of this course students will possess sufficient knowledge and skills to make proper judgements regarding the likely consequences of various economic events.

BUS 402 - Managing Organizational Systems and Complexity (5)

This course is designed to enhance students’ analytical skills in strategic thinking and decision-making through the examination of relevant concepts, tools, and techniques in Complexity Science and Strategic Management. A key component of the strategic management process involves “performing an internal audit,” which helps managers to develop an in-depth understanding of the company’s internal resources, operations, and capacities. The outputs of the internal audit represent strengths and weaknesses of the organization. Informed by the properties of complex systems and equipped with analytical perspectives and tools such as systems thinking and system archetypes, students will be able to analyze and gain insight into the firm’s patterns of behavior and dynamics within various sectors (e.g., management, marketing, finance, operations, and R&D). Students will learn to formulate effective strategies by integrating their knowledge of a company’s inner-workings and the external environment.

BUS 420 - Artificial Intelligence (AI) Business Applications (5)

The purpose of this course is to address business applications of AI with an emphasis on Deep Learning applications. This course consists of a series of workshops/case studies to give students hands-on experience related to data analysis and pattern recognition with deep learning. Key topics include image classification, clustering, forecasting, predictive analytics, language processing and text analytics.

BUS 424 - Fundamentals of AI (5)

The purpose of this course is to enable students to develop a well-rounded understanding of artificial intelligence and its methods. The key objective is to help students comprehend the history of AI and recent developments and techniques in the field, and in particular, Deep Learning methods. An emphasis is placed on equipping students with a working knowledge of basic Machine Learning and Deep Learning, how they can work, and in what situations they can be most effective and applicable. Key topics include introduction to AI, Machine Learning and optimization, Neural Networks and Deep Learning, Supervised Learning, Unsupervised Learning, and Reinforcement Learning.

BUS 426 - Business Analytics for Decision Making (NS) (5)
Today’s business professionals need to be skilled in the acquisition and analysis of relevant data sets that can be utilized to drive business strategy. An emphasis is placed on the process of gathering, analyzing, and presenting data in a way that can drive strategic decision-making in modern organizations. This course examines current trends in transactional and dynamic data generation and draws upon quantitative tools to make sense of the data for market and managerial purposes. Students will learn to use common analysis methods to summarize and interpret results for the benefit of internal and external consumers.

BUS 430 - Marketing and Competitive Analysis (5)
Marketing is competitive by nature and successful marketing requires a deep understanding of one’s competitive environment. The world of big data and artificial intelligence are allowing more sophisticated marketers to define their target markets and competitive environments in new ways, opening new paths for organizations to compete. This course examines how big data and artificial intelligence are changing the ways that organizations position themselves relative to their competitors, define their target markets, and execute successful marketing programs.

BUS 440 - Introduction to Data Science (5)
The Dot-Com boom has enabled a fast transition into digitized business processes and customer relations. This transition has given organizations access to essential data to drive innovation and to adapt to rapid market changes. Organizations can utilize data science for collecting and analyzing large volumes of data generated across multiple sources to optimize business processes, improve productivity, and provide more value to their customers. A key challenge for the adoption of data science is that most resources are not easily accessible to business professionals who are a primary beneficiary of this data revolution. In this course, students pursue a “business-friendly” approach to data science. This course introduces key concepts of data science including data management, building and testing models, visualization, and real-world setup.

BUS 442 - Advanced Tools in Business Analytics (5)
In a global digital economy, customer-centric strategies drive business innovations. The web allows businesses to tap into a wealth of customer behavior in order to analyze and answer key questions such as “Which category of our customers continue to buy our products and why?” and “Who in our customers’ network is likely to adopt our product?” This course assumes that the tools to data mining and business analytics must be accessible to people within business domains. The course is self-contained and demands no background in programming. It is designed to take student over a series of introductory materials with an emphasis on the practical aspects of applying this knowledge to real-world business analytics problems. After taking this course, students can apply the tools provided to deliver business analytics solutions for data-driven decision making in a variety of business scenarios, such as pricing, marketing, and advertisement.

BUS 444 - Predictive and Prescriptive Analytics (5)
Artificial Intelligence (AI) is driving the next wave in the business intelligence world. AI takes the power of business analytics and data science to areas where no prior machine learning could by imitating the way the brain learns from massive amounts of data. This course relies on the accessibility of current AI software frameworks and availability of pre-trained models to familiarize business students with the world of AI business solutions. This course is self-contained, covers the basics of AI, and included hands-on exercises to models. By focusing on key concepts, this course makes sophisticated AI techniques accessible to students, enabling them to implement and deploy AL-powered business applications for a variety of business scenarios, such as customer sentiment analysis, service prediction, public relations, dynamic pricing, marketing, employee health, finding and matching resources (HR management), and brand analysis.

BUS 446 - Data Visualization and Dashboards (5)
AI is the fastest growing technology in businesses and industries. While AI-powered solutions are rapidly reshaping the consumer product landscape, business operations are not adopting this technology quickly enough to drive productivity and growth. This course goes beyond the established and popular AI applications and focuses on bridging the gap between the latest AI research and business applications. Through this course, state-of-the-art AI research is made accessible to students by emphasizing the conceptual breakthroughs in AI and how they will drive innovation in AI applications that can empower businesses. In addition, this course introduces current challenges in the application of AI and new directions, which may accelerate the adoption of AI for enterprise use.

BUS 448 - Strategic Decision Making Under Uncertainty (5)
This course focuses on fundamentals of modern decision analysis and introduces modeling and computational methods that support strategic decision-making in areas, such as organizational management, business analysis, and policy-making. Contents are selected and integrated in a synergistic manner to help students develop modeling and computational, and analytical skills. As a result, students are able to transform a problem into a well-defined
mathematical framework, solve models using a computer program, and interpret and translate subjective probability, and Bayesian analysis. The above knowledge areas and methods can facilitate strategic decision-making related to selecting among investment alternatives, marketing a new product, healthcare policy, and costs and benefits.

**BUS 450 - Introduction to Complexity (5)**

The growing complexity within the market demands new perspectives and tools for understanding complex systems that consist of a large number of interdependent components such as the economy and organizations. Using principles, tools, and techniques from Complexity Science, students will learn how the behavior of a complex system emerges from the nonlinear interactions among its components. An emphasis is placed on the properties of complex systems including emergence, nonlinearity, interdependence, coevolution, self-organization, simple rules, and requisite variety.

**BUS 452 - Antifragility: Gaining from Chaos and Uncertainty (5)**

Who can identify and prepare for the next global catastrophe or market crash? How can managers and leaders guide organizations through a world of rapid change and increasing volatility? Rather than building organizations that collapse in turbulent times, managers and leaders must build Antifragile organizations, which thrive in a chaotic environment. Antifragile firms take advantage of volatility and disorder through trial-and-error-based adaptation, learning to identify opportunities that provide more upside than downside. In this course, students will learn the principles of antifragility and how to apply them for success in a complex and chaotic world.

**BUS 454 - Evolutionary Engineering (5)**

In situations in which the complexity of a company and its competitive environment exceeds certain bounds, it is necessary to adopt an approach that mimics and accelerates natural evolution. Founded on the formation and behavior of biological organisms, Evolutionary Engineering represents a conceptual framework that enables managers to safely facilitate rapid innovation and increased organizational adaption and responsiveness. Students will learn about various methods and techniques to design and generate evolving processes and organizations. Key topics include creating an environment that facilitates evolution within the company, designing and managing trial and error processes, utilizing multiple parallel development processes, evaluating experimentally in situ, and increasing utilization of more effective components. Knowledge and skills gained in this class will enable students to design self-organizing enterprises that adapt and respond to external demands organically.

**BUS 456 - The Self-Organizing Enterprise (5)**

The expansion of firms’ web of interdependence has initiated a transition in organizational management from centralized into decentralized models. This paradigm shift represents a rising realization in the realm of management, in which decentralization is identified as a promising solution to new demands of the market. An emergent product of the wave of post-bureaucracy is the concept of self-organizing teams and enterprises. In this model, management commits to guiding the evolution of behaviors that emerge from the interactions of employees. This is contrary to how in top-down organizations, management specifies the nature of effective behaviors in advance and then encourages individuals to conform to the standards. Accordingly, this course familiarizes students with the open, fluid, and flexible structure of self-organizing firms and sheds light on how distributed decision-making might enhance members’ responsiveness to change, innovative capacities, and collective performance.

**BUS 458 - Meta-Conditions: Evolving Desired Collective Behaviors (5)**

In today’s modern era, the success of a wide range of companies relies on their strategic and innovative capacities to design proper conditions, such as phone applications, tablets, virtual assistants, chatbots, product/service history, and publicity strategies. In this course, students will learn the fundamentals of designing intangible conditions that might stimulate the emergence of a certain behavior in the majority of the members of a social system. An example includes developing and offering an inexpensive and highly attractive tablet to stimulate online purchasing habits among a large number of people (collective behavior). Key topics include evolutionary engineering, complex systems, emergence, natural selection, self-organization, crowd psychology, cognitive biases, and social heuristics.

**BUS 462 - Strategic Consulting (5)**

This course equips students with proper concepts, tools, techniques, and frameworks for assessing organizational effectiveness and fitness, identifying areas for improvement, strategy formulation, and management consulting. Students will have the opportunity to develop their strategic consulting skills by working individually and collectively on real-world cases and scenarios. Throughout this course students will create an extensive strategic management toolkit that can be applied in a wide range of industries and organizations.
BUS 464 - Design of Effective Teams and Organizations (5)
Organizational and team effectiveness depends upon the key components of a company’s system and more importantly, the synergy among these building blocks. Using the Congruence Model, students will initially gain an in-depth understanding of critical organizational components including strategy, structure, tasks, culture, behavior, and human resources. Subsequently, students will be equipped with effective design methods, tools, and techniques that help to arrange various components in a synergistic manner to provide outcomes that align strongly with external demands. From a general perspective, the concepts in this class encourage students to explore factors that lead to a congruence between strategy and collective performance.

BUS 466 - Entrepreneurship and Small Business Management (5)
This course provides an introduction to entrepreneurship whether a new venture, a small business, or a new initiative in an existing company. Topics include business planning, financing, market development, operations, management, legal issues, and social responsibility as they relate to starting and running an entrepreneurial venture or small business. Topics are presented in the context of developing an overall new venture business plan where students will develop a plan for a real or imaginary business.

BUS 495 - Strategic Management (5)
In this class students will be introduced to the key concepts, tools, and principles of strategy formulation, implementation, and evaluation. This course is designed in a unique manner to enhance students’ strategic thinking and decision making skills through the integration of synergistic theories and concepts from functional courses including Business Dynamics, Artificial Intelligence, Business Analytics, Financial Accounting, Finance, Business Communications, Technology and Operations Management, Economic Analysis, Marketing, and Organizational Systems and Complexity. Upon completion of this course, students will possess proper knowledge and skills that play a key role in developing effective strategic plans by answering the following questions: (1) Where are we now? (2) Where do we want to go? (3) How are we going to get there?

CHN

CHN 101 - Elementary Chinese I (HU) (5)
Chinese 101 is the first course of a sequence of three elementary-level language courses (CHN-101, CHN-102, and CHN-103) designed to develop basic communication skills in Mandarin Chinese language. Emphasis will be placed on learning correct pronunciation and basic sentence structures while introducing students to the culture of Mandarin Chinese-speaking world. Students who take this course will be able to communicate in the most essential daily life situations, such as greetings, self-introduction, making appointments and talking about work, family, personal interests and activities. Chinese culture will also be addressed.

CHN 102 - Elementary Chinese II (HU) (5)
Chinese 102 is the second course of a sequence of three elementary-level language courses (CHN-101, CHN-102, and CHN-103) designed to develop basic communication skills in Mandarin Chinese language. Emphasis is placed on learning correct pronunciation and basic sentence structures while introducing students to the culture of Mandarin Chinese-speaking world. Students who take this course are able to initiate simple conversations with native speakers regarding daily topics, such as, shopping experiences, asking for directions and transportation etc. Students also gain a better understanding of Chinese holidays and culture, which is essential in language learning. Chinese culture will also be addressed.
Prerequisite: CHN 101 or placement test.

CHN 103 - Elementary Chinese III (HU) (5)
Chinese 103 is the third course of a sequence of three elementary-level language courses (CHN-101, CHN-102, and CHN-103) designed to develop basic communication skills in Mandarin Chinese language. Emphasis is placed on learning correct pronunciation and basic sentence structures while introducing students to the culture of Mandarin Chinese-speaking world. Students who take this course are able to conduct more complicated conversations with native speakers regarding daily topics, such as, dating, sports and travel etc. Students also learn to read short paragraphs written in simplified Chinese and hold a discussion. Features of Chinese culture will be addressed.
Prerequisite: CHN 102 or placement test.

CJ

CJ 211 - Criminal Investigation (NS or SS) (5)
From crime scene to courtroom, this course challenges and critically assesses the good, bad, and ugly of the essential process in the role of justice. Students will be introduced to
both the science and the art of pursuing criminal investigations. Using case studies the course covers a wide range of, sometimes controversial, issues such as the use of informants, techniques of surveillance, interrogations, and "testifying."

**CJ 240 - Research Methods and Practice (NS or SS) (5)**

This course will introduce students to applied research techniques relevant to the empirical study of crime and organizational decision making. Students will apply the scientific method to collect data and analyze relevant practical or theoretical questions. Basic applied quantitative modeling skills will be applied to public policy questions.

**CJ 314 - Applied Research Methods (NS) (5)**

This course will introduce students to applied research techniques relevant to the empirical study of crime and organizational decision making. Students will apply the scientific method to collect data and analyze relevant practical or theoretical questions. Basic applied quantitative modeling skills will be applied to public policy questions.

**CJ 318 - Fundamentals of Criminology (HU or SS) (5)**

This course is a survey of basic topics and problems related to the discipline of criminology, such as the nature of crime, criminality, criminal statistics, and selected criminological theories, frameworks, and concepts. Students will explore the empirical study of crime prevention, offenders, criminal and deviant behavior, and the criminal justice system.

**CJ 320 - Crime, Punishment, and Corrections (SS) (5)**

This course offers an introduction to the punishment and "corrections" system and will provide an overview of current institutional practices, policies and legal issues. The course focuses on the relation of corrections to the criminal justice system, theories underlying correctional practice, and the role of institutions within the corrections system. It reviews the historical development of crime and corrections, sentencing, jails, prisons, correctional policies, agencies, prison life, and challenges facing correctional populations. It will further explore the principles and practices of treatment accorded to offenders in various types of correctional settings.

**CJ 330 - Management and Leadership (HU or SS) (5)**

This course examines why and how decisions are made and what can be done to direct current and future justice leaders to rethink and adjust their decision-making processes to keep up with the demands of our constantly changing society. It devotes particular attention to the application of theories of leadership and performance measurement in a wide variety of management settings. Applied cases studies are used to reinforce concepts learned.

**CJ 333 - Planning and Policy Analysis (SS) (5)**

Interpreting and solving complex problems are everyday activities for decision makers, whether they are operating in international, regional, national, or local political environments. These decision makers rely on policy analysts to understand and reason through choices of action undertaken to remedy a wide array of governance failures or challenges. The content of this course examines the world of the policy analyst and the analytical techniques they rely upon to carry out their work. These are critical skills for those seeking to create or research the efficacy of justice policies.

Prerequisite: CJ 330.

**CJ 335 - Organizational Analysis (SS) (5)**

This course examines organizational structure and theory using formal, informal, and systems models. Students will apply models to the analysis of organizational processes and operations, including decision making, communication, leadership, control, and change. Lastly, students will consider how size, technology, task, and other structural characteristics affect overall organizational performance.

**CJ 340 - Introduction to Forensic Criminalistics (NS or SS) (5)**

This course introduces students to fundamental concepts in forensic science, beginning with historical perspectives and covering the use of forensics to investigate and solve crimes. Issues covered include the history and development of forensic science, crime scene evaluation, the crime lab, trace evidence, impressions, fingerprints, blood and DNA. Students will learn to evaluate and distinguish sound scientific concepts and the mythological representations in popular media.
CJ 341 - Contemporary Justice Administration Issues (5)

This is an advanced course employing case studies that integrate previous coursework. It provides students a forum for analyzing and debating contemporary and real-world issues involved with the delivery and administration of justice.

CJ 350 - Globalization and Crime (HU or SS) (5)

This course explores social, political, and economic impacts on various forms of crime. Students will take a multi-disciplinary approach to the exploration of international and transnational crimes, including genocide, terrorism, human smuggling, sex trafficking, and antiquities theft.

CJ 351 - Global Criminal Justice (SS) (5)

This course examines how various countries and regions around the globe organize their criminal justice systems and satisfy police, court, and correction functions. It will provide students with an international and comparative perspective for understanding and appreciating the similarities and differences between legal traditions, criminal law, and procedures, crime rates, and means of punishment. Students will select a country and use their coursework to develop a profile of that country's criminal justice system.

CJ 360 - Cybercrime, Technology, and Social Change (SS) (5)

This course addresses crime, victimization, and criminality associated with modern digital technologies mediating social relationships. Students will investigate the legal, political, and societal changes that result from these technologies and their contexts in a wide array of crimes from cyber-rape to hacktivism.

CJ 361 - Cyber and Surveillance Law and Government (SS or HU) (5)

Cyber law and governance is complex and challenged by ever-evolving changes in technologies. Students will gain knowledge in the legal and regulatory aspects of surveillance, data collections, privacy, search and seizure, national security, personal data, and liability. The course will make the legal aspects accessible to the non-attorney whose daily practice is guided by sophisticated legislative and regulatory frameworks.

CJ 362 - Investigation of Cyber Crime (NS or SS) (5)

This course presents an overview of digital evidence and computer crime by focusing on a systematic approach to investigating a crime based on the scientific method. Students explore the practical realities of investigating wrongdoing in complex technological environments. The course follows the lifecycle of investigation from crime scene to courtroom and covers a range of topics and skills necessary for the investigator to collaborate with forensic specialists, attorneys, and others.

CJ 363 - Investigation of Business Crimes (NS or SS) (5)

While general criminal investigative techniques are utilized in private sector investigations, the approaches to cases vary in specific and specialized ways in the private sector. Cases can involve a mix of constraints including criminal legislation and administrative or regulatory oversight commissions and boards. This course focuses on applying the role of the investigator and the methods of investigations in complex business environments.

CJ 365 - Applied Criminology and Crime Prevention (SS) (5)

The course addresses crime prevention in diverse environments such as public spaces, offices, homes, factories, and public transportation. It incorporates theoretical models from community policing and Broken Windows to Situational Crime Prevention. Case studies are used throughout this course. Students will complete a project where they conduct, analyze, and develop solutions for a crime problem.

CJ 403 - Enterprise Risk Management (5)

This course introduces students to the many types of risks all businesses and organizations face. It reviews various categories of risk, including financial, cyber, health, safety and environmental, brand, supply chain, political, strategic risks and many others. It provides a common framework and terminology for managing these risks to build an effective enterprise risk management system with a focus on risk mitigation and prevention.

CJ 405 - Operations Research (NS) (5)

This course introduces operations research as it applies to model formulation in problems of management science, policy analysis, and decision making. Throughout this course students will learn to use Excel as a tool for
exploring quantitative analysis through hands-on exercises involving a wide range of tools and techniques from graphical modeling and significance testing to cost-benefit analysis.

**CJ 410 - Risk Assessment and Prevention (NS or SS) (5)**

This course will provide a foundation for Intelligence, risk analysis, and analytic reasoning. It focuses on using the tools of empiricism and science for advanced, applied skills for problems analysis, problem solving and decision-making. It is designed to help the student apply the rigor of the scientific method to strategy and information analysis. The course will draw on the decision sciences to teach students about the strengths and limitations of human judgment and decision-making, and how to mitigate the impact of bias in each. Specifically, the focus will play the role of an intelligence analyst and apply these techniques to a variety of hands-on risk management scenarios concerning business, military, corporate espionage, and public administration.

**CJ 422 - Organizational and White-Collar Crime (SS) (5)**

This course explores the types of crimes, criminality, and wrongdoing that are associated with businesses and organizations. Students will explore many concepts, including: waste; fraud; abuse; corruption; malfeasance in the workplace; harassment; discrimination; and workplace violence.

**CJ 424 - Homeland Security and Espionage (SS) (5)**

In this course students will explore the interconnectedness and interlinked responsibilities of the public/private sectors with the national critical infrastructure, governance, and homeland defense. Students will assess a variety of policy domains and topical issues from maritime and port security to weapons of mass destruction (WMD) and their effects on business and government operations. Particular problems will be examined with respect to corporate and government espionage, intellectual property theft, and cyber war.

**CJ 465 - Bureapathology (5)**

This course shows relationships between the structures/processes of organizations and the "pathologies" to which organizations are prone. Students learn to apply and sharpen their understanding of the nature and causes of organizational pathology by closely examining case studies on failure to apply those lessons. Students also gain a deeper understanding of how management policy and employee behavior can undermine the efficient, effective, and lawful delivery of goods and services by public and private sector organizations.

**CO**

**CO 205 - Written Communication For Managers (HU) (5)**

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.

**CO 210 - Oral Communication For Managers (HU) (5)**

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.

**COM**

**COM 101 - Speech and Presentation Skills (HU) (5)**

Public speaking is an introductory course in the theory and practice of speaking in public, with the emphasis on the speaker-audience relationship. In this course, students will learn how to analyze the speaking situation, choose appropriate topics, conduct research, organize ideas and use evidence to support their ideas, deliver speeches effectively, and develop the ability to critically listen.

**COM 201 - Introduction to Communications (HU) (5)**

This course introduces basic concepts and theories of communication. Various types of written and verbal communications, including public speaking, communication styles, and communication barriers, are explored. Students demonstrate communication and critical thinking skills by observing and analyzing
situations, researching and identifying solutions, and developing content-specific messages for targeted audiences. Upon completion of this course, students can explain their own communication style and create and deliver a variety of communications.

**COM 307 - Critical Thinking in Communications (HU) (5)**

This course critically analyzes communication theories as a foundation for framing communication practices and strategies used in various communication settings. Key themes in the field of communications, the role of technology in communication theories, and application of theory to personal, social, and professional interaction will be critically explored.

**COM 315 - Media and Society in the Digital Age (HU) (5)**

The digital landscape has transformed our social and work lives, community building, and identity management. Media is a source of information, entertainment, and persuasion in our everyday lives, and in the digital age the line between media producers and media consumers is increasingly blurred. This course is a comprehensive introduction to the effects of media communication processes and new media technologies on contemporary life. Students will explore the intertwined relationships between media and society.

**COM 316 - Communication Research Methods and Ethics (SS) (5)**

Evaluating the impacts of media and their messages is important when producing and consuming media. This course helps students develop an understanding of research methodologies, as well as learn how to interpret the data and statistics used in communications research and how research affects media outcomes. Conducting and presenting research also involves ethical choices and issues, and this course helps students develop a practical understanding of ethical decision-making in the research process, in professional communication practices, in publishing using new technologies, and in consuming media.

**COM 317 - Writing for Communications (HU) (5)**

Clear, concise, and compelling writing is of tremendous value in all communications careers. With writing and communication practices evolving as new technologies emerge, students will learn strategies, principles, and techniques for communicating in cyberspace, as well as in traditional venues of communication. This course prepares students for writing diverse content, including news, opinions, advertising, and public relations, and adapting information to specific audiences by communicating effectively across different media.

**COM 318 - Power of Speaking and Listening (HU) (5)**

Public speaking is both an art form and specific skill. Inherent in public speaking is the power to foster and promote ideas through the formation and delivery of content-specific messages. Understanding cultural and gender-specific contexts is also key to effective public speaking. This course assists students in developing a critical understanding and awareness of message construction, listening, and delivery, with emphasis on situational, gender, and cultural implications and consequences. Students will learn public-speaking skills and strategies in order to effectively articulate both verbal and non-verbal messages to a particular audience for a particular purpose.

**COM 319 - Interpersonal Communication (HU or SS) (5)**

This course explores the dynamics of interpersonal communication and builds tools and skills for effective human interaction. Students will examine the principles of emotional intelligence, negotiation, mediation, conflict management, listening, and verbal and nonverbal communication. Developing theoretical perspectives and practical skills in these areas applies to personal and professional contexts.

**COM 320 - Internal Communications (HU or SS) (5)**

This course introduces skills and strategies necessary to effectively communicate across varying cultures internal to an organization. Topics address organizational structures, individual and group behaviors, change and leadership processes, decision making, and cultural diversity. Students analyze case studies and develop an organizational communication plan to demonstrate an understanding of internal communications, including adapting to organizational changes, functioning effectively on teams, building strong relationships, and resolving conflicts. Upon completion of this course, students recognize the dynamics of internal communications and are prepared to assess, make recommendations for, and/or develop an internal communications plan to support organizational goals.
COM 321 - Mass and Niche Communications (HU) (5)

Advertising conveys compelling messages in order to sell goods and services. Due to its effectiveness as a means of influencing opinion and behavior, the methods and strategies of advertising have come to be deployed in other forms of mass communication. During this course students will closely observe, analyze, and interpret advertising to discover how persuasive messages are constructed and operate. Students will explore the methods and the practices of advertising, marketing and propaganda as persuasive messaging. This approach will give students an understanding of advertising and persuasion in mass communications.

COM 361 - Consumer Behavior and New Media (HU) (5)

New media technologies are impacting strategies, techniques, and forums for reaching consumers, as well as the behavior of consumers. This course will examine how social interaction online impacts consumer decision-making behavior. Students will also analyze the implications of new media technologies on methods and modes of advertising and marketing online by exploring such issues as branding, customization of personal preferences, and online consumer communities.

COM 397 - Practicum Preparation and Presentation Skills (HU) (5)

With the Communications-Social Media degree program culminating in a practicum project designed to use media technologies, theories, and communication strategies, tools, and practices, this course provides an orientation for students to design and plan their unique project. Portfolio development and presentation techniques integral to the practicum project, including the requirement to present the practicum experience and results through social technology, will be addressed. Students will build skills to form and deliver presentations and content-specific messages through current technological applications.

COM 418 - Public Relations (HU) (5)

This course investigates the development of ethical public relations practices in an environment of evolving social technology and information overload. A solid foundation in the fundamental principles and practices of public relations will prepare students to create a well-researched portfolio of public relations products, including strategic and crisis management plans and materials for promotional, informational, and fundraising purposes in a variety of traditional, online, and new technology venues.

COM 419 - Intercultural Communication (HU or SS) (5)

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.

COM 455 - Wonders of the Web: Communicating in the Digital Age (HU) (5)

New media technologies have changed the activities of writing and communicating. This course will critically examine the organization, design, and writing conventions for communication in the digital age. Students will analyze and apply effective design, identity, and writing styles and skills as they are introduced to hands-on writing situations and the communication demands of Web sites and other forms of digital media.

COM 461 - Communicating Crisis, Emergency and Social Change (HU or SS) (5)

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.

COM 465 - Contemporary Social Media Tools and Applications (HU or SS) (5)

This course explores social media, including its tools and
applications, from a business perspective. The impact of social media on business in today’s global economy is analyzed, as well as, ethical guidelines and issues of privacy. Students compare and contrast the functions of social media, critically analyze a real-life business’s use of social media, summarize key findings, and develop recommendations for improvement. Upon completion of this course, students are prepared to assess, make recommendations for, and/or establish a social media presence for a business setting.

**COM 478 - Integrating Social Media Marketing (HU or SS) (5)**

This course will prepare the student to strategically utilize social media platforms in an integrated marketing and/or business plan. Students will learn when and why specific and contemporary social media tools and platforms should be used and how to leverage them as part of an integrated strategic communications and/or marketing/business plan for branding, sales, communication, and other goals. Exploring how these tools – which, depending on the current social media landscape, may include blogs, microblogs, podcasts, and online social networks, among others – are being integrated professionally, students will also prepare their own social media marketing promotion plans.

**COM 497 - Practicum (HU) (5)**

The student will propose and complete a culminating communications project in the student’s area of interest. 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 also compile a portfolio of work completed in the program and other documents that can be used for future employment opportunities. A presentation of the practicum experience and results utilizing social technology will be the final requirement of the project. This course is graded Pass/No Pass.

**COUN**

**COUN 501 - Introduction to Counseling Practice (5)**

This graduate-level course introduces fundamental counseling skills needed to facilitate therapeutic change. The objective of this course is to train students to conduct a client interview using the foundational practices of the field. Topics explored include essential interviewing and counseling skills, establishing a therapeutic alliance, counselor characteristics and behaviors that influence helping processes, and professional documentation. Students will also learn a general framework for understanding and practicing consultation and an orientation to wellness and prevention as desired counseling goals. Methods of instruction involve a mixture of in-class face-to-face learning and online asynchronous learning.

Prerequisite: Admission to the MAC Program.

**COUN 502 - Systemic Theory: Multicultural Counseling (5)**

This graduate-level course serves as an introduction to the theory, ethics and practice of multicultural 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 multicultural counseling competence. Students will develop competencies through exploration of his or her personal values and belief systems, factors of power and oppression, racial/cultural/gender/sexual orientation identity formation, and ethical practice. Methods of instruction primarily feature in-class face-to-face learning, with some asynchronous online activities.

Prerequisite: MAC Program.

**COUN 503 - Human Growth and Development (5)**

This course provides a graduate-level introduction to human development throughout the lifespan, including emotional development, social development, physical development, and cognitive development. Topics include theories of development and theories of learning, understanding biological, neurological, physiological, environmental and systemic factors that impact development, and a general framework for promoting resilience and wellness in culturally appropriate ways. Methods of instruction involve a mixture of in-class face-to-face learning and online asynchronous learning.
Prerequisite: MAC program.

**COUN 510 - Professional Ethics and Law (5)**

This graduate-level course provides a comprehensive overview of professional ethical codes and legal responsibilities as they relate to the practice of counseling and the development of a professional identity as a counselor. Areas of focus include professional boundaries, fiduciary responsibilities, confidentiality, dual relationships, ethical decision making, professional disclosures, power differentials, and professional communication. Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.

Prerequisite: MAC program.

**COUN 511 - Loss and Grief Counseling (2)**

In this course, processes involved in bereavement are explored from a developmental perspective. Students learn the techniques of effective loss and grief counseling which remediate grieving processes, facilitate healthy grieving processes, and promote new relationships and progress towards life goals. The method of instruction for this course is primarily online work, supplemented by several in-class sessions.

**COUN 512 - Systemic Theory: Marriage, Couple and Family Counseling (5)**

This graduate-level course introduces systemic thinking and a variety of Family Therapy theories and interventions. The course has two overarching objectives. First, students develop self-awareness into their own family-of-origin. Second, students explore the history of Family Therapy (Bowen, Strategic, Structural), the Feminist Critique, Post-Modern Theories, Neurobiological Research, and key family/social dynamics of the Twenty-First Century. Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.

Prerequisite: MAC program admission.

**COUN 513 - Brief Therapy Models (2)**

This course provides an overview of the common factors inherent in all effective psychotherapies and provides skill development in the planning of treatment that is time-sensitive, pragmatic, and outcome-focused. Students will conduct taped interviews utilizing brief counseling models. The method of instruction for this course is primarily online work, supplemented by several in-class sessions.

**COUN 514 - Research Methods and Statistics (5)**

This course is a graduate-level introduction to evaluating and conducting research in counseling. The course has three overarching objectives. First, students learn to locate community resources and evaluate research related to core areas of counseling practice. Second, students learn to conduct program evaluations. Third, students learn about evidence-based practice in counseling, specifically examining common factors research. Methods instruction primarily feature in-class face-to-face learning, with some online asynchronous work.

Prerequisite: MAC program.

**COUN 515 - Psychopharmacology (5)**

In this second graduate-level course of a two-part Psychopathology and Psychopharmacology sequence, students learn core skills in case conceptualization, diagnosis, and treatment planning, while developing an understanding of developmental crises, disability, psychopathology, psychiatric medications, and situational and environmental factors that affect both normal and abnormal behavior. Students achieve this objective by completing a series of case studies using the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), with instructor feedback provided before students begin the next case study.

Prerequisite: MAC program admission.

**COUN 516 - Career Counseling (3)**

This graduate-level course introduces students to career development theory and application in career counseling. Students will have the opportunity to learn the history of career counseling and become familiar with the developmental theories that are a hallmark of the field’s evolution and practice. Students will be introduced to how theory is practiced in a variety of settings and with diverse populations. Students will also learn about the relationship between work and mental health, career development across the lifespan, workforce trends, and ethical issues.

Prerequisite: Admission to MAC program.

**COUN 517 - Psychopathology (5)**

In this graduate-level course, students examine human psychopathology. The course has two overarching objectives. First, students explore human behavior, including an understanding of developmental crises,
disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Students achieve this objective by recording memos of unrecorded interviews with individuals receiving services from community providers, and using these memos to inform a Human Behavior Essay. Second, students learn core skills in case conceptualization, diagnosis, and treatment planning. Students achieve this objective by completing a series of six case studies using the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), with instructor feedback provided before students begin the next case study.

Prerequisite: MAC program admission.

COUN 518 - Introduction to Career Counseling (5)

The purpose of this course is to introduce students to career development theory and application. Students will have the opportunity to learn the history of vocational counseling and become familiar with the developmental theories that are a hallmark of the field’s evolution and practice. Students will be introduced to how theory is practiced in a variety of settings and with diverse populations. Students will also learn about the relationship between work and mental health, career development across the lifespan, and ethical issues.

Prerequisite: Admission into MAC program.

COUN 519 - Foundations of Mental Health Services (1)

This course explores professional and social justice issues in counseling. It addresses history, roles, functions, ethical and legal issues, and the trends affecting the field and practice of counseling in community mental health agency settings. Students examine the internal and external workings of community mental health agencies through an in-depth case study. Students learn the processes of conducting a needs assessment for clients and families coming from disadvantaged backgrounds, to address systemic barriers to service delivery. Methods of instruction solely feature in-class face-to-face learning.

Prerequisite: Enrolled in MAC Program.

COUN 520 - Psychopathology and Psychopharmacology I (5)

In this first graduate-level course of a two-part Psychopathology and Psychopharmacology sequence, students learn core skills in case conceptualization, diagnosis, and treatment planning, while developing an understanding of developmental crises, disability, psychopathology, psychiatric medications, and situational and environmental factors that affect both normal and abnormal behavior. Methods of instruction primarily feature in-class, face-to-face learning, with some asynchronous online work.

Prerequisite: MAC program admission.

COUN 521 - Psychopathology and Psychopharmacology II (5)

This graduate-level course is the second section of a two-part Psychopathology and Psychopharmacology sequence. Students learn core skills in case conceptualization, diagnosis, and treatment planning, while developing an understanding of developmental crises, disability, psychopathology, psychiatric medications, and situational and environmental factors that affect both normal and abnormal behavior. Methods of instruction primarily feature in-class, face-to-face learning, with some asynchronous online work.

Prerequisite: MAC program admission; completion of COUN 520: Psychopathology and Psychopharmacology I.

COUN 522 - Systemic Theory: Crisis, Disaster and Trauma Counseling (3)

This course is an introduction to the research and practice of crisis counseling, trauma counseling, and disaster mental health. Students will develop counseling competency to engage with survivors and perpetrators of violence in a process of change. Theoretical understanding and counseling competencies will include attention to social context, ethics, and legal implications, including analyzing social and cultural dimensions of power in interpersonal relationships. Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.

Prerequisite: MAC Program admission.

COUN 523 - ASCA Model (4)

This course provides an introductory overview of the American School Counselor Association (ASCA) model that students observe and practice during their practicum and internship experiences. Students begin to develop a portfolio of their competencies that they submit as a culminating project at the end of their program. Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.
COUN 525 - Testing and Assessment (5)

This graduate-level course is an introduction to assessment and testing instruments in counseling. Students learn to administer, score, and interpret a variety of assessment instruments and incorporate test results into written reports. Students complete a series of in-class diagnostic interviews, mental status examinations, symptom inventories, and personality assessments. Methods of instruction for this course primarily feature in-class face-to-face learning, with some online work required.

Prerequisite: MAC program admission.

COUN 526 - Counseling Theory (5)

This course provides a graduate-level introduction to counseling theories and their practical application during the counseling process. Students are introduced to the five major theoretical schools (psychodynamic, humanistic, behavioral, systemic, and constructivist). The course also explores a number of current issues in counseling and psychotherapy. Each student deeply analyzes their beliefs about human behavior, resulting in the development of an initial, critically-informed personal theory of counseling. Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.

Prerequisite: MAC program.

COUN 527 - Group Counseling (5)

This course is a graduate-level introduction to the group counseling process. Students learn group process theory and skills by participating as both members and as leaders in a small group experience. Students explore the application of various group approaches to specific client populations and clinical settings. Methods of instruction primarily feature in-class face-to-face learning, complemented by asynchronous online activities.

Prerequisite: Admission to the MAC program.

COUN 528 - Professional Counseling Orientation (1)

This graduate-level course is an advanced seminar on professional issues in counseling. Topics addressed include professional counselor identity, professional counselor organizations, professional counselor advocacy and legislation, counselor licensure and credentials, national counseling licensure examinations, counselor supervision, counselor entrepreneurship and the business of private practice, and developing a specialization. This course equips students to launch their counseling careers post-graduation by developing their professional identities and understandings of the requirements of professional practice. Methods of instruction primarily feature in-class face-to-face learning, with some asynchronous online activities.

Prerequisite: Admission to MAC program.

COUN 529 - Addictions and Co-Occurring Perspectives (3)

In this graduate-level introduction to addictions and co-occurring issues in the mental health field, counseling students will engage in learning about a variety of theories and etiologies of addiction and addictive behaviors. The course will provide the foundational skills needed to conduct an assessment of co-occurring disorders, including substance use and process addictions. Students will develop skills in determining the stage of the addiction process and the client’s readiness for change using the transtheoretical model, identify level of treatment need on the continuum of care, and practice treatment planning that addresses complex co-occurring issues. Students will also experience the process of behavior change, through engagement in a weekly support group. Methods of instruction feature in-class face-to-face learning, with some asynchronous online work.

Prerequisite: Admission to the MAC Program; COUN 520: Psychopathology and Psychopharmacology I.

COUN 550 - Comprehensive Examination (0)

The Master of Arts in Counseling program follows a developmental sequence in preparing counselors. Students are required to complete a comprehensive exam prior to entering clinical internship.

COUN 560 - Introduction to School Counseling (6)

This course provides an overview of the comprehensive school counseling model, delivery, management, and accountability systems. Students engage in study and discussion of the evolving role of the school counselor in a PK-12 setting. Students develop a professional growth plan. Topics include: American School Counselors Association (ASCA) model, guidance, curriculum, system support, and school counselor roles and responsibilities, and ethics. Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.

Prerequisite: Admission to the MAC Program.

COUN 562 - System Theory: Trauma Counseling
and Disaster Mental Health (5)
This course is an introduction to the research and practice of crisis counseling, trauma counseling, and disaster mental health. Theoretical understanding and counseling competencies specific to the student’s specialization track include attention to social context, ethics, and legal implications, including analyzing social and cultural dimensions of power in interpersonal relationships. Methods of instruction primarily feature: in-class face-to-face learning, with some additional asynchronous online work.
Prerequisite: Admission to the M.A. in Counseling Program.

COUN 564 - Career Counseling in School Settings (5)
This course explores career counseling and life planning with children in a PK-12 setting. Topics include: career exploration techniques and resources, career theory, career exploration and development curriculum, multicultural issues, global issues, diversity within communities, and resources available to assist both school counselors and students outside of the classroom. Methods of instruction primarily feature: in-class face-to-face learning, with some additional asynchronous online work.
Prerequisite: Admission to the MAC Program.

COUN 567 - Advanced Child Development and Play Theory (5)
This course explores child growth and development and its effects on how children grow and learn while also navigating the landscape of education within a PK-12 setting including the context of historical and current theoretical models, as well as the practicality and application of play therapy within the context of each stage of child growth and development. Topics include: effects of various ethnic, socioeconomic, cultural, and age considerations on development, strategies and which may assist future school counselors working with students in various developmental stages. Methods of instruction primarily feature: in-class face-to-face learning, with some additional asynchronous online work.
Prerequisite: Admission to the MAC Program.

COUN 569 - Child and Adolescent Psychopathology and Psychopharmacology (5)
This course explores Psychopathology and Psychopharmacology within the context of school counseling in order to assist future school counselors in gaining a fundamental understanding of the material in order to inform their role when dealing with treatment plans and diagnosis of students from outside agencies. Methods of intervention include: diagnosis, and treatment planning, understanding of developmental crises, disability, psychopathology, psychiatric medications, and situational and environmental factors that affect both normal and abnormal behavior. Methods of instruction primarily feature: in-class, face-to-face learning, with some asynchronous online work.
Prerequisite: Admission to the MAC Program.

COUN 570 - School Counseling Practicum I (1)
This is the first course of a three-part practicum sequence (COUN 570, 572, 574). For the entire Practicum sequence, students complete 100 total hours and 40 direct hours of student contact at a program-approved PK-12 school. Faculty and site supervisor remain in contact throughout the Practicum experience. Students meet weekly with a site supervisor for individual/triadic supervision, and weekly with the course instructor for group supervision. The student is responsible for professional liability insurance and must abide by the ACA Code of Ethics. Methods of instruction primarily feature in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements.
Prerequisite: Admission to MAC Program.

COUN 572 - School Counseling Practicum II (1)
This is the second course of a three-part practicum sequence (COUN 570, 572, 574). For the entire Practicum sequence, students complete 100 total hours and 40 direct hours of student contact at a program-approved PK-12 school. Faculty and site supervisor remain in contact throughout the Practicum experience. Students meet weekly with a site supervisor for individual/triadic supervision, and weekly with the course instructor for group supervision. The student is responsible for professional liability insurance and must abide by the ACA Code of Ethics. Methods of instruction primarily feature in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements.
Prerequisite: Admission to MAC Program.

COUN 574 - School Counseling Practicum III (1)
This is the third course of a three-part practicum sequence (COUN 570, 572, 574). For the entire Practicum sequence, students complete 100 total hours and 40 direct hours of student contact at a program-approved PK-12 school. Faculty and site supervisor remain in contact throughout the Practicum experience. Students meet weekly with a site supervisor for individual/triadic supervision, and weekly
with the course instructor for group supervision. The student is responsible for professional liability insurance and must abide by the ACA Code of Ethics. Methods of instruction primarily feature in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements.

Prerequisite: Admission to the MAC program.

**COUN 599 - Graduate Seminar-Independent Study (1.00 TO 5)**

Special topics in clinical mental health counseling or marriage, couples, and family counseling will be explored in seminar, workshop, or independent study format. Prerequisite: Instructor approval.

**COUN 600 - Systemic Theory: Child and Adolescent Counseling (2)**

This course provides an exploration of counseling approaches to working with children and adolescents from a developmentally appropriate stance. Topics include: counseling interventions and strategies for children, counseling interventions and strategies for adolescents, play therapy, cultural considerations when working with children and adolescents, and ethical considerations when working with children and adolescents. Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.

Prerequisite: MAC program.

**COUN 604 - Counseling Older Adults (2)**

This course presents critical information for counselors working with older adults. Current issues and pragmatic considerations, and their implications for treatment will be explored. Students will engage in study and discussion of social, generational, cultural, financial, medical and ethical concerns specific to the older adult population.

**COUN 605 - Systemic Theory in Couples Counseling (3)**

This course exposes students to relationship issues and therapeutic techniques for counseling couples that are grounded in empirically-based clinical findings. Current models of couples counseling will be explored. Students will learn to teach skills to couples, in order to strengthen and support their relationships. Methods of instruction primarily feature in-class face-to-face learning, complimented by asynchronous online activities.

Prerequisite: Admission to the MAC program.

**COUN 606 - Systemic Theory: Couples Counseling (2)**

This course exposes students to relationship issues and therapeutic techniques for counseling couples that are grounded in empirically-based clinical findings. Current models of couples counseling will be explored. Students will learn to teach skills to couples, in order to strengthen and support their relationships. Methods of instruction primarily feature in-class face-to-face learning, with some additional asynchronous online work.

Prerequisite: Admission to the MAC Program; Marriage, Couples, and Family Counseling Program Plan.

**COUN 607 - Counseling Children and Adolescents (1)**

This course provides an exploration of counseling approaches to working with children and adolescents from a developmentally appropriate stance. Topics include: counseling interventions and strategies for children, counseling interventions and strategies for adolescents, cultural considerations when working with children and adolescents and ethical considerations when working with children and adolescents. Methods of instruction may include online or face-to-face learning, or a combination of the two.

Prerequisite: Admission to the MAC program.

**COUN 608 - Older Adults (1)**

This course presents critical information for counselors working with older adults. Current issues and pragmatic considerations, and their implications for treatment will be explored. Students engage in study and discussion of social, generational, cultural, financial, medical and ethical concerns specific to the older adult population. Methods of instruction may include online or face-to-face learning, or a combination of the two.

Prerequisite: Admission to the MAC Program.

**COUN 609 - Systemic Theory: Human Sexuality (3)**

This course involves the study of human sexuality (e.g., gender, sexual functioning, sexual orientation) and current sexual behaviors and disorders addressed in clinical practice. Topics include sexual development, sexual orientation, 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.
Prerequisite: Admission to the MAC Program; Marriage, couple, and family counseling program plan.

**COUN 621 - Practicum I (1)**

This is a first course of a four-part practicum sequence (COUN 621, 622, 632, 633). For the entire Practicum sequence, students complete 100 total hours and 40 direct hours of client contact at a program-approved site. A Practicum contract is signed at the beginning of the field experience by the faculty supervisor, site supervisor, and student. The faculty and site supervisor remain in contact throughout the Practicum experience. Students will meet weekly with a site supervisor for individual/triadic supervision, and weekly with the course instructor for group supervision. The student will carry professional liability insurance and abide by the ACA Code of Ethics. Students are expected to use and complete the forms included in the MAC Clinical Training Manual. Methods of instruction primarily feature in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements and submit all assignments by the due date.

Prerequisite: Admission to the MAC program.

**COUN 622 - Practicum II (1)**

This is a second course of a four-part practicum sequence (COUN 621, 622, 632, 633). For the entire Practicum sequence, students complete 100 total hours and 40 direct hours of client contact at a program-approved site. Students will meet weekly with a site supervisor for individual/triadic supervision, and weekly with the course instructor for group supervision. The student will carry professional liability insurance and abide by the ACA Code of Ethics. Students are expected to use and complete the forms included in the MAC Clinical Training Manual. Methods of instruction primarily feature in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements and submit all assignments by the due date.

Prerequisite: Admission to the MAC program.

**COUN 632 - Practicum III (1)**

This is a third course of a four-part practicum sequence (COUN 621, 622, 632, 633). For the entire Practicum sequence, students complete 100 total hours and 40 direct hours of client contact at a program-approved site. Students will meet weekly with a site supervisor for individual/triadic supervision, and weekly with the course instructor for group supervision. The student will carry professional liability insurance and abide by the ACA Code of Ethics. Students are expected to use and complete the forms included in the MAC Clinical Training Manual. Methods of instruction primarily feature in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements and submit all assignments by the due date.

Prerequisite: Admission to the MAC program.

**COUN 633 - Practicum IV (1)**

This is a fourth course of a four-part practicum sequence (COUN 621, 622, 632, 633). For the entire Practicum sequence, students complete 100 total hours and 40 direct hours of client contact at a program-approved site. Students will meet weekly with a site supervisor for individual/triadic supervision, and weekly with the course instructor for group supervision. The student will carry professional liability insurance and abide by the ACA Code of Ethics. Students are expected to use and complete the forms included in the MAC Clinical Training Manual. Methods of instruction primarily feature in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements and submit all assignments by the due date.

Prerequisite: Admission to the MAC program.

**COUN 651 - Internship I (3)**

In this first course of the internship sequence (COUN 651, 652, 653) students actively participate in 600 total hours and 240 direct hours of supervised client contact either at the City University of Seattle counseling center or an external site in the community. The student, site supervisor, and faculty supervisor will design an internship contract that includes roles and responsibilities, schedule, supervision format and frequency, required staff meetings, and client contact arrangements. The student will carry professional liability insurance and abide by the ACA Code of Ethics. Students are expected to use and complete the forms included in the MAC Clinical Training Manual. Methods of instruction primarily feature in-class face-to-face learning. At the conclusion of each quarter of internship, students are evaluated by the faculty supervisor in consultation with the site supervisor. Methods of instruction primarily feature in-class face-to-face learning in a group supervision format, with some additional asynchronous online work.

Prerequisite: COUN 550: Comprehensive Exam.

**COUN 652 - Internship II (3)**

In this second course of the internship sequence (COUN 651, 652, 653) students actively participate in 600 total hours and 240 direct hours of supervised client contact
either at the City University of Seattle counseling center or an external site in the community. The student, site supervisor, and faculty supervisor will design an internship contract that includes roles and responsibilities, schedule, supervision format and frequency, required staff meetings, and client contact arrangements. The student will carry professional liability insurance and abide by the ACA Code of Ethics. Students are expected to use and complete the forms included in the MAC Clinical Training Manual. At the conclusion of each quarter of internship, students are evaluated by the faculty supervisor in consultation with the site supervisor. Methods of instruction primarily feature in-class face-to-face learning in a group supervision format, with some additional asynchronous online work.

Prerequisite: COUN 550: Comprehensive Exam.

**COUN 653 - Internship III (3)**

In this third course of the internship sequence (COUN 651, 652, 653) students actively participate in 600 total hours and 240 direct hours of supervised client contact either at the City University of Seattle counseling center or an external site in the community. The student, site supervisor, and faculty supervisor will design an internship contract that includes roles and responsibilities, schedule, supervision format and frequency, required staff meetings, and client contact arrangements. The student will carry professional liability insurance and abide by the ACA Code of Ethics. Students are expected to use and complete the forms included in the MAC Clinical Training Manual. At the conclusion of each quarter of internship, students are evaluated by the faculty supervisor in consultation with the site supervisor. Methods of instruction primarily feature in-class face-to-face learning in a group supervision format, with some additional asynchronous online work.

Prerequisite: COUN 550: Comprehensive Exam.

**COUN 654 - Internship IV - Systemic Theory and Interventions (3)**

In this fourth course of the internship sequence (COUN 651, 652, 653, 654), students in the Marriage, Couple, and Family Counseling specialization actively participate in client hours which include work with children, couples, and families. Students will be provided licensed supervision at their internship placement in the community. The student, site supervisor, and faculty supervisor will design an internship contract that includes roles and responsibilities, schedule, supervision format and frequency, required staff meetings, and client contact arrangements. The student will carry professional liability insurance and abide by the ACA/AAMFT Code of Ethics. Students are expected to use and complete the forms included in the MAC Clinical Training Manual. At the conclusion of each quarter of internship, students are evaluated by the faculty supervisor in consultation with the site supervisor. Methods of instruction primarily involves in-class face-to-face learning, in a group supervision format.

Prerequisite: COUN 550: Comprehensive Exam.

**COUN 655 - Internship V - Systemic Interventions (3)**

In this fifth course of the internship sequence (COUN 651, 652, 653, 654, 655), students in the Marriage, Couple, and Family Counseling specialization actively participate in 500 direct client hours (of which 250 must be with children, couples, and families) and 100 supervisory hours of supervised client contact either at the City University of Seattle counseling center or an external site in the community. Prior direct client hours and supervisory hours accumulated during COUN 651, 652, and 653 can count toward this total. The student, site supervisor, and faculty supervisor will design an internship contract that includes roles and responsibilities, schedule, supervision format and frequency, required staff meetings, and client contact arrangements. The student will carry professional liability insurance and abide by the ACA Code of Ethics. Students are expected to use and complete the forms included in the MAC Clinical Training Manual. At the conclusion of each quarter of internship students are evaluated by the faculty supervisor in consultation with the site supervisor. Methods of instruction primarily involves in-class face-to-face learning, in a group supervision format.

Prerequisite: COUN 550: Comprehensive Exam.

**COUN 660 - School Counseling Internship I (3)**

This is the first course of the internship sequence (COUN 660, 662, 664). For the entire internship sequence, students actively participate in 600 total hours and 240 direct hours of supervised student contact at their PK-12 internship school site. The student, site supervisor, and faculty supervisor design an internship contract that includes roles and responsibilities, schedule, supervision format and frequency, and required staff meetings. Students must carry professional liability insurance and abide by the ACA Code of Ethics, and complete the forms included in the MAC Clinical Training Manual. At the conclusion of each quarter of internship, students are evaluated by the faculty supervisor in consultation with the site supervisor. Methods of instruction primarily feature in-class face-to-face learning in a group supervision format, with some additional asynchronous online work.

Prerequisite: Admission to the MAC Program.
COUN 662 - School Counseling Internship II (3)
This is the second course of the internship sequence (COUN 660, 662, 664). For the entire internship sequence, students actively participate in 600 total hours and 240 direct hours of supervised student contact at their PK-12 internship school site. The student, site supervisor, and faculty supervisor design an internship contract that includes roles and responsibilities, schedule, supervision format and frequency, and required staff meetings. Students must carry professional liability insurance and abide by the ACA Code of Ethics, and complete the forms included in the MAC Clinical Training Manual. At the conclusion of each quarter of internship, students are evaluated by the faculty supervisor in consultation with the site supervisor. Methods of instruction primarily feature in-class face-to-face learning in a group supervision format, with some additional asynchronous online work.
Prerequisite: Admission to MAC program.

COUN 664 - School Counseling Internship III (3)
This is the third course of the internship sequence (COUN 660, 662, 664). For the entire internship sequence, students actively participate in 600 total hours and 240 direct hours of supervised student contact at their PK-12 internship school site. The student, site supervisor, and faculty supervisor design an internship contract that includes roles and responsibilities, schedule, supervision format and frequency, and required staff meetings. Students must carry professional liability insurance and abide by the ACA Code of Ethics, and complete the forms included in the MAC Clinical Training Manual. At the conclusion of each quarter of internship, students are evaluated by the faculty supervisor in consultation with the site supervisor. Methods of instruction primarily feature in-class face-to-face learning in a group supervision format, with some additional asynchronous online work.
Prerequisite: Admission to MAC program.

COUN 680 - Survey of Addictions: Pharmacology and Physiology of Addictions (5)
In this survey of addictions, students will gain understanding of the major theories of etiology of addiction. Topics include understanding the pharmacological properties and physiological effects of addictive substances and the influence of culture on the use of addictive substances. Students will learn the various signs and symptoms used for assessment of addiction. Students will receive a packet of materials from the instructor at the beginning of the course.

COUN 684 - Substance Use Disorder Law and Ethics (5)
This course prepares students to apply current legal and ethical guidelines related to Chemical Dependency Counseling in Washington State. Coverage includes the National Association for Addiction Professionals (NAADAC) code of ethics, substance use disorder laws and ethics, and other relevant legislation specific to the chemical dependency field. Students will apply ethical principles to case studies. Students will receive a packet of materials from the instructor at the beginning of the course.
Prerequisite: COUN 680.

COUN 687 - Treatment of Addictions: Individual, Group, and Family Addictions Counseling using ASAM Criteria (5)
Using evidence-based practice, students develop conceptual knowledge and practical skills to diagnose and treat substance abuse disorders. This course covers screening, assessment, and diagnoses, as well as determining American Society of Addiction Medicine (ASAM) placement criteria and level of care. Students learn the appropriate treatment modalities for individuals, groups, and families. Co-occurring disorders and trauma are also addressed. Students will receive a packet of materials from the instructor at the beginning of the course.
Prerequisite: COUN 680; COUN 684.

COUN 690 - Integrative Portfolio Project (3)
In COUN 690, students will have an opportunity to apply their newly-acquired knowledge of advocacy, research design, and public policy in the mental health field, with their awareness of social justice issues that impact the mental health community. Students will complete assignments designed to facilitate exploration of (a) the self of the counselor, (b) the role of the counselor in advocating for and with clients from underserved populations, (c) understanding the impact of public policy on clients, and (d) proposing an action research plan for addressing an identified social justice issue. Methods of instruction include independent research, in-class face-to-face learning, and some additional asynchronous online work.
Prerequisite: Admission to MAC program.

COUN 692 - Capstone Project and Comprehensive Examination (3)
The Master of Arts in Counseling program follows a
developmental sequence in preparing counselors for work in school, agencies, medical settings, chemical dependency treatment facilities, and private practice. Prior to completing their program of study, students will submit a capstone project and complete a summative assessment of learning. Methods of instruction primarily feature: in-class face-to-face learning, with some additional asynchronous online work.

Prerequisite: Admission to the MAC Program.

**CPC**

**CPC 501 - Introduction To Counselling Psychology Practice (5)**

This introductory course explores ways that counsellors can assist others in developing preferred lives and identities. Students will develop their own unique ways of engaging with others toward therapeutic ends. This course will focus on the safe exploration of therapeutic conversations. Guidelines on appropriate personal disclosure will be provided by the instructor.

Prerequisite: Students are not permitted to challenge this course or undertake it as an independent learning contract (ILC).

**CPC 502 - Systemic Theory: Diversity and Cultural Psychology (3)**

This course offers an introduction to the theory, ethics and practice of counselling diverse populations. Students will critically analyze the sociocultural context of counselling and the influence of both counsellor and systemic bias on case conceptualization and treatment planning. Therapeutic cultural competence is developed through rigorous exploration of students’ culture-bound identities, experiences, values, and beliefs. Topics examined include culture, ethnicity, gender, sexuality, intersectionality, power, privilege, and ethics.

**CPC 510 - Professional Ethics and Law (3)**

This course provides an introduction to ethical and legal codes and laws pertaining to therapeutic counselling practice. Areas of focus include practitioner responsibilities, liability, consent, confidentiality, dual relationships, and inter-professional communication. Students will explore the complex relationship between ethics, law, and the therapeutic alliance.

**CPC 511 - Psychology of Loss and Grief (3)**

This course examines the experience of grief and loss from a range of perspectives. Students will explore the varied ways that loss may be experienced, contended with, and integrated into one’s worldview. Loss is inevitable; nothing and no one lasts forever. Learning to be with others who are in mourning (eg. death of a loved one or pet; loss of a meaningful relationship; loss of employment; loss of identity) is important for clinical counsellors. Awareness of the culturally diverse ways in which grief and mourning are experienced and expressed is also an essential area of competency for all practitioners.

**CPC 512 - Family Systems Therapy (5)**

This course introduces students to classic and contemporary family theories and their clinical applications. Students will explore the history and evolution of family therapy with a special focus on diversity and the sociocultural context(s) within which families are embedded. A wide range of traditional and non-traditional family models will be examined (e. g., nuclear families, blended families, LGBT families etc.), including students' own family histories and their impact on students' development.

**CPC 513 - Brief Therapy Models (3)**

In this course, students are introduced to the history and the evolution of Brief Therapy and associated practices (eg. Cognitive-Behavioral Therapy, Solution-Focused Therapy, Narrative Therapy etc.). Students will explore interviewing practices associated with brief therapies and assess readiness for change. Common factors inherent in all effective psychotherapies will be examined with an emphasis on case conceptualization and effective treatment planning.

**CPC 514 - Research Methods and Statistics (3)**

This course introduces students to research in the social sciences and provides them with the skills to critically review human wellness literature. Both qualitative and quantitative methodologies will be explored (e.g., autoethnography, indigenous methodologies, experimental design etc.). Proposals from this course may be further developed for later use in thesis and capstone research projects.

**CPC 520 - Qualitative Research Methods in Counselling Psychology (3)**

This introductory course will help students to familiarize themselves with qualitative research, which focuses on
understanding rather than predicting or controlling phenomena. Course content will explore a variety of qualitative research methods including grounded theory, phenomenology, narrative inquiry, and others.

**CPC 522 - Psychology of Trauma and Interpersonal Violence (3)**

In this course, students will develop therapeutic competencies for working with survivors and perpetrators of trauma and interpersonal violence. Person-centred approaches to recovery and reconciliation will be examined. Topics explored will include: 1) prevalent theoretical frameworks; 2) case conceptualization; 3) treatment planning; 4) effective interventions; 5) sociocultural contexts of violence; 6) diversity issues; 7) dynamics of power and privilege; 8) legal issues; 9) ethics; and 10) the wellbeing of the practitioner in relation to trauma exposure.

**CPC 523 - Psychology of Sexuality and Human Development (3)**

This course explores human sexuality and development across the lifespan from a range of perspectives. Dominant cultural assumptions about heterosexuality and the experiences of lesbian, bisexual, gay, trans, two-spirited, and queer persons will be considered. Classical developmental theories will also be examined along with their predominant theoretical critiques.

**CPC 524 - Psychopathology and Psychopharmacology (5)**

This course examines psychopathology from a sociocultural and social constructivist perspective. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and become familiar with the predominant North American diagnostic categories. Students gain the ability to apply DSM constructs to pertinent cases and accurately evaluate diagnostic reports. Critiques of the DSM and alternative ways of comprehending problematic human behaviour are explored.

**CPC 525 - Testing And Assessment (3)**

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, perform assessment interviews, and write detailed case conceptualization reports integrating quantitative and qualitative assessments. 

Prerequisite: CPC 514 Statistics and Research or equivalent or substantial experience and facility with quantitative analysis.

**CPC 526 - Counselling Psychology Theory (5)**

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.

**CPC 527 - Group Counselling Psychology (3)**

This course provides an experiential introduction to group processing theory including exposure to a variety of therapeutic groups designed to provide support for deeper exploration of self and relationship to others. Students will participate both as facilitators and members of a variety of therapeutic groups. A number of topics will be explored throughout the course including: 1) the history of group therapy; 2) the benefits and challenges of therapeutic groups; and 3) the influences of culture, class, gender, sexuality, and age on group dynamics.

**CPC 529 - Psychology Of Addictions (3)**

This course seeks to comprehend the phenomenon predominantly described as "addiction," exploring and critically examining this phenomenon from multiple perspectives. This course places special emphasis on compassionate, collaborative, practices of engagement with what may be considered the clinically significant distress of others. This course explores, and critically evaluates, a range of frameworks, models, metaphors and theories seeking to make sense of the etiology of substance use, misuse and abuse within the context of the person’s life and relationships. This course critically examines predominant and conventional ways in which "addiction" is understood, proposing and examining alternative ways of understanding the meanings people attach to the phenomenon of the "addiction" experiences. The course presents a sociological overview of the history regarding the social construction of what makes a drug licit or illicit, and examines associated outcomes.
CPC 550 - Comprehensive Exam-B.C., Canada (0)

Comprehensive Exam-B.C., Canada

CPC 551 - Comprehensive Exam-Alberta, Canada (0)

Comprehensive Exam-Alberta, Canada

CPC 556 - Assessment in Counselling Psychology (5)

This course presents a survey of assessment techniques and instruments used in the practice of counselling psychology, including testing for personality, intelligence, achievement, interest, and aptitude. Students will learn to incorporate test and interview results into written reports, conduct mental status examinations, perform assessment interviews, write detailed case conceptualization reports integrating quantitative and qualitative results, and engage in the practice of risk-assessments (i.e. self-harm and suicide).

CPC 599 - Graduate Seminar-Independent Study (1.00 TO 5)

Graduate Seminar-Independent Study

CPC 600 - Child and Adolescent Counselling (3)

In this course, students will critically examine a range of therapeutic approaches to working with children and youth. Issues such as sexual identity, mental health, substance use, and peer relations will be explored from a range of theoretical perspectives.

CPC 603 - Research Project/Thesis (4)

This course guides the student through the steps of producing a major scholarly document. The product of the course is a thesis, which is the culmination of a student's learning in Counselling Psychology. The structure of scientific and professional writing will be used to document original research, a clinical project, or a research proposal.

Prerequisite: Students in this course will have successfully completed the Comprehensive Examination (CPC 550 British Columbia, CPC 551 Alberta).

CPC 604 - Psychology of Aging (3)

This course provides an introduction to the Canadian context of elder experiences, examining current trends and demographics relating to development late in the lifespan. Aging is explored through a diversity perspective. Issues explored include loneliness, partner loss, depression, socio-economic struggles, and housing, etc.

CPC 606 - Couple's Counselling (3)

This course introduces students to couples’ counselling as an area of specialization. A range of theories and treatment interventions focused on conflict resolution in intimate relationships will be explored. A key focus of this course is to highlight the work of contemporary therapists working in both traditional and non-traditional couple and family contexts (e.g., same-sex couple counselling).

CPC 610 - Clinical Supervision (3)

This course provides an introduction to the theory and practice of clinical supervision. Topics include cultivating a working knowledge of a range of supervisory theories and their clinical applications, identifying and analyzing the ethical and legal dimensions of supervisory practice, and understanding professional and personal dynamics in supervisory situations. Students will be able to participate effectively in clinical settings, clearly articulate a meaningful and relevant framework for providing supervision, and demonstrate a clear understanding of and critical reflection on the ethical dimensions of effective supervision.

Prerequisite: Completion of Core Courses (CPC 501, CPC 502, CPC 510, CPC 511, CPC 512, CPC 513, CPC 514, CPC 522, CPC 523, CPC 524, CPC 525, CPC 526, CPC 527, and CPC 529) and Comprehensive Examination (CPC 550).

CPC 611 - Psychoeducational Assessment of Children and Adolescents I (3)

This course focuses on preliminary skills and knowledge necessary to conduct psycho-educational assessment of school-aged children. Students will be trained in the administration, scoring and interpretation of common standardized tests for intellectual/cognitive functioning, academic achievement, and social/emotional/behavioural characteristics (e.g., WISC-IV, WIAT-III or WJ-III, BASC-2). A pre-requisite for CPC 612, students will begin to develop competency in the use of common test statistics and interpretation of standardized psychological and educational test results, become familiar with learning disabilities and DSM-IV criteria relevant to disorders usually diagnosed in childhood, and practice psychological
and educational testing and assessment.
Prerequisite: CPC 525 or equivalent.

**CPC 612 - Psychoeducational Assessment of Children and Adolescents II (3)**

This field assessment/practicum course focuses on application of knowledge and skills necessary to complete formal psycho-educational assessments of school-age children. Following the pre-requisite, CPC 611, students are expected to demonstrate higher learning and readiness for psychological assessment practice through critical evaluation and synthesis of relevant knowledge and application of ethical practices in the field. Students will continue to practice the administration, scoring and interpretation of the WISC-IV, the WIAT-III or WJ-III, and the BASC-2 with school-aged students referred for psychoeducational assessment. Under the supervision of registered psychologists, CPC 612 students will be expected to complete assessments with children and/or adolescents, consult with parents and school and/or other professional personnel, and provide appropriate written assessment reports.

Prerequisite: CPC 525; CPC 611.

**CPC 633 - Internship (0)**

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.

**CPC 651 - Practicum I (2)**

Practicum courses provide clinical experience and professional supervision beyond the classroom setting within two contexts: an Internship in which students receive professional supervision for direct client contact; and an on-campus Practicum course in which students participate in group supervision and discuss internship issues.

Prerequisite: Students entering this course are expected to have qualified for specialization course work in Counselling Psychology. Students will also have successfully completed the Counselling Psychology core courses (CPC 501, CPC 502, CPC 510, CPC 511, CPC 512, CPC 513, CPC 514, CPC 522, CPC 523, CPC 524, CPC 525, CPC 526, CPC 527, and CPC 529) passed the Comprehensive Examination (CPC 550), and achieved Master’s Candidacy.

**CPC 652 - Practicum II (2)**

Practicum courses provide clinical experience and professional supervision beyond the classroom setting within two contexts: an Internship in which students receive professional supervision for direct client contact; and an on-campus Practicum course in which students participate in group supervision and discuss internship issues.

Prerequisite: Students entering this course are expected to have qualified for specialization course work in Counselling Psychology. Students will also have successfully completed the Counselling Psychology core courses (CPC 501, CPC 502, CPC 510, CPC 511, CPC 512, CPC 513, CPC 514, CPC 522, CPC 523, CPC 524, CPC 525, CPC 526, CPC 527, and CPC 529) passed the Comprehensive Examination (CPC 550), and achieved Master’s Candidacy.

**CPC 653 - Practicum III (2)**

Practicum courses provide clinical experience and professional supervision beyond the classroom setting within two contexts: an Internship in which students receive professional supervision for direct client contact; and an on-campus Practicum course in which students participate in group supervision and discuss internship issues.

Prerequisite: Students entering this course are expected to have qualified for specialization course work in Counselling Psychology. Students will also have successfully completed the Counselling Psychology core courses (CPC 501, CPC 502, CPC 510, CPC 511, CPC 512, CPC 513, CPC 514, CPC 522, CPC 523, CPC 524, CPC 525, CPC 526, CPC 527, and CPC 529) passed the Comprehensive Examination (CPC 550), and achieved Master’s Candidacy.

**CPC 654 - Practicum I: Case Conceptualization & Counselling Psychology Treatment (3)**

Practicum courses provide clinical experience and professional supervision beyond the classroom setting within two contexts: an Internship in which students receive professional supervision for direct client contact; and an on-campus Practicum course in which students participate in group supervision and discuss internship issues.

Prerequisite: Students entering this course are expected to have qualified for specialization course work in Counselling Psychology. Students will also have successfully completed the Counselling Psychology core courses (CPC 501, CPC 502, CPC 510, CPC 511, CPC 512, CPC 513, CPC 514, CPC 522, CPC 523, CPC 524, CPC 525, CPC 526, CPC 527, and CPC 529) passed the Comprehensive Examination (CPC 550), and achieved Master’s Candidacy.
have qualified for specialization course work in Counselling Psychology. Students will also have successfully completed the Counselling Psychology core courses (CPC 501, CPC 502, CPC 510, CPC 511, CPC 512, CPC 513, CPC 520, CPC 514, CPC 522, CPC 523, CPC 524, CPC 556, CPC 526, CPC 527, and CPC 529), passed the Comprehensive Examination (CPC 551), and achieved Master’s Candidacy.

CPC 655 - Practicum II: Ethical Issues in Counselling Psychology Practice (3)

Practicum courses provide clinical experience and professional supervision beyond the classroom setting within two contexts: an Internship in which students receive professional supervision for direct client contact; and an on-campus Practicum course in which students participate in group supervision and discuss internship issues.

Prerequisite: CPC 654; Students entering this course are expected to have qualified for specialization course work in Counselling Psychology. Students will also have successfully completed the Counselling Psychology core courses (CPC 501, CPC 502, CPC 510, CPC 511, CPC 512, CPC 513, CPC 520, CPC 514, CPC 522, CPC 523, CPC 524, CPC 556, CPC 526, CPC 527, and CPC 529), passed the Comprehensive Examination (CPC 551), and achieved Master’s Candidacy.

CPC 680 - Counselling Research Capstone (4)

The Capstone is a research project that incorporates students’ overall academic learning and scholastic inquiry. The project is intended to provide students with an opportunity to demonstrate their knowledge regarding a variety of theories, perspectives, and practices relevant to dilemmas that therapists hear of during therapeutic consultations. The Capstone project creates an opportunity for students to critically reflect on their evolving philosophy of counselling and their sense of self as a therapist. This is done by researching and critiquing a relevant counselling dilemma, or particular topic or theme, in depth, while proposing a research methodology appropriate for further research in the area students choose to write about. A synopsis or overview of the project will be expected of each student, within the context of a poster presentation or related format.

Prerequisite: Students in this course will have successfully completed the Comprehensive Examination CPC 550.

CPC 691 - Advanced Seminar in Integrative Research (4)

The purpose of this course is to support students in becoming more critical consumers of research as it relates to counselling theory and practice. Structured learning opportunities have been developed to support students in locating, understanding, analyzing and applying information from several bodies of knowledge including academic research, grey and popular literature. As well, students will critically examine theories and methods associated with qualitative and quantitative paradigms of inquiry.

CPC 695 - Counselling Psychology: Research Project (5)

This course builds on the students overall academic work and introduces the steps of producing a major scholarly document. It is designed to support students in demonstrating familiarity with theories, issues, and problems in counselling psychology research. The final scholarly research document will create the opportunity for the student to critically examine their 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. The course outcome is a research project (of 35+ pages that includes all aspects of the design, execution and analysis of research using accepted methodology).

Prerequisite: CPC 514, CPC 520.

CPC 696 - Counselling Psychology: Thesis (5)

This course guides the student through the steps of producing a major scholarly document. The product of the course is a thesis, which is the culmination of a student's learning in the Counselling Psychology program.

Prerequisite: CPC 514, CPC 520.

CS

CS 131 - Computer Science I - C++ (5)

This course provides an introduction to programming using the Standard C++ programming language. Students learn the basic concepts of assignment, iteration, and looping. The course includes extensive coverage of objects and the concepts of object-oriented programming. In addition, students will learn how to effectively structure a program.

CS 151 - Programming with Python (5)

This course provides an introduction to programming using
Python. Students learn the fundamental programming concepts of process, iteration, selection, functions, classes, and objects. Students learn to apply key data structures and algorithms in their programs. Throughout the course students work in an immersive environment creating numerous programs to exercise their knowledge. At the end of the course, students have the ability to apply programming to many common problems and a solid foundation for more advanced programming concepts and challenges.

**CS 201 - Information Technologies for Managers (5)**

This course provides an introduction to the world of information technology, including the Internet, software and hardware, telecommunications, databases, and e-commerce. It examines the opportunities, challenges, and ethical questions brought by the digital age. As a preparatory course for the bachelor's degree programs in management, it develops students' skills in commonly used applications.

**CS 225 - Introduction to Web Design (5)**

The course develops a student’s understanding and skills in web development and script programming to create dynamic websites. The course is an introductory course and builds a fundamental working knowledge of web technology and the ability to create a website. Students will apply knowledge of computer operation and basic symbolic logic to the create a dynamic website. Students completing this course will have an understanding of the operation and construction of a dynamic website.

**CS 300 - Telecommunications (5)**

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.

**CS 302 - Human Computer Interaction (5)**

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.

**CS 306 - Information Management (5)**

This course develops an understanding of the concepts underlying Information Management. A broad list of topics related to information management are introduced including data acquisition, data transport, data manipulation, data storage, data quality, metadata, data modeling, databases, database management systems, and data communications. Modern businesses rely on sharing and storage of high quality business data to support strategic business objectives. Such systems must be carefully designed to satisfy user and business needs while being robust enough to handle unplanned changes and disturbances. Ultimately, these systems must be flexible enough to accommodate increased complexity as the amount of accumulated corporate data grows. This course prepares the student to work in a managed information environment.

**CS 310 - Introduction to Medical Organizations, Operations & Terminology (5)**

This course introduces the student to the health care industry through an information management viewpoint. The purpose of the course is to give students a foundational understanding of the health care industry to support future work. This course serves as an introduction to medical organizational history, structure and operation. The course covers clinical organizations and processes, as well as structure and processes of allied professions including billing and coding, finance and service providers. The course also familiarizes the student with medical terminology and the health information management profession. At the end of the course the student is ready to study health care information technology.
Prerequisite: IS 306 or CS 306.

**CS 330 - Network Communications Basics (5)**

The initial course in the Networking sequence, this course addresses the OSI and IP networking models and understanding networking protocols. The course examines in depth layer 1 and 2 protocols including common LAN and wireless networks. The student is introduced to tools and techniques for analyzing networks.
Prerequisite: IS 306.

**CS 332 - Switches, Routing and Protocols (5)**

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-Network Communications Basics.

**CS 370 - Computer Organization and Architecture (5)**

This course provides an introduction into the design of the digital computer. Topics include the design and implementation of logic circuits, data representation, assembly language programming, exception flow control and basic processor architecture. Students obtain a solid understanding of the hardware executing their programs and how to make efficient use of hardware capabilities.

Prerequisite: CS 131, IS 340, and "Topics in Discrete Mathematics".

**CS 416 - Database Management (5)**

This course covers the design, deployment and management of databases. Topics include database normalization and denormalization, indexing, cooked and raw partitioning, distributed data access, ODBC, and basic SQL. In addition the course looks at how database administrators grant and manage privileges, control access to data elements, and ensure data integrity.

**CS 430 - Health Information Systems (5)**

This course introduces the student to the health care informatics. The purpose of the course is to give students a foundational understanding of the information systems used to support healthcare delivery and the technology employed to facilitate it. The course covers hardware, software, clinical decision support systems, modern communication mechanisms, clinical physician order entry (CPOE) and future technologies. The course also familiarizes the student with medical terminology and the health information nomenclature. At the end of the course the student will be able to identify the key elements of a modern healthcare information system.

Prerequisite: CS 310.

**CS 432 - Advanced Health Information Systems (5)**

This course is designed to provide students with an in-depth analysis of healthcare informatics. The purpose of the course is to develop a deeper understanding of advanced topics in healthcare information systems. Topics to be covered are health care data quality, knowledge translation, healthcare data analytics and data mining, information security and cloud computing. The course also discusses the topic of leadership in healthcare IT. By the end of the course the student will be able to discuss the topics used to acquire healthcare knowledge, analyze the knowledge, distribute, and communicate the knowledge to healthcare stakeholders and patients.

Prerequisite: CS 430.

**CS 436 - Network Applications Layer (5)**

This course examines the applications layer of data networks. Topics include protocols and applications such as SMTP, HTTP, RPC, Active Directory, Exchange, and NFS. The course looks at how the lower level network layers examined in previous courses support distributed applications and computing as well as other communications needs.

Prerequisite: CS 332.

**CS 438 - Integrated Communications Networks (5)**

This course builds on the material from previous networking and telecommunications courses to examine integrated communications networks. Material includes Voice over IP networking, IPTV and Internet Television, and the Integrated Multimedia System of wireless networks.

**CS 481 - Network Security (5)**

This course examines the tools, processes and procedures used to secure computer networks. The course reviews network vulnerabilities, common attack vectors, and methods for preventing, detecting and minimizing the effects of network attacks using such tools as Firewalls and Intrusion Detection Systems. Students completing this course will have an understanding of how to secure and defend networks.

Prerequisite: CS 330.

**CS 492 - Network Management (5)**

This course examines the protocols, tools and processes
used to manage data communications networks. The students will explore the five domains of network management: fault, performance, configuration, accounting and security management. The course explores how to manage and maintain the networks studied in previous courses.

Prerequisite: CS 332.

**CS 495 - Capstone I - Project Initiation (5)**

The Capstone Project is a multi-disciplinary team project where the students have the opportunity to apply the concepts learned in their college experience to a real-world problem. In the first course of the sequence, students will identify their project, gather requirements, perform needed background research, create a project plan, develop designs, and begin development of their project.

Prerequisite: Substantial completion of the BSCS/BSIS program including the majority of emphasis courses.

**CS 496 - Capstone II - Project Implementation and Validation (5)**

The Capstone Project is a multi-disciplinary team project where the students have the opportunity to apply the concepts learned in their college experience to a real-world problem. In the second course of the sequence, students will implement the project they have identified and designed in the first course, validate their implementation, and present the results of their efforts.

Prerequisite: CS 495.

**CS 497 - Technology Capstone (5)**

This cumulative capstone course provides students an opportunity to apply, integrate, and demonstrate knowledge and skills they have acquired throughout their undergraduate technology education. This course is designed to be taken at the completion, or near the completion, of a student's undergraduate technology program. The course assess the student's ability to show mastery through practical examinations, oral presentation and written work.

Prerequisite: All of the program courses complete.

**CS 498 - Comp Sys Undergraduate Internship (1.00 TO 5)**

As part of the City University of Seattle program, there is the option of using a professional internship to enhance the undergraduate school experience. Within this option, activities include designing, participating in, and reflecting upon the internship experience.

**CS 504 - Principles of Software Engineering (3)**

The Software Engineering discipline covers those activities used to produce and deliver quality code in a consistent manner. This course covers process models, methodologies and architectures for producing code, as well as the project and configuration management processes to guide the software lifecycle. The course also looks at the critical areas of requirements engineering, documentation and metrics. Students mastering this course will be prepared to participate in professional software engineering teams.

**CS 519 - Introduction to Cloud Computing (3)**

This course introduces students to developing applications in a cloud environment. Students will explore the potential benefits of cloud computing, the paradigms, tools and techniques used to develop cloud applications, and how cloud services are managed. Students will develop their own cloud applications. After taking this course students will be prepared to create cloud applications, to evaluate the performance of cloud applications and to explore emerging and advanced cloud computing techniques.

**CS 531 - Computational Biology (3)**

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.

**CS 533 - Computer Architecture (3)**

This course provides students with a fundamental understanding of computer architecture and components including the ALU, registers, busses, i/o, memory and
caches. Students gain an appreciation for machine and assembly languages and how different architectures are used to address challenges in computing. Students who have completed this course will understand how to use the hardware of a computer effectively.

**CS 535 - The Cloud Environment (3)**

This course explores the technology, systems and environments that make up the cloud environment. Students will explore how computing clouds are created, managed and monitored. The course will look at the systems, devices and processes used to build computing clouds.

Prerequisite: CS 519.

**CS 545 - Applied Parallel Programming (3)**

Computers containing multiple processors are becoming increasingly common in all areas of computing, from the smallest microprocessors with multiple cores, to large super-computers. To effectively use these machines requires an approach to programming which allows sections of the code, or threads, to process independently and concurrently (in parallel) while ensuring the threads are properly controlled and can communicate with each other when necessary. This course studies the basics of concurrency and provides students with hands-on experience in parallel programming.

Prerequisite: CS 555 or equivalent.

**CS 547 - Secure Systems and Programs (3)**

This course covers the principles and practices of secure programming. The course covers coding practices which avoid introducing vulnerabilities which could be exploited. The course also covers the incorporation of security features and services such as encryption, authentication, and access control which allow the creation of a secure system. Virtual labs are included to provide students with “hands-on” experience in configuring, hardening and deploying virtual devices, such as web servers, to understand and combat common exploits. Students must be familiar with basic programming concepts such as syntax, structure, control-of-flow, program problem solving, as well as computing resources.

**CS 555 - C++ for Programmers (3)**

This course provides a comprehensive overview of the C++ programming language for programmers who are new to C++ and object-oriented programming. The course builds on existing programming skills and prepares students to participate in development activities and courses which use C++ as their programming language.

Prerequisite: Proficiency in at least one high-order programming language.

**CS 570 - Software Testing (3)**

This course looks at the theories and practical tools and techniques for the testing and validation of software. Testing includes unit, integration, regression and user acceptance testing using both black-box and white-box techniques. The course also covers developing and writing test cases, creating error reports, and tracking test status. Upon completion of the course the student should be comfortable designing and applying requirements to software systems testing.

**CS 598 - Computer Systems Graduate Internship (1.00 TO 3)**

As a part of the City University Program, there is the option of using a professional internship to enhance the graduate school experience. Within this option a student will be involved in designing, participating in, and reflecting upon the internship experience. An internship is a planned new learning activity which provides the student with a business-related learning experience designed to enhance competency while integrating theory and practice within a given field.

Prerequisite: Completed a minimum of 27 program graduate quarter credit hours at City University of Seattle; currently enrolled in a graduate program at City University with a cumulative GPA of 3.25 or higher.

**CS 612 - Data Exploration and Visualization (3)**

Vast amounts of data present challenges in analyzing, understanding and presenting the data. In this course, students will learn techniques for data analysis and presentation. Students will learn to extract significance from the data and the principles to create an effective visualization.

**CS 615 - Programming for Cloud Computing Environment (3)**

Cloud computing has become a major paradigm shift. It represents a novel way of implementing applications as services in a way that increases the agility of the organization while decreasing costs and speed of deployment. Programming in this new environment requires paying attention to the customer experience, scalability and security. This course prepares the student
to be an effective programmer in this environment.
Prerequisite: CS 519, CS 555.

**CS 651 - Computer Systems Capstone - Define (3)**

In the Capstone, the student will demonstrate their abilities to apply Computer Systems principles, tools and techniques to a specific problem, and to acquire and/or apply additional knowledge in a unique problem domain. The Capstone should include elements related to specific emphasis area(s) of the student. In the first course in the sequence, Define, the student will propose a topic, complete a literature review and define the research and process for a thesis, or will select, define, gather requirements and complete a high level design for a project.
Prerequisite: Completion of 18 credits of the program including at least 9 credits of a sequence.

**CS 652 - Computer Systems Capstone - Process (3)**

In the Capstone, the student will demonstrate their abilities to apply Computer Systems principles, tools and techniques to a specific problem, and to acquire and/or apply additional knowledge in a unique problem domain. The Capstone should include elements related to specific emphasis area(s) of the student. In the second course in the sequence, Process, the student will conduct research, develop software and systems, or complete any other processes appropriate to the thesis or project.
Prerequisite: CS 651.

**CS 653 - Computer Systems Capstone - Analyze & Report (3)**

In the Capstone, the student will demonstrate their abilities to apply Computer Systems principles, tools and techniques to a specific problem, and to acquire and/or apply additional knowledge in a unique problem domain. The Capstone should include elements related to specific emphasis area(s) of the student. In the third course in the sequence, Analyze and Report, the student will complete final validations and verifications, analyze and report on the outcomes of their research, development or other project efforts. The end product will be a thesis or written project report and an oral or video presentation in a public forum.
Prerequisite: CS 652.

**CS 687 - Computer Science Capstone (3)**

The Computer Science Capstone is the capstone course for the Master of Science in Computer Science (MSCS) program. Students will demonstrate their ability to apply computer systems principles, tools, and techniques to a specific problem or research study, and to acquire and/or apply additional knowledge in a unique domain. This course integrates knowledge gained from previous coursework in the MSCS program.
Prerequisite: Final quarter of study.

**DBA**

**DBA 600 - Introduction to Doctoral Program (1)**

In this course, students will become familiar with the CityU DBA Program, online success tips, and academic writing resources. Tutorials and short quizzes or exercises in scholastic honesty, writing conventions, and APA citations will help prepare students for doctoral-level work.

**DBA 605 - Organizational Development Theories and Trends (6)**

This course analyzes the current theories and trends associated with Organizational Development. Students will learn how to assess the current practices of an organization relative to its mission and values and then work with the leaders of that organization to suggest, select, and implement interventions to make the organization perform more efficiently. Some of the theories to be analyzed include organizational ecology, lean operational strategy, organizational frames, and appreciative inquiry. Students will also investigate the impacts of organizational change on key stakeholders and plan for resistance.

**DBA 610 - Financial Decision Making (6)**

In this course, students will inspect and appraise a range of financial concepts and theories that are directly applicable to challenges facing businesses across industries. At the end of this course, students will be able to draw on these financial concepts and theories to provide a firm's top management with a comprehensive financial analysis for their organization and recommendations to improve their capital allocation and structure.

**DBA 615 - Organizational Identity and Culture (6)**

In this course students are asked to examine the human side of an organization to understand its culture and the impact that it has on efficiency. Students will select
organizations and investigate how well the cultural factors are helping or hindering the members of the organization as they attempt to meet their stated goals and objectives. Students will also analyze factors that impact customer loyalty, brand perception, organizational identity, and will demonstrate how they are impacted by the human side of the organization. At the end of this course, students will be able to state cultural improvements that lead to organizational efficiency by looking at the links between cultural factors within the organization as well as key stakeholders' perceptions.

**DBA 620 - Technology Implementation and Change Management (6)**

This course addresses the continued and expanding role of technology in sustained organizational success and addresses methodologies for designing or selecting technology solutions to optimize business success. Students will utilize project management skills to plan and implement technology solutions that support business goals. Students will also conduct needs analysis, propose viable solutions to address those needs, justify selections, and create an implementation plan. Students will also assess technology implementations to determine the extent of their success.

**DBA 625 - Industry Analysis and Market Innovation (6)**

This course covers the practice of sustained product innovation and the process of existing markets and future product capabilities to capture increased market share. Students will learn how to manage product lines and suggest innovations that align with current and future customer demands. Students will also learn how to market product innovations in order to expand market share through product differentiation and positioning. Students will also examine the factors that lead potential customers to choose or not choose an organization or a product and propose strategies to create value for a wider customer base.

**DBA 630 - Business Process Analysis and Strategic Management (6)**

In this course, students will learn how to conduct business process analyses of the key sections of an organization in order to better inform a responsible long-term strategic plan that will help the organization achieve its current goals and strive for new ones. In this course, students will investigate what it takes for an organization to implement a viable strategy that is also socially and environmentally responsible. The course also addresses the international nature of operations, distribution and strategic planning and prepares students to cross international boundaries as they help organizations grow. Students will be able to design forward-looking organizational strategies that will maximize internal organizational strengths to address external demands and opportunities.

**DBA 670 - Organizational Development Capstone (6)**

Students will conduct an organizational development analysis and intervention targeting a selected function within an organization. Students will choose an organization, identify key leaders, select a specific functional area within the organization, conduct an analysis of its operational effectiveness and make recommendations for improving organizational efficiency. Students must also identify key performance metrics and implement a plan for tracking the long-term success of the recommended intervention.

Prerequisite: Completion of DBA business core.

**EAD**

**EAD 503 - Research Skills and Foundations of Theory (6)**

In this performance based course, students will lay the groundwork for their understanding of Adult Learning. Topics include research skills, media literacy, adult learning theory, diversity of adult learners, and curriculum and instructional design. Students will work independently to establish competency in the topical areas of the course.

**EAD 505 - Adult Learning Theory (6)**

Adult Learning Theory explores the major concepts in the field of adult learning. This course will provide advanced study of adult learning theory, philosophical foundations of adult education, and current research relating to specific issues and approaches for facilitating adult education in training, business, and educational contexts.

**EAD 507 - Instructional Strategies for Adult Learners (6)**

Instructional Strategies for Adult Learners provides a substantial grounding in the skills and abilities associated with effective teaching or training in adult contexts. By examining current approaches and best practices, students build their skills and emerge with a “tool kit” of strategies to facilitate learning in a variety of settings and with
diverse groups of learners. Educators working with adult students in educational or business settings also need a foundation in the legal and ethical dimensions that will inform their practice such as including students with disabilities, universal design, sexual harassment, and workplace or campus violence.

**EAD 523 - Instructional Technology and Online Education (6)**

Technology continues to transform adult education by removing traditional barriers to learning. Adult educators, in both online and in person classrooms, need to be able to research and utilize technology while considering the diverse learning styles and needs of adult learners. This course explores how educators can effectively incorporate technology, both in person and online, to enhance the learning process and improve outcomes. The course also addresses e-learning concerns such as: blended learning environments; synchronous and asynchronous classes; the use of a variety of media such as video and audio; how to evaluate and incorporate free online media; accessibility concerns; and current best practices in online course design.

**EAD 527 - Program Design, Assessment and Evaluation (6)**

Developing educational or training programs for adults requires higher level skills, which include identifying needs, establishing objectives, and critically evaluating outcomes. Evidence of student development or learning must then be assessed based on the outcomes and then be evaluated for quality. This course examines theories and techniques associated with the evaluation of educational or training programs, along with an overview of various models for evaluating courses and programs in education, industry, and adult training environments. Additionally, students will learn how program evaluation ties into accreditation or certification and provides evidence to support the assertions made in the program plan.

**EAD 529 - Curriculum Development and Instructional Design (6)**

Curriculum Development and Instructional Design familiarizes students with the various curriculum development and instructional design models needed to support adult learning in education, business, and training contexts. Topics include: purposes of learning, learning contexts, learner characteristics, work setting characteristics, work/task analysis, learning outcomes, needs assessment, course design, and assessment strategies. Recent historical emphasis on accountability of student learning provides the context for a clear and effective approach to designing and assessing learning relative to established outcomes. Students learn various types of assessment strategies and tools, including authentic assessment. They also learn how to apply the results of learning outcomes assessment to improve student achievement and program effectiveness.

**EAD 556 - Legal and Ethical Dimensions of Training and Development (3)**

Managers and providers of training in various types of organizations need a foundation in the legal and ethical dimensions that will inform their practice. This course will explore laws and ethics with a focus on topics including human resources standards and disability accommodations. The course will also survey legal principles and decisions that affect organizational training managers in various contexts.

**EAD 610 - Applied Project (6)**

This course provides the opportunity to integrate and apply the theories, concepts, and practices learned in previous coursework to real-world issues and problems, combining a field-based experience with a focus on critical reflection in practice. Students will select a specific adult learning situation of personal relevance for study, conduct a detailed analysis, and offer solutions to a problem or suggest interventions to improve current practice. This serves as the culminating learning experience for the program.

**EAD 611 - Capstone: Adult Education and Service Learning (6)**

The capstone in adult education and service learning will allow students to focus on an area of interest in adult education and then create an applied project or a thesis based on research they will do on the educational modality and context.

**EAD 612 - Capstone: Training in Organizations (6)**

The capstone in training in organizations will allow students to choose between an applied project, which will create a training program for a specific context familiar to the student or a thesis examining a problem or issue in the field of training and development.
EC

EC 400 - Fundamentals of E-Commerce (5)
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.

ECC

ECC 501 - Introduction to Research Skills (2)
Candidates will apply critical reading and analysis skills in reviewing scholarly journals and other resources. They will develop a research problem, research questions and learn how to build an annotated bibliography using referencing software in their desired areas of research.

ECC 509 - Preparation for Professional Growth (3)
In this professional development course, candidates conduct a reflective self-assessment of themselves and their knowledge and skills, developing a Professional Growth Plan that will act as a foundation and guide throughout the rest of the MEd program.

ECC 510 - Technology Tools and Information Literacy (2)
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.

ECC 511 - Research Methods in Education (3)
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.

ECC 512 - Research Methods for School Counsellors (3)
In this course, candidates are introduced to the key research methodologies applicable to K-12: action research; quantitative (survey); and qualitative methods. Candidates are taken through the literature review process, Institutional Review Board requirements, and will complete the first draft of a research plan that includes a problem statement, research questions and a short literature review.

ECC 513 - Ethics and Law for School-based Practice (3)
This course provides the knowledge and skills in Canadian law and provincial regulations and ethical decision making for professional practice in school-based settings. Utilizing Canadian as well as provincial education ministry codes of ethics and education law, students develop the knowledge and tools required to make good judgments on legal and ethical matters within the school setting. Case studies on ethical decision making and addressing legal issues in schools are evaluated.

ECC 514 - Introduction to School Based Counselling (3)
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.

ECC 515 - Leadership and Counselling Diverse Cultures in Education (3)
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.

ECC 516 - Family Systems and Conflict Management (3)
Candidates examine how the school leader and school counsellor contribute to establishing and maintaining a
positive school climate. Topics include the roles played by members in hierarchical systems (family and organizations); and methods for the analyzing and resolving conflicts amongst key stakeholders both in home and work settings. At completion of this course candidates are able to use genograms for assessment and treatment in family systems as well as tools for analyzing and planning for conflict resolution.

**ECC 520 - Ethical and Legal Issues in School Counselling (3)**

This course provides the knowledge and skills in Canadian law and ethical codes of practice for school counsellors. Utilizing the Canadian Counselling and Psychotherapy Association’s Code of Ethical Conduct as well as provincial education Ministry of Education and the provincial school counselling association’s Codes of Ethics, candidates develop the knowledge and tools required to make good judgments on legal and ethical matters within the school setting. Case studies on ethical decision making relating to school counselling legal issues in schools are evaluated.

**ECC 522 - Skills and Approaches in School Counselling (3)**

This course gives the future school counsellor an introduction to counselling therapies applicable to the school environment. Topics include advanced interviewing skills, deepening the therapeutic alliance and professional documentation for intake and referral. Candidates review regional policies and guidelines related to the scope of practice for school counsellors in a multicultural context. This course also gives the future school counsellor an overview of how a well-organized counselling program contributes to children’s growth and a positive school climate.

**ECC 601 - Counselling Field Experience (1)**

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.

**ECC 602 - Counselling Practicum (2)**

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.

**ECC 640 - Advanced Issues in School Counselling (3)**

In order to meet the needs of K-12 students, candidates in this course will engage in self-reflective practice and develop critical self-awareness in three key areas of school counselling: trauma; grief and loss; and, addiction. Candidates will take part in reflective discussions related to key topics in these areas, counselling practice dyads and complete self-assessment measures. Candidates will also create a Professional Growth Plan that will act as a guide throughout the second year of the program.

**ECC 646 - Critical Approaches to Diversity in School Counselling (3)**

This course offers an introduction to the theory, ethics and practice of counselling diverse populations in schools. Candidates critically analyze the sociocultural context of counselling and the influence of both counsellor and systemic bias on case conceptualization and treatment planning. Therapeutic cultural competencies are developed through rigorous exploration of candidates’ culture-bound identities, experiences, values, and beliefs. Topics examined include culture, ethnicity, gender, sexuality, intersectionality, power, privilege, and ethics.

**ECC 648 - Family Systems Theory and Practice (3)**

Candidates examine how aspects of family therapy theory and practice addresses the needs of students and their families while also establishing and maintaining a positive school climate. Topics include the roles played by members in hierarchical systems (family and organizations); therapeutic practices for addressing family problems; and methods for analyzing the relationship between family systems. Upon completion of this course, candidates are able to use a variety of Family Therapy theories and interventions including genograms for assessment and treatment in family systems.

**ECE**

**ECE 302 - Cognitive Development and Brain**
Research (3)

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.

ECE 306 - Family, Culture and Community Connections (3)

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.

Prerequisite: Per program plan, plan of study, or approval of program director.

ECE 308 - Creativity, Play and Early Learning (3)

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.

ECE 400 - Pre-Primary and Primary Curriculum and Instruction (4)

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.

Prerequisite: Admission to program or permission of the Director.

ECI

ECI 630 - Method and Design Using National Board Standards (6)

In this course candidates demonstrate leadership skills to advocate for education for all students. This course focuses on candidates deepening their understanding of National Board Standards and how they apply to classroom teaching, and will look at differentiating strategies and units that positively impact student learning by using classroom based evidence and content knowledge evidence in their writing. Through evaluating each of the standards, candidates will identify points of success and areas of needed improvement to evaluate progression of student learning to inform teaching practice. Furthermore, candidates will examine and compare the scoring guides to the standards and align the two with documented examples including areas that demonstrate accomplished teaching to the rubrics in the scoring guide. This course breaks down the steps and outlines the requirements/methods set by National Board to set up candidates for a successful start to the process. Finally, through the use of an online cohort, participants expect to receive a sense of community, collaboration time, multiple opportunities for feedback from like and unlike certificate areas and are more likely to achieve certification. Spreadsheets, organizers, useful resources and feedback from a trained facilitator is included in all courses.

Prerequisite: By Program Approval.

ECI 640 - Writing for Reflective Practice (6)

This course is intended to provide students with support as they work on written Component requirements for the National Board for professional Teaching Standards. Candidates will have opportunities to integrate personal and professional growth through feedback, reflection and collaboration. Adapt teaching and learning strategies to meet the needs of diverse students. This course will focus on the three writing styles: descriptive, analytical and reflective to express content knowledge and commitment to student learning. Descriptive writing provides a clear explanation, with supporting evidence to "show" the reader what is being described. Analytic writing will back up your conclusions with evidence or examples that explain why a particular teaching strategy was successful, including rationale of why you selected that strategy and explanation of what the next steps are for your student’s success. Reflective writing will allow for future lessons that foster student development of the content areas, and to look at
professional growth of the teacher. Relevance of this course includes selection of units that demonstrate student assessment and focuses on content goals, unit goals and individual goals supported by formative and summative assessments and opportunities to demonstrate knowledge of content area through thought out lessons responding to student work performance. Through the support of the cohort and a trained facilitator, this course provides multiple opportunities to discuss goals and objectives within units to develop strategic lesson planning for student improvement based on feedback provided during assessments, and use of standards and content knowledge within the writing process. Step by step goals will be set to break up the writing into manageable deadlines and blocks of completion. Students will be able to explain and demonstrate ability to discuss student progress, link up their content and assessment to National Board standards and reflect on their teaching methods. Spreadsheets, organizers, useful resources and feedback from a trained facilitator is included in all courses.

Prerequisite: By Program Director approval.

**ECI 650 - Empowering Student Voice (6)**

Participants emerge from this course with an implementation plan to empower student voice and evidence of learning in their K-12 settings as indicated in their National Boards portfolio entry. This course presents opportunities to work in a group setting online, to collaborate in a virtual cohort and share ideas. Candidates will develop strong unit plans containing specific goals to use for student assessment. Candidates will participate in answering questions with a variety of people from diverse content areas pursuing National Board Certification. This benefits all participants in the class as they can identify weaknesses in writing, ask probing questions, and seek more information to write a cohesive and complete entry. The rationale for this course is to identify areas of strong evidence supported work and look at areas of improvement. Through feedback provided in this cohort, the candidate is expected to improve their writing to reflect the three styles: descriptive, analytical and reflective using clear and concise answers to the prompts designed by National Board. The relevance for this course provides collaboration of experienced professionals pursuing the National Board certification through an online forum, accessible resources to motivate well planned responses and the process broken down into manageable sections for completion. Spreadsheets, organizers, useful resources and feedback from a trained facilitator is included in all courses.

Prerequisite: By Program Director.

**ECU**

**ECU 501 - Research and Methodology (6)**

The Research and Methodology block contains outcomes relating to the understanding and value of current research processes and how these increase student learning. Candidates gain an understanding of the various types of research and purpose for them in improving educational practices. Candidates submit various artifacts which demonstrate their understanding of and ability to implement best research practices that enhance student learning, meet individual needs and improve educational practices.

Prerequisite: Admitted to the MED program or by Program Director's approval.

**ECU 502 - Diverse and Global Educational Practice (6)**

The Diverse and Global Education Practices block contains outcomes relating to the ability to examine global, theoretical and practical issues effecting education and learning development. From this research, candidates gain an understanding of various techniques to adapt teaching and learning to meet the needs of culturally, academically and socially diverse students. Candidates identify access and barrier issues related to student achievement and execute responsive teaching techniques which demonstrate the ability to engage all students in the learning process. Candidates submit various artifacts which demonstrate their understanding of and ability to provide culturally competent classrooms in an increasingly diverse society.

Prerequisite: Admitted to the MED program or by Director approval.

**ECU 503 - Professional and Community Engagement (6)**

The Professional and Community Engagement block contains outcomes relating to the professional contribution to the improvement of the school community and profession. Candidates gain an understanding of various culturally sensitive assessment tools to measure academic achievement related to student, family and community engagement. Candidates submit various artifacts which demonstrate their understanding of and the ability to gather data on current engagement practices and utilize this data to support and increase family and community participation.
Prerequisite: Admitted to program or by Director.

**ECU 504 - Graduate Research and Methodology (4)**

The Research and Methodology block contains outcomes relating to the understanding, critical application, and value of current research processes and how these increase student learning. Candidates gain an understanding of the various types of research and purpose for them in improving educational practices. Candidates submit various artifacts which demonstrate their understanding of and ability to implement best research practices that enhance student learning, meet individual needs and improve educational practices.

Prerequisite: Admission to M.Ed. program.

**ECU 506 - Practice of Diversity and Global Education (4)**

The Diverse and Global Education Practices block contains outcomes relating to the ability to examine global, theoretical and practical issues affecting education and learning development. From this research, candidates gain an understanding of various techniques to adapt teaching and learning to meet the needs of culturally, academically and socially diverse students. Candidates identify access and barrier issues related to student achievement and execute responsive teaching techniques which demonstrate the ability to engage all students in the learning process. Candidates submit various artifacts which demonstrate their understanding of and ability to provide culturally competent classrooms in an increasingly diverse society.

Prerequisite: Admission into the M.Ed program for teachers.

**ECU 508 - School and Community Engagement (4)**

The Professional and Community Engagement block contains outcomes relating to the professional contribution to the improvement of the school community and profession. Candidates gain an understanding of various culturally sensitive assessment tools to measure academic achievement related to student, family and community engagement. Candidates submit various artifacts which demonstrate their understanding of and the ability to gather data on current engagement practices and utilize this data to support and increase family and community participation.

Prerequisite: Admission to the M.Ed program for teachers.

**ECU 511 - Tools for Academic Inquiry (3)**

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.

**ECU 514 - Technology for School Leaders (3)**

This course introduces candidates to technology literacy and applications in order to find, evaluate, and apply information to inform and improve student learning and teacher pedagogy. Candidates 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.

**ECU 526 - Current Issues in Education (3)**

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 performance. Candidates analyze educational practices from multiple perspectives and consider how to communicate essential elements to diverse audiences.

**ECU 535 - Multicultural Perspectives: Increasing Family/Community Engagement and Student Achievement (3)**

This course provides candidates with the skills, perspectives and strategies to engage family and community members for the purpose of increasing P-12 student academic achievement. Candidates 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 P-12 school improvement goals.

Prerequisite: This course is open to graduate-level candidates in education programs.

**ECU 542 - Instructional Theory and Design (6)**
The purpose of this course is to structure material promoting the education of students while establishing the principles within effective instructional design. Emphasis is placed on the three major theories: Behaviorism, Cognitivism, and Constructivism. Students learn to distinguish between the three major theories and how best to implement them into classroom instruction.

Prerequisite: Candidate in program or by approval.

**ECU 552 - Assessment for Student Learning (6)**

This learning block contains outcomes relating to current, research-based practices to effectively assess student learning and drive instructional practices. Emphasis is placed on current, research-based practices for effective assessment of student learning and instructional decision making. Candidates will develop numerous formative and summative instructional practices to enhance instructional practices and increase student learning.

Prerequisite: Admitted to MED programs.

**ECU 561 - Curriculum Design and Evaluation (6)**

This block focuses on the development of effective instructional techniques to ensure that all students achieve their full potential. Emphasis is placed on providing the curricular structure needed for developing and evaluating comprehensive, and research based best practices in instruction. Candidates deepen their knowledge of evidence-based best practices and the scaffolding of learning targets in order to promote and implement high rates of student achievement in current classroom settings. Candidates develop a program designed to apply instructional skills with P-12 students. Topics include investigation of literacy and expository text selections, diagnosis, planning, assessment with analytic interpretation—all guided by current learning targets and standards. The assessment of the final artifact will be guided by the course rubric.

Prerequisite: Admitted to the MED program or by Program Approval.

**ECU 562 - Differentiated Instruction (6)**

The focus of this course is to identify and structure material promoting the education of students, establishing quality principles within differentiated instruction. Emphasis is placed on various approaches to teaching and learning in order to provide multiple strategies that ensure individual and diverse student needs are met. Candidates research and analyze key principles of differentiated instruction, how best to implement them into classroom instruction and evaluate the effectiveness of selected practices.

**ECU 580 - Policy & Advocacy in STEM and Science Education (6)**

This course introduces the candidate to the historical and political landscape of Science, Technology, Engineering & Mathematics (STEM) Education, and how legislation and policy has evolved in this area. The course focuses on state and federal STEM legislation, resources, and professional and community associations that promote STEM education. Students research advocacy and equity issues related to STEM education including the participation of minorities, females, and low income students.

Prerequisite: Admission to the M.Ed program for teachers.

**ECU 582 - Content & Resources in STEM and Science Education (6)**

This course introduces candidates to content and resources in Science, Technology, Engineering, and Mathematics (STEM) education. The course emphasizes building science content knowledge and applying that knowledge to instruction in the K-12 classroom. Candidates learn about Next Generation Science Standards (NGSS), and the four areas of NGSS: Life Science, Physical Science, Earth & Space Science, and Engineering & Technology. Candidates learn about scientific investigations, inquiry based learning, and teaching science based on real life phenomenon. This course utilizes the professional development learning center of the National Science Teachers Association (NSTA).

Prerequisite: Acceptance into the M.Ed program for teachers.

**ECU 584 - Standards and Assessment in STEM and Science Education (6)**

Candidates analyze the Next Generation Science Standards (NGSS), and connections among science, math, and literacy standards. This course emphasizes integrated curriculum design across content areas. Candidates critically analyze integrated unit design, and classroom implementation, in STEM education.

Prerequisite: Admission into the M.Ed program for teachers.

**ECU 586 - Integrated Curriculum in STEM and Science Education (6)**
Candidates design a school year plan for Science Technology Engineering and Mathematics (STEM) instructional units. The units include integrated lessons on science, literacy, and math including lesson plans which address grade level standards and performance expectations. Unit development details 1) materials needed, 2) technology used, 3) community partnership participation, 4) strategies for supporting under-served populations, 5) identification of grants and funding sources, and, 6) timelines for completing the units.

Prerequisite: Admission in the the M.Ed program for teachers.

**ECU 601 - Master of Education Capstone Project (3)**

For the Capstone project, candidates complete a full Action Research Cycle in which candidates integrate research-based process, methodology, and evidence-based decision making into their own professional practice. The focus is on validity and alignment of theoretical foundations with intervention and assessment methodologies. Emphasis is placed on the inclusion of: a research proposal; problem statement; rationale; objectives and/or hypothesis; review of literature; implementation strategies; data collection; findings; measurement of change and conclusion. Candidates demonstrate their ability to meet standards set for knowledge, skills and performance in a professional workforce setting.

**EDE**

**EDE 249 - Theory and Practice in Education (3)**

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.

Prerequisite: Admission to the BAED and/or Alternative Route to Certification.

**EDE 307 - Special Education and Special Programs (3)**

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.

**EDE 325 - Sustainability and the Social Sciences (4)**

This course focuses on a project-based approach to teaching the Social Sciences while establishing opportunities for direct classroom application and transformative student learning. Emphasis is placed on the integration of the social, ecological and economic dimensions of sustainability. Candidates learn to incorporate project-based pedagogy theory and practice and how best to implement them into classroom instruction.

Prerequisite: 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 program.

**EDE 370A - Content: Creative Arts Concepts (2)**

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 inter-disciplinary 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.

**EDE 403 - Health and Fitness Methods (2)**

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.
**EDE 433 - Content: Mathematics I (4)**

EDE 433 is the first of two courses that examine theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the elementary and middle school levels. Candidates acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades K-8. In this course, candidates investigate various teaching strategies to motivate children, explore what it means to know and do mathematics, to solve problems, to use assessment to inform instruction, and to teach math equitably to all children.

Prerequisite: Admittance to the Bachelor of Arts in Education Program or prior approval of TCP Director is required.

**EDE 439 - Content: Mathematics II (4)**

EDE 439 is the second of two math methods courses that examine theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the elementary and middle school levels. Candidates acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades K-8. In this second course, candidates investigate various teaching strategies to motivate students, explore what it means to know and do mathematics, to solve problems, to use assessment to inform instruction, and to teach math equitably to all children.

Prerequisite: Successful completion of EDE 433 or Director approval.

**EDLD**

**EDLD 641 - Reflective Seminar I (1)**

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.

**EDLD 642 - Reflective Seminar II (1)**

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.

**EDLD 643 - Reflective Seminar III (1)**

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.

**EDLD 649 - Executive Academy in Visionary Leadership and Educational Reform (5)**

The Executive Academy examines the work of the superintendent and the executive leadership team as they focus on creating and sustaining a high-performance school system. Candidates study powerful processes for creating and implementing shared visions and strategic planning efforts. They apply research-based strategies that address student performance needs while motivating and guiding professional learning communities through the deployment of the candidate's Theory of Action.

Prerequisite: Admission to Executive Leadership Program.

**EDLD 652 - Advanced Seminar in Supervision and Instructional Leadership (3)**

This course prepares candidates to apply tools and strategies to develop support for design or re-design of school system structures to ensure that all children meet academic standards. The course focuses on best practices for school systems to simultaneously plan and implement initiatives to increase student achievement. Candidates utilize specific strategies to balance school system authority and school autonomy while creating opportunities for team support, collaboration, and the development of diverse professional learning communities.
EDLD 654 - Organizational Leadership and Resource Management (3)

In this course, candidates engage in learning to solve problems around complex organizational and resource management issues. They investigate and debate soft and hard issues that when resolved are at the heart of every successful organization. Candidates learn to focus on knowing one's skills and styles and deploying them effectively in their work.

EDLD 656 - Policy, Governance and Community (3)

This course prepares 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 stakeholders. Policy formation is often contentious. Therefore, the realities of these dynamics are analyzed individually as well as collectively.

EDLD 659 - Executive Academy in Transformational Leadership (4)

The Executive Academy focuses on the role of the superintendent and executive leader in leading 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 create transformational change goals, strategies and action plans. They have "hands on" experience with valuable assessment tools, resources, and processes that help develop modern and creative school systems. They examine the work of superintendents and their leadership teams in fostering long-lasting change in high-performance school systems.

EDLD 670 - Entry and Pre-Assessment Seminar (2)

The Entry and Pre-Assessment Seminar provides the candidate with an orientation to the state-defined process for administrator professional certification. The process includes demonstration of administrative performance at the professional level and and positive impact on student learning. In this seminar, candidates complete a comprehensive developmental assessment of their knowledge, skills, and dispositions/cultural competence in ISLLC-based Washington leadership standards for visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and socio-political contexts. They conduct a 360-type assessment. They also begin the design of an Action Research on Student Learning project.

Prerequisite: State requirements are 3 years of experience in a position requiring the principal or program administrator residency certificate.

EDLD 671 - Practicum I (1)

This is the first of three practica designed to support candidates in their progress through the process of administrator professional certification. Candidates continue (1) implementation and refinement of the Action Research on Student Learning project and (2) the documentation of experiences and growth that demonstrate the candidate’s performance is at or above professional level benchmarks for the ISLLC-based Washington professional certification standards. The process is developmental. Candidates are expected to attain higher levels of competence and demonstrate positive impact on student learning.

Prerequisite: EDLD 670 Entry and Pre-Assessment Seminar.

EDLD 672 - Practicum II (1)

This is the second of three practica designed to support candidates in their progress through the process of administrator professional certification. Candidates (1) refine and begin evaluation of the Action Research on Student Learning project and (2) the documentation of experiences and growth that demonstrate the candidate’s performance is at or above professional level benchmarks for the ISLLC-based Washington Leadership Standards. The professional growth process is developmental. Candidates are expected to attain higher levels of competence and demonstrate positive impact on student learning.

Prerequisite: EDLD 670 Entry and Pre-Assessment Seminar.

EDLD 673 - Practicum III (1)

This is the third of three practica designed to support candidates in their progress through the process of administrator professional certification. Candidates (1) evaluate and reflect on their Action Research on Student Learning project; and (2) the documentation of experiences and growth that demonstrate the candidate’s performance is at or above professional level benchmarks for the ISLLC-based Washington Leadership Standards. The professional growth process is developmental. Candidates...
are expected to attain increased levels of competence and
demonstrate positive impact on student learning.
Prerequisite: EDLD 670 Entry and Pre-Assessment
Seminar.

**EDLD 674 - Culminating Seminar (1)**

Through the culminating seminar, the administrator
demonstrates professional growth in leadership capacity
and performance at the professional level through (1) an
electronic professional certification portfolio, (2) an Action
Research on Student Learning project, and (3) a
Professional Growth Plan for Program Completion.
Certification is recommended by the program director
upon verification of successful completion of all
requirements.
Prerequisite: EDLD 670 Entry and Pre-Assessment
Seminar.

**EDLD 680 - Pre-Internship Assessment and
Assessment Seminar (2)**

This seminar begins the Superintendent Certification
Program’s internship experience. Candidates complete a
developmental assessment and draft a professional growth
plan in preparation for the internship. Interns, mentors,
and internship coaches engage in collaborative activities to
finalize the professional growth plan for Internship I, II
and III.

**EDLD 681 - Internship I (2)**

Internship I engages the candidate in mastering the entry-
level knowledge, skills, dispositions, roles and
responsibilities of a superintendent. 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, evidence, and reflections on professional growth
experiences.

**EDLD 682 - Internship II (2)**

Internship II engages the candidate in mastering the entry-
level knowledge, skills, dispositions, roles and
responsibilities of a superintendent. 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, evidence, and reflections on professional growth
experiences.

**EDLD 683 - Internship III (2)**

Internship III engages the candidate in mastering the entry-
level knowledge, skills, dispositions, roles and
responsibilities of a superintendent. 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, evidence, and reflections on professional growth
experiences.

**EDLD 684 - Culminating Seminar and Portfolio
Presentation (1)**

The Culminating Seminar features the candidate’s
presentation of a completed superintendent certification
portfolio to a panel of experienced school district
executives, administrators, and superintendents.
Candidates demonstrate and explain how they have
developed capacity for greater leadership while meeting
the career 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.

**EDU**

**EDU 308 - American School Law and Issues in
Special Populations (3)**

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.

**EDU 310 - Child and Adolescent Development (3)**

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.
Prerequisite: Admittance to the Bachelor's program or prior approval of the Bachelor's Program Director is required.

**EDU 313 - Multicultural Education (2)**

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 contexts 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.

Prerequisite: 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 program.

**EDU 320A - Content: Instructional Strategies P-12 (5)**

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.

**EDU 321 - Seminar Legal Issues for Teachers (3)**

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.

**EDU 322 - Seminar Teacher Performance Assessment (3)**

This course examines assessment from the perspective of the classroom teacher. It focuses on formative and summative classroom assessment and the necessary foundations, strategies, and understandings to assess and evaluate student learning and promote student self-assessment. Emphasis is placed on the skills necessary to make data-driven decisions about appropriate instruction, curriculum, services, and student placement. Practical application of these will enable the candidate to complete the assessment component of the Teacher Performance Assessment and make placement and instructional decisions based on assessment data as well as assist students in the classroom in monitoring and assessing their own learning.

Prerequisite: Entry into Alternative Route Program or instructor approval.

**EDU 323 - Multicultural Impact to Public Education (3)**

This course examines the diversity of the American school population. Candidates explore issues of diversity in schools and society not limited to gender, socio-economic status, culture/ethnicity, special needs, bilingual needs, and migrant status. This course promotes the candidate’s cultural sensitivity, acceptance, and reflective practice in both oneself and in students with whom they teach.

**EDU 324 - Seminar: Instruction and the Learning Community (3)**

This course examines the basic principles of quality instructional design, delivery, theories of human growth and development 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.

**EDU 329 - Science, Technology, Engineering and Math (4)**

This course guides teacher certification candidates to demonstrate competency in inquiry-based approach to teaching STEM that emphasizes problem-solving and hands-on learning. Participants apply the cycle of inquiry to the essential components of Science, Technology, Engineering and Math: concepts, knowledge, understanding, skills, reasoning, product development and dispositions. The course provides opportunities for direct classroom application and transformative student learning.

**EDU 337 - Practicum (1)**

This course covers effective integration, instructional strategies and assessments of the specific endorsement
content area. This course provides the field experience required to meet state clinical requirements.

Prerequisite: Pass state required endorsement test(s) and prior departmental approval.

**EDU 349 - September Experience (1)**

In this September Experience, candidates complete the required number of days in a school classroom with guidance from a cooperating mentor 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 the field-based perspectives and reflection skills needed to understand the tasks the teacher completes prior to students starting school and during the first weeks of the school year.

Prerequisite: Preferred completion of the first two field internships unless approved by Director of Teacher Certification Programs.

**EDU 350 - Introduction to Field Experience (1)**

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.

**EDU 351 - Internship I (1)**

In this first field experience, candidates complete the required number of 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 Bachelor of Arts in Education Program or permission of the Director.

**EDU 352 - Internship II (1)**

In this second developmental field experience, candidates complete the required number of 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 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

Prerequisite: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of EDU 351 Internship I or equivalent.

**EDU 353 - Internship III (1)**

In this third developmental field experience, candidates complete the required number of 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 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

Prerequisite: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of EDU 352 Internship II or equivalent.

**EDU 354 - Internship III (2)**

In this third developmental field experience, candidates complete the required number of 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 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

Prerequisite: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of Internship II or equivalent.

**EDU 383A - Content: Classroom Management (3)**

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.

**EDU 390 - Endorsement Practicum for Certified Teachers (1)**

In the endorsement practicum, certified teachers seeking an Elementary Education K-8 or P-12 Special Education endorsement will demonstrate effective integration, instructional strategies, and assessments for specific endorsement content areas. During the practicum, candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning; and collect evidence of performance that connects with current state standards. Through successful completion of the practicum, candidates demonstrate endorsement competencies required for teacher certification with an Elementary Education K-8 or P-12 Special Education endorsement. This course provides field experiences required to meet state requirements for adding additional endorsement(s) to a teaching certificate.

Prerequisite: Pass state required endorsement test(s) and prior departmental approval.

**EDU 404A - Content: Student Assessment & Evaluation (3)**

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 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.

Prerequisite: Per program plan or plan of study.

**EDU 470 - Internship IV (2)**

In this fourth developmental field experience leading to student teaching, candidates complete a minimum of 30 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 connections with professional standards; co-teaching; and developing collaboration and problem-solving skills. To build capacity as an excellent teacher who demonstrates competence, caring and professionalism, candidates plan and teach a minimum of 30 lessons or activities that address students' needs relative to state learning standards, develop residency endorsement competencies, and use feedback to improve practice.

Prerequisite: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of EDU 353 Internship III or equivalent.

**EDU 471 - Seminar IV (0)**

In this reflective seminar course that accompanies Internship IV, candidates prepare for the field experience, reflect upon their classroom observations and experiences, and develop skills needed to become an excellent teacher and complete program summative assessments. Topics addressed in seminars and individual conferences include: orientation to the field experience, endorsement competencies, essential dispositions, family involvement, sharing and reflecting upon field experiences, theory to practice, 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.

Prerequisite: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of Seminar III or equivalent.

**EDU 472 - Apprenticeship III and Student Teaching (4)**

In Student Teaching, candidates seeking an Alternative Route endorsement co-teach with a cooperating teacher in an approved content area school placement to develop and demonstrate capacities to perform the full-time responsibilities of a teacher and to make a positive impact on student learning. During student teaching, candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning; and collect evidence of performance that connects with standards and criteria for pre-service teachers. Through successful completion of student teaching, candidates demonstrate endorsement competencies required for residency teacher certification with approved content area endorsement. Candidates seeking an approved second endorsement in this course
must also demonstrate competencies of the second endorsement.
Prerequisite: Successful completion of Apprenticeship I and II.

**EDU 475 - Apprenticeship Residency I (3)**

Candidates seeking an Alternative Route endorsement co-teach with a cooperating teacher in a school placement in their content area for a full school year from September through June to develop and demonstrate capacities to perform the full-time responsibilities of a teacher and to make a positive impact on student learning. During Apprenticeship Residency I, September through December candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning during the beginning of the school year.

**EDU 476 - Apprenticeship Residency II (3)**

Candidates seeking an Alternative Route endorsement co-teach with a cooperating teacher in a school placement in their content area for a full school year from September through June to develop and demonstrate capacities to perform the full-time responsibilities of a teacher and to make a positive impact on student learning. During Apprenticeship Residency II, January through March candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning during the middle of the school year.
Prerequisite: Acceptance into Alternative Route Program. Administrative Faculty for Alternative Route Program approval.

**EDU 480 - Student Teaching in Elementary Education (10)**

In Student Teaching, candidates seeking an Elementary Education K-8 endorsement co-teach with a cooperating teacher in a K-8 school placement for the required number of days to develop and demonstrate capacities to perform the full-time responsibilities of a teacher and to make a positive impact on student learning. During student teaching, candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning; and collect evidence of performance that connects with standards and criteria for pre-service teachers. Through successful completion of student teaching, candidates demonstrate endorsement competencies required for residency teacher certification.
Prerequisite: Pass state-required endorsement test(s) and departmental approval.

**EDU 493 - Endorsement Only Student Teaching (7)**

In Student Teaching, candidates seeking an endorsement co-teach with a cooperating teacher in a school placement for a minimum of 60 days to develop and demonstrate capacities to perform the full-time responsibilities of a teacher and to make a positive impact on student learning. During student teaching, candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning; and collect evidence of performance that connects with standards and criteria for pre-service teachers. Through successful completion of student teaching, candidates demonstrate endorsement competencies required for residency teacher certification.
Prerequisite: Pass the WEST-E(s) for the endorsement(s) sought and relevant to the placement; Pass all course requirements with 2.0 or higher grade; Pass internships leading to student teaching; Achieve a 2.5 or higher cumulative GPA; Accept school assignment as arranged by Placement Coordinator.

**EDU 495 - Positive Impact on Student Learning: Project (1)**

As a requirement for completion of degree and certification requirements, in this course the candidate completes an impact on student learning project based on a unit of study developed and taught in conjunction with the Teacher Performance Assessment. Candidates participate in seminars, workshops and conferences designed to promote quality evidence and timely completion of the project. Each presentation is reviewed by faculty as evidence of the candidate's effectiveness in impacting student learning.
Prerequisite: Pass state required endorsement test(s) and department approval.

**EEA**

**EEA 509 - Leadership for Diverse Learners (3)**

This course explores the dynamics of difference in educational settings and implications for school leadership. Topics include culture, cultural competence, cultural proficiency, equity, worldview, and leadership that is ethical, moral, and transformational. Candidates build cultural competence as well as deepen self-awareness.
EEA 510 - Leadership for Diverse Learners (4)

This course explores the dynamics of difference in educational settings and implications for school leadership. Topics include culture, cultural competence, cultural proficiency, equity, worldview, and leadership that is ethical, moral, and transformational. Candidates build cultural competence as well as deepen self-awareness regarding worldview and its impact on school leadership. Prerequisite: Admission to graduate study.

EEA 512 - Academic Inquiry and Action Research (3)

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.

EEA 514 - Current and Historical Educational Perspectives (3)

In this course, candidates examine the philosophical, historical, political, and sociological foundations of education and the impact of these interrelated dynamics on current instructional decisions and practices. Candidates investigate some aspect of each of these foundations and relate it to professional practice. Candidates analyze educational practice from a variety of perspectives and consider communication with diverse audiences.

EEA 516 - Professional Growth Assessment and Practicum (3)

Candidates complete a self-assessment of their current knowledge and skills related to educational leadership. Topics covered include professional development, reflection, certification standards, professional and collegial networks. An experienced educational leader supports the candidates’ self-assessment in the knowledge, skills, and dispositions for school leadership, analysis of their instructional context, and development of a Professional Growth Plan for school and/or program leadership.

EEA 518 - Leadership for Student Support Services (3)

This course addresses the school-based services provided to students with unique and/or special needs. Examples include special education, English as a second language, Title I, gifted, compensatory programs, services for homeless families, and Section 504. Students acquire the knowledge, skills, and dispositions necessary to manage the economic, social, political, and legal aspects of these services.

EEA 519 - School Climate and Culture (3)

School Climate and Culture prepares candidates to foster a positive school climate that results in improved outcomes for all students. Topics include social emotional learning; student achievement; educator, student, family, and community perspectives; cultural diversity; equity; restorative justice; and systems of support. Candidates apply research based practices to ensure a positive and supportive learning community.

EEA 520 - Technology for School Leaders (3)

This course introduces candidates to technology literacy and applications in order to find, evaluate, and apply information to inform and improve student learning and teacher pedagogy. Candidates 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 an electronic portfolio, instructional and curricular decisions, research and assessment, assistance to teachers, and the impact of technology on school and societal change.

EEA 521 - Educational Leadership (3)

This course develops the candidate’s capacity for leadership in an educational/school setting. The course is a survey of such topics as positive impact on student learning; moral, resilient, servant, shared, and/or transformational leadership; diversity in schools; and the role of schools in modern society. The candidate begins work on the program’s e-portfolio that includes a self-assessment and Professional Growth Plan addressing the competencies for school and program leadership.

EEA 523 - Teaching, Learning, and Assessment (3)

In this course, candidates learn to design, implement,
assess, and evaluate student learning and teacher pedagogy. Candidates 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, National Board Teacher Certification, and career-long professional development. Candidates build capacity to make a positive impact on student learning and high quality teaching in schools.

**EEA 524 - School Law (3)**

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 candidate builds capacity to apply legal regulations to the educational setting.

**EEA 525 - School Finance/Operations (3)**

In this course, candidates 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. Topics include the formulation of the budget, the development of budget priorities, the administration of budget expenditures, the school’s facilities, and financial resources. Candidates become knowledgeable about the budgeting process and the school financial management responsibilities of the educational leader.

**EEA 526 - Change Management (3)**

This course prepares candidates to become facilitators of change management through continuous school improvement. Candidates study and experience practical strategies for managing change processes associated with continuous school improvement including assessing and analyzing student achievement data, creating collaborative school cultures, and designing change initiative action plans. Candidates build a School Leader’s Toolbox equipped with research-based strategies.

**EEA 527 - Human Resource Management in Education (3)**

This course addresses the knowledge and skills of personnel management in schools and school systems. Topics include human resource management systems in employee recruitment, performance appraisal, staff and program assessment, the supervision and the professional development of certificated and classified employees, separation, and the development and supervision of volunteers and partners. Candidates apply law, regulations, and best practices in human resource management.

**EEA 532 - Instructional Leadership: Curriculum, Instruction and Assessment (3)**

This course introduces students to the knowledge, skills, and dispositions of school leaders in managing instructional processes. Students learn about a leader’s view of curriculum, instruction and assessment, and pedagogy that guides teachers along the career continuum. Students build leadership capacity to make a positive impact on teaching, learning, and assessment, and they review provincial education plans developed for 21st Century Learners.

**EEA 533 - Supervision of Instruction (3)**

In this course, candidates develop leadership skills in instructional supervision processes central to school improvement and positive impact on student learning. Candidates 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. Candidates 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.

**EEA 534 - Technologies for Learning (3)**

This course introduces candidates to technology literacy and applications in order to find, evaluate, and apply information to inform and improve student learning and teacher pedagogy. Candidates 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.

Prerequisite: ECC 510.
EEA 535 - Dimensions of Educational Leadership (3)

Candidates in this course examine the domains of leadership and their applications in school settings. They develop an educational philosophy and articulate and reflect on both a school or department academic plan and a social justice issue in their schools, applying the standards and dimensions of leadership outlined by the B.C. Principals and Vice-Principals Association, ATA, and Education Alberta (Principal Quality Practices Guidelines). The course offers an opportunity for candidates to build on the reflective processes they have engaged in ECC509 to appreciate how leadership manifests in educational settings.

EEA 536 - School Finance and Operations (3)

Candidates 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. Topics include 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. Candidates become knowledgeable about the budgeting process and the school financial management responsibilities of the educational leader.

EEA 537 - Conflict Management and Community Relations (3)

In this course, candidates explore the role of the educational leader in establishing and maintaining a positive school climate that is respectful of the entire school community. Candidates apply best practices in community relations and engagement and theories of conflict management in school settings. Candidates learn to apply several systemic models for conflict management, resolution, negotiation, and problem solving involving interpersonal and group processes.

EEA 538 - Human Resource Management in Education (3)

This course addresses the knowledge and skills of personnel management in schools and school systems. Topics include human resource management systems in employee recruitment, performance appraisal, staff and program assessment, the supervision and the professional development of certificated and classified employees, and the development and supervision of volunteers and partners. Candidates apply law, regulations, and best practices in human resource management.

EEA 539 - Supervision of Instruction (3)

In this course, candidates develop leadership skills in effective school improvement planning and instructional supervision processes. Candidates 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. Candidates evaluate a school and/or school system improvement process and become familiar with research-based strategies for increasing student achievement, data-informed backward-design curriculum processes, shared site-based decision-making, and pathways for promoting the achievement of all members of the learning community.

EEA 545 - Change Management with Global Perspectives (3)

This course prepares candidates to facilitate continuous school improvement as a change management agents. Candidates study and experience practical strategies for managing change processes associated with continuous school improvement including assessing and analyzing student achievement data, creating collaborative school cultures, and designing change initiative action plans. Candidates build a School Leader’s Toolbox equipped with research-based strategies referenced to the Nine Characteristics of High Performing Schools.

Prerequisite: This course is intended as a last course for the leadership program to allow candidates to contextualize school leadership in larger contexts and they are expected to have completed all other courses (aside from EEA 650/EEA 655).

EEA 601 - Educational Leadership Portfolio, Presentation, and Action Research (3)

The portfolio provides quality evidence for a specific level of competency in relationship to the program standards and is a purposeful collection of resources and documents, including action research, that records academic learning, professional development, and career accomplishments. The portfolio and its successful presentation fulfill the capstone requirement for the M.Ed. in Leadership.
**EEA 605 - Fall Reflective Seminar (1)**

This seminar engages the intern in applying and practicing the entry-level knowledge, skills, dispositions/cultural competence, roles and responsibilities of the P-12 principal and program administrator. The intern demonstrates progress toward meeting or exceeding residency-level leadership standards for Washington State certification as a principal or program administrator through reflective practice and data-driven personal goals. In a supportive setting, the intern shares evidence of skills as an educational leader, provides feedback to other interns, and shares internship activities and experiences.

**EEA 606 - Winter Reflective Seminar (1)**

This seminar engages the intern in applying and practicing the entry-level knowledge, skills, dispositions/cultural competence, roles and responsibilities of the P-12 principal and program administrator. The intern demonstrates progress toward meeting or exceeding residency-level leadership standards for Washington State certification as a principal or program administrator through reflective practice and data-driven personal goals. In a supportive setting, the intern shares evidence of skills as an educational leader, provides feedback to other interns, and shares internship activities and experiences.

**EEA 607 - Spring Reflective Seminar (1)**

This seminar engages the intern in applying and practicing the entry-level knowledge, skills, dispositions including cultural competence, roles and responsibilities of the P-12 principal and program administrator. The intern demonstrates evidence of meeting or exceeding residency-level leadership standards for Washington State certification as a principal or program administrator through reflective practice and data-driven personal goals. In a supportive setting, the intern shares evidence of skills as an educational leader, provides feedback to other interns, and shares internship activities and experiences.

**EEA 608 - Reflective Seminar (1)**

This reflective seminar engages the intern in applying and practicing the entry level knowledge, skills, dispositions/cultural competence, roles and responsibilities of the P12 principal and program administrator. This seminar requires the intern to demonstrate that she/he meets the residency-level standards for (ISLLC-based) Washington State certification as a principal or program administrator through reflective practice, and data driven personal goals. In a supportive setting, the intern shares evidence of her/his skills as an educational leader, provides feedback to other interns, and shares internship activities and experiences.

**EEA 620 - Internship I (3)**

Internship I engages the intern in applying and practicing the entry level knowledge, skills, and dispositions/cultural competence of the P12 administrator with the support of respected educational leaders, a mentor and a field supervisor. Interns build capacity for leadership through activities in the field assigned by the mentor and field supervisor as guided by the Formative and Summative Evaluation Report. The intern maintains a daily log and weekly reflection, prepares a collection of evidence in meeting certification standards, and assesses progress toward mastery of entry level knowledge and skills.

**EEA 621 - Internship II (3)**

Internship II engages the intern in applying and practicing the entry level knowledge, skills, and dispositions/cultural competence of the P12 administrator with the support of respected educational leaders, a mentor and a field supervisor. Interns build capacity for leadership through activities in the field assigned by the mentor and field supervisor as guided by the Formative and Summative Evaluation Report and feedback through a 360 assessment. The intern maintains a daily log and weekly reflection, prepares a collection of evidence in meeting certification standards, and assesses progress toward mastery of entry level knowledge and skills.

**EEA 622 - Internship III (3)**

Internship III engages the intern in demonstrating the entry level knowledge, skills and dispositions/cultural competence of the P-12 principal and program administrator as verified by mentor and field supervisor. Capacity for leadership is documented in a certification portfolio. Successful completion of the internship and its documentation partially completes requirements for residency certification as a principal or program administrator.

**EEA 623 - Field Experience in Educational Leadership (1.00 TO _6)**

This field experience is a continuation of an internship that engages the intern in demonstrating the entry level knowledge, skills and dispositions/cultural competence of the P-12 principal or program administrator as verified by mentor and field supervisor. Capacity for leadership is
EEA 641 - Leadership Internship I in Student Services (2)

Candidates develop an internship proposal in collaboration with their university instructor and school/district based mentor. Candidates spend a minimum of 40 hours engaged in supervised practice within student services departments or in undertaking school needs analyses and demographics, interviewing teachers and staff to assess needs. The internship requires a log of the candidate’s experiences with reflections in the professional portfolio of the candidate’s experience.
Prerequisite: ECC 509, EEA 535.

EEA 642 - Leadership Internship II (3)

The second leadership internship is a mentored, integrated, and sequential field experience planned by the student, the university field supervisor, and the district mentor. The intern applies theory to the real life of the school while learning the leadership roles and responsibilities of the principal, counsellor, curriculum leader or other school leader. Internship II engages the intern in applying and practicing the entry level knowledge, skills, and dispositions of educational leaders at the school and district levels. Interns build capacity for leadership through activities in the field assigned by the mentor and feedback on those activities. The intern maintains a daily log and weekly reflection, and assesses progress toward mastery of entry level knowledge and skills.
Prerequisite: EEA 641.

EEA 644 - Leadership Internship III (3)

The third leadership internship is a mentored, integrated, and sequential field experience planned by the student, the university field supervisor, and the district mentor. The intern applies theory to the real life of the school while learning the leadership roles and responsibilities of the principal, counsellor, curriculum leader or other school leader. Internship III engages the intern in applying and practicing the entry level knowledge, skills, and dispositions of educational leaders at the school and district levels. Interns build capacity for leadership through activities in the field assigned by the mentor and feedback on those activities. The intern maintains a daily log and weekly reflection, and assesses progress toward mastery of entry level knowledge and skills.
Prerequisite: EEA 641; EEA 642.

EEA 650 - Project and Portfolio Presentation (3)

The project for the M.Ed. degree in Educational Leadership demonstrates the application of skills and knowledge designed to address a "Problem Statement" in an educational setting and fulfills the capstone requirement for the M.Ed. in Educational Leadership. Candidates research a problem related to school leadership through a conceptual analysis and literature review. The course outcome is a capstone project of 35+ pages that includes all aspects of the design, execution and analysis of a research project using accepted methodology.
Prerequisite: Completion of all prior courses in the program of study.

EEA 655 - Thesis and Portfolio Presentation (3)

The thesis for the M.Ed. degree in Educational Leadership demonstrates the application of skills and knowledge designed to address a "Problem Statement" in an educational setting and fulfills the capstone requirement for the M.Ed. in Educational Leadership. Candidates research a problem related to school leadership in research involving human subjects. The course outcome is a thesis of 50+ pages that includes all aspects of the design, execution and analysis of a research project using accepted methodology.
Prerequisite: Completion of all prior courses in the program of study.

EEA 670 - Internship IA (1)

This course is the first phase of the year-long internship for Washington principal and/or program administrator certification. This course includes attention to state-required pre-internship tasks; orientation to professional standards and certification; and the internship portfolio. Topics include Professional Standards for Educational Leaders; professional growth team roles and responsibilities; and building leadership capacity. This field experience launches the yearlong Internship.
Prerequisite: EEA 521 and EEA 533.

EEA 672 - Internship IB (2)

In Internship IB, the intern applies and practices entry-level knowledge, skills, dispositions, and cultural competence of a P-12 principal and/or program administrator. The intern builds capacity for leadership by acquiring an expanding range of experiences in the field as
assigned by the mentor and field supervisor and as guided
by the Formative and Summative Evaluation Report. The
intern maintains a daily log and weekly reflection, prepares
a collection of evidence, and demonstrates progress toward
meeting or exceeding residency-level educational
leadership standards for Washington State certification as a
principal or program administrator.
Prerequisite: EEA 670 Internship IA or equivalent.

EEA 674 - Internship II (3)

In Internship II, the intern applies and practices entry-level
knowledge, skills, dispositions, and cultural competence of
a P-12 principal and/or program administrator. The intern
increases capacity for leadership by acquiring an
expanding range of experiences in the field as assigned by
the mentor and field supervisor and as guided by the
Formative and Summative Evaluation Report. The intern
maintains a daily log and weekly reflection, prepares a
collection of evidence, and demonstrates progress toward
meeting or exceeding residency-level educational
leadership standards for Washington State certification as a
principal or program administrator.
Prerequisite: EEA 672 Internship IB or equivalent.

EEA 676 - Internship III (3)

In Internship III, the intern demonstrates entry-level
knowledge, skills, dispositions, and cultural competence of
a P-12 administrator. The intern increases capacity for
leadership through an expanding range of experiences in
the field as assigned by the mentor and field supervisor as
guided by the Formative and Summative Evaluation Report. The intern
maintains a daily log and weekly reflection, prepares and presents a collection of evidence, and demonstrates performance that meets or exceeds residency-level educational leadership standards for Washington State certification as a principal or program administrator.
Prerequisite: EEA 674 Internship II or equivalent.

EGC

EGC 501 - Introduction to School Counseling (3)

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.

EGC 502 - Societal Issues in Counseling (3)

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.

EGC 503 - Child-Adolescent Growth and
Development (3)

This course examines major theories of human growth and
development and applies them to supporting K-12 students
towards success at school. Topics include the cognitive,
psychosocial, moral and physical development. Candidates also apply motivational theory to ameliorate
barriers to student learning.
Prerequisite: EGC 501 Introduction to School Counseling
(WA).

EGC 504 - Counseling Theory and Practice (4)

This course investigates major theories of counseling and
their application to the P/K-12 school setting. Emphasis is
placed on counseling techniques and skills, contributions
and limitations to multicultural counseling and the
American School Counselor Association’s Ethical
Standards (2010). Candidates master elements of
counseling theories and apply them to professional
practice.

EGC 505 - Group Counseling (3)

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 facilitate effective adult and student groups,
and identify quality guidance curriculum.

EGC 506 - Family Structures (3)

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 strategies to encourage parental
engagement in K-12 education. Candidates learn to view students through a systemic perspective, practice healthy communication skills and identify interventions that strengthen families so that K-12 learners can be effectively supported in school.

EGC 507 - Career Counseling/Information Systems (3)

This course examines how to increase student motivation through self-awareness and career awareness, decision-making strategies, and career/life planning processes. Topics include career development theory, information technology, career inventories, referral resources, career day activities and guidance presentations. Candidates leave knowing how to fulfill their role as a counselor who supports students in the career domain.

EGC 508 - Counseling Testing and Appraisal (3)

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.

Prerequisite: EGC 501.

EGC 509 - Health Issues in Schools (3)

This course investigates developmental and mental health issues which affect a student’s ability to learn and successfully perform in school. 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. An emphasis is placed upon the school counselor's role in the collaborative and consultative processes within the school setting to aid with interventions for health issues. Candidates explore the design and application of systemic interventions which assist student learning, and investigate related legal and ethical issues.

EGC 510 - Leadership for Change (3)

This course focuses on the leadership role of the school counselor. Emphasis is placed on change theories, the school improvement process, leadership traits, traits of highly effective schools and systems thinking. Candidates evaluate school improvement plans and continue to refine their action research project.

Prerequisite: Candidates must have completed the majority of course work in Guidance and Counseling before taking this course.

EGC 513 - Guidance and Counseling Culminating Seminar (3)

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.

EGC 514 - Counseling Practicum (1)

This course focuses on skills used in school counseling. Through guided practice, candidates translate theory into practice and expand their skill sets to include a variety of counseling approaches. Candidates will be prepared to meet the clients’ needs with appropriate interventions.

Prerequisite: EGC 620 and EGC 515.

EGC 515 - Counseling Practicum (2)

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.

EGC 516 - Tools for Academic Inquiry (3)

This course introduces candidates to the wealth of information and tools that are the foundation of graduate study. Candidates use the inquiry process to select research topics, evaluate sources and identify outcomes to become effective researchers. They learn how to evaluate academic research and use it to inform their work as school counselors.

EGC 526 - Current Issues in Education (3)

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.

**EGC 530 - Individual Counselling Theory and Practice (3)**

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.

Prerequisite: Admittance to the MEd Leadership and School Counselling program or by approval of the Program Coordinator/Director.

**EGC 533 - Child and Adolescent Growth and Development (3)**

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.

**EGC 536 - Group Counselling and Management (3)**

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.

**EGC 539 - Mental Health Issues in Schools (3)**

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 students 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.

**EGC 542 - Assessment and Evaluation in Counselling (3)**

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.

**EGC 545 - Career Counselling and Information Services (3)**

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.

**EGC 596 - Multicultural Counseling (3)**

This course is designed to build multicultural counseling competencies. Emphasis is placed on the principles of effective multicultural development: awareness, dispositions, knowledge, and skills. Candidates engage in a cultural self-evaluation; investigate community cultures and issues; identify resources that promote resilience and support for students in schools; and strategies that are culturally specific. This course increases candidate’s ability to model cultural proficiency, promote social justice and work effectively in a multicultural environment.

**EGC 605 - Internship I (2)**

The school counselling internship is a mentored, integrated, sequential field experience planned by the student, the university field supervisor, and district mentor. The internship involves applying theory to the real life of
the school while learning the school counselor's roles and responsibilities. Each internship is mentored by skilled professionals and practitioners in the field. The internship requires a log of the candidate's experiences with reflections and a professional portfolio of the candidate's experience. The minimum number of hours of internship practice over the courses is 420 which include the prerequisite 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.

**EGC 607 - Internship II (3)**

The school counseling internship is a mentored, integrated, sequential field experience planned by the student, the university field supervisor, and district mentor. The internship involves applying theory to the real life of the school while learning the school counselor's roles and responsibilities. Each internship is mentored by skilled professionals and practitioners in the field. The internship requires a log of the candidate's experiences with reflections and a professional portfolio of the candidate's experience. The minimum number of hours of internship practice over the courses is 420 which include the prerequisite 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.

**EGC 609 - School Counselling Internships (3)**

The school counseling internship is a mentored, integrated, sequential field experience planned by the student, the university field supervisor, and district mentor. The internship involves applying theory to the real life of the school while learning the school counselor's roles and responsibilities. Each internship is mentored by skilled professionals and practitioners in the field. The internship requires a log of the candidate's experiences with reflections and a professional portfolio of the candidate's experience. The minimum number of hours of internship practice over the courses is 420 which include the prerequisite 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.

**EGC 611 - School Counselling Internship Portfolio (0)**

Through the culminating internship portfolio presentation, the candidate demonstrates professional growth during the internship experience and performance at the mastery level through (1) an electronic or paper-based portfolio, (2) an Executive Summary that synthesizes the candidates’ professional growth achievements during the MEd School Counselling program, (3) short presentation of the candidate’s capstone project or research thesis, and (4) a Professional Growth Plan providing evidence of the application of lifelong learning through professional development and ongoing supervision. The Portfolio Presentation is delivered after all courses have been completed in front of a panel of instructors. Both panel members and candidates themselves grade the candidate on their portfolio presentation and documentation. The final grade in this course is a Pass/Fail.

**EGC 620 - Counseling Practicum (1)**

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.

**EGC 632 - Internship I (1)**

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.

Prerequisite: Cleared Fingerprints.

**EGC 633 - Internship II (2)**

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,
EGC 634 - Internship III (2)

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.

EGC 635 - Internship IV (2)

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.

Prerequisite: EGC 632 and Fingerprint Clearance.

EGC 634 - Internship III (2)

EGC 635 - Internship IV (2)

EGC 640 - Project in School Counselling and Presentation (3)

In this course candidates research a problem related to school counselling. Topics include all aspects of the design, execution and analysis of a research project using accepted methodology. Candidates present their project to a panel of university faculty.

Prerequisite: ECC 511.

EGC 641 - Thesis in School Counselling and Presentation (3)

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.

Prerequisite: ECC 511 Research Methods in Education (or equivalent).

EGC 642 - Pro Cert Entry Seminar (1)

The ProCert Entry Seminar is based on the requirements of the Professional Educator Standards Board (PESB). Entry Seminar tasks will include the completion of the professional audit, creation of a professional growth plan, identification of a professional growth team (PGT) and a thorough overview of the expectations of school counselor competencies at the professional, as described by PESB.

Prerequisite: Completed application packet with required forms per Guidance & Counseling Program; sent to Director for review.

EGC 643 - Pro Cert Core Seminar I (1)

Pro Cert Seminar I is based on the requirements of the Professional Educator Standards Board (PESB). Candidate completes a Professional Growth Plan (PGP) on the PESB-approved template. Candidate completes a self-assessment and identifies evidence(s) which demonstrate competency at the professional level for ESA Standard 5E School Climate and Collaboration. Candidate submits a draft of the job-embedded action research intervention project and utilizes SMART goal format.

Prerequisite: Successful completion of EGC 642 Pro Cert Entry Seminar.

EGC 644 - Pro Cert Core Seminar II (1)

Pro Cert Seminar II is based on the requirements of the Professional Educator Standards Board (PESB). Candidate completes a self-assessment (professional audit) and identifies evidence(s) which demonstrate competency at the professional level for ESA Standards 5B Student Learning and Assessment and 5C Counseling Theories & Techniques. Candidate submits the first sections of the action research narrative: introduction and proposed intervention in SMART goal format with data collection strategies. Candidate initiates data collection for the action research project.

Prerequisite: Successful completion of EGC 642 Pro Cert Entry Seminar and EGC 643 Core Seminar I.

EGC 645 - Pro Cert Culminating Seminar (2)

The Pro Cert Culminating Seminar is based on the requirements of the Professional Educator Standards Board (PESB) for the ESA School Counselors to obtain state certification at the professional level. The candidate completes the final narrative and evidence collection for Standard 5F Professional Identify and Ethical Practice;
creates a professional exit portfolio with explanations, reflections and evidence(s) of practice at the professional level for each of the six State ESA School Counselor standards; submits an action research narrative paper for approval which outlines the results of a school-embedded action research project; presents the action research project, completes the state professional growth plan (SPI 1698) for submission to the Certification Office.

Prerequisite: EGC 642, EGC 643, EGC 644.

**EGC 650 - School Counselling Comprehensive Examination (0)**

**EGC 651 - Community Practicum (2)**

Practicum courses provide clinical experience and professional supervision beyond the classroom setting within two contexts: an Internship in which students receive professional supervision while attaining 125 direct-client hours in a community practicum site; and an on-campus Practicum course in which students participate in group supervision and discuss internship issues. During each session, students will present anonymous real case scenarios and have the opportunity to discuss their clinical practice intervention skills including transference, countertransference, interpersonal and systemic dynamics. The practicum course will provide candidates with both supervisory and peer feedback to enable them to reintergrate this information into their clinical skill applications.

Prerequisite: Completion of a MEd in School Counselling with a GPA of 3.30 or higher. English Proficiency.

**EGC 660 - Applied Child and Adolescent Individual Counselling Practice (5)**

This course will enable candidates to develop clinical intervention skills using several different modalities. Candidates will apply interviewing and counselling skills in pre-interventions (mastery of pre-intervention protocols, including delivering and interpreting school-based assessments, motivational interviewing; and prevention psycho-education programs), interventions for behaviour problems, violence, drug and alcohol issues, school problems, crisis intervention, loss and bereavement, trauma and family issues; and post-intervention (integrative team approaches in developing critical incident debriefing; report writing and reparation). The skills attained in this course will enable candidates to apply clinical counselling skills in schools and community settings.

Prerequisite: EGC 516; EGC 530; EGC 533; EGC 539; EGC 542.

**EGC 670 - Applied Group Counselling in Schools (3)**

This course applies theoretical constructs from EGC 536 to master group counselling facilitation in an experiential group counselling laboratory. Candidates apply group process theory and skills by participating as members, facilitators and observers in counselling groups. Practice and application of theory and skills establishes the candidate as an effective group leader and facilitator.

Prerequisite: EGC 536.

**EGC 680 - Counselling in Context (2)**

This course addresses current issues in school counselling from the school district perspective. Candidates learn about specific school district scope of practice and ethical guidelines for school counsellors. This course is taught by school district counsellors and senior administrators and is therefore tailored to the unique mental health context of each district. Issues that could be discussed are determined by the course instructors but may include the following: school district protocols with respect to assessment and critical incidents; reporting suspected child abuse; Aboriginal mental health issues; addiction and substance abuse; suicide; trauma, grief and loss etc. Candidates develop a comprehensive understanding of the various counselling issues and contexts they will be exposed to in their school counselling careers.

**ELP**

**ELP 10A - Novice: Introduction to Listening and Speaking (0)**

Novice is a special program for people with no or very little English. The course helps students to learn basic phonics, basic verbs (to be, to have) and to use them to form sentences. Reading, writing, speaking and listening are a part of the course. This course may be repeated if needed before moving to ELP Level 1.

**ELP 10B - Novice: Introduction to Listening and Speaking (0)**

Novice is a special program for people with no or very little English. The course helps students to learn basic phonics, basic verbs (to be, to have) and to use them to
form sentences. Reading, writing, speaking and listening are a part of the course. This course may be repeated if needed before moving to ELP Level 1.

**ELP 11A - Beginner A - Reading & Writing (0)**

Beginner A is for people who have studied English before but who need to develop their ability to understand and use the English they learned in school. Students in this level practice all areas of English communication: speaking, listening comprehension, reading, writing and discussion in an increasingly integrated format.

**ELP 11B - Beginner B - Reading & Writing (0)**

Beginner B is for people who have studied English before but who need to develop their ability to understand and use the English they learned in school. Students in this level practice all areas of English communication: speaking, listening comprehension, reading, writing and discussion in an increasingly integrated format.

**ELP 12A - Beginner A - Listening & Speaking (0)**

Beginner A Listening & Speaking is a basic course in English listening and speaking for non-native speakers of English. It stresses basic communication skills and listening strategies to improve fluency. Themes will challenge and engage students through authentic reading and listening selections. Students will practice speaking for everyday use and academic purposes. Basic grammar will be practiced in given situations to improve oral accuracy. The major verb tenses (present simple, present continuous, simple past) are introduced.

**ELP 12B - Beginner B - Listening & Speaking (0)**

Beginner B takes the student beyond the foundations of speaking and understanding to work on more advanced structures, such as adverb clauses of time and compound sentences. Students practice these structures and learn to recognize and use them in reading and writing as well as speaking. Discussion of reading and writing projects are encouraged as practices are integrated more and more.

**ELP 21A - Elementary A - Reading & Writing (0)**

Elementary A gives students practice in more advanced English in an integrated manner: speaking, listening, reading, discussion, and writing are taught and practiced as related skills. Students work with more complex structures, learn to write compositions using such rhetorical organizational forms as comparison and contrast, cause and effect, and classification, etc. They also learn discussion skills, such as asking for opinions of other students, interrupting, asking for clarification, giving opinions and clarifying ideas.

**ELP 21B - Elementary B - Reading and Writing (0)**

Elementary Reading Writing is a 2 part beginning course in English composition and grammar for non-native speakers of English. It stresses basic writing skills such as types of sentences and proper use of grammar structures, basic connectors, and combined sentences. The major verb tenses (present simple, present continuous, simple past) are introduced. Emphasis on vocabulary and grammatical structures such as: interrogatives, nouns and pronoun use, adjectives, and adverbs are all introduced.

**ELP 22A - Elementary A - Listening & Speaking (0)**

Elementary A gives students practice in more advanced English in an integrated manner: speaking, listening, reading, discussion, and writing are taught and practiced as related skills. Students work with more complex structures, learn to write compositions using such rhetorical organizational forms as comparison and contrast, cause and effect, and classification, etc. They also learn discussion skills, such as asking for opinions of other students, interrupting, asking for clarification, giving opinions and clarifying ideas.

**ELP 22B - Elementary B - Listening & Speaking (0)**

Elementary B gives students practice in more advanced English in an integrated manner: speaking, listening, reading, discussion, and writing are taught and practiced as related skills. Students work with more complex structures, learn to write compositions using such rhetorical organizational forms as comparison and contrast, cause and effect, and classification, etc. They also learn discussion skills, such as asking for opinions of other students, interrupting, asking for clarification, giving opinions and clarifying ideas.

**ELP 31A - Intermediate A - Reading & Writing (0)**

Intermediate A Reading & Writing is a lower intermediate course for increasing reading and writing skills through vocabulary development and grammar practice. Students will refine the skills of pre-reading, scanning, skimming,
guessing new vocabulary from context, making inferences, summarizing, and by identifying main ideas and patterns of organization. As students progress, students reach a strong intermediate level in reading and writing skills. 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. Students at this level will focus on elements of several types of paragraphs and will perfect the use of transitions. As a final writing assignment, students will be expected to write a cohesive 3-paragraph essay.

**ELP 31B - Intermediate B - Reading & Writing (0)**

Intermediate B Reading & Writing is a lower intermediate course for increasing reading and writing skills through vocabulary development and grammar practice. Students will refine the skills of pre-reading, scanning, skimming, guessing new vocabulary from context, making inferences, summarizing, and by identifying main ideas and patterns of organization. As students progress, students reach a strong intermediate level in reading and writing skills. 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. Students at this level will focus on elements of several types of paragraphs and will perfect the use of transitions. As a final writing assignment, students will be expected to write a cohesive 3-paragraph essay.

**ELP 32A - Intermediate A - Listening & Speaking (0)**

Intermediate A Listening & Speaking is a conversation-based course for lower-intermediate ESL students that enables them to further develop listening comprehension 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. Once students gain more confidence and fluency, discussions and presentations are designed to increase the students’ familiarity with the major structures of English while exposing them to American cultural and societal trends. Listening, note taking, and public speaking are emphasized.

**ELP 32B - Intermediate B - Listening & Speaking (0)**

Intermediate B Listening & Speaking is a conversation-based course for lower-intermediate ESL students that enables them to further develop listening comprehension 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. Once students gain more confidence and fluency, discussions and presentations are designed to increase the students’ familiarity with the major structures of English while exposing them to American cultural and societal trends. Listening, note taking, and public speaking are emphasized.

**ELP 41A - High Intermediate A - Reading & Writing (0)**

High Intermediate A Reading Writing focuses on strengthening reading and writing skills through vocabulary development and grammar practice. Practice activities are provided to improve vocabulary, speed, comprehension, and using a monolingual dictionary selectively. Students read passages that cover a variety of topics, sources, and purposes, including reading for pleasure. Students at this level will focus on elements of several types of paragraphs and will begin writing 3-4 paragraph essays. As a final writing assignment, students will be expected to write a cohesive 4-paragraph essay.

**ELP 41B - High Intermediate B - Reading & Writing (0)**

High Intermediate B Reading Writing focuses on strengthening reading and writing skills through vocabulary development and grammar practice. Practice activities are provided to improve vocabulary, speed, comprehension, and using a monolingual dictionary selectively. Students read passages that cover a variety of topics, sources, and purposes, including reading for pleasure. Students at this level will focus on elements of several types of paragraphs and will begin writing 3-4 paragraph essays. As a final writing assignment, students will be expected to write a cohesive 4-paragraph essay.

**ELP 42A - High Intermediate A - Listening & Speaking (0)**

High Intermediate A Listening Speaking is conversation-based for higher-intermediate ESL students, which enables them to further develop listening comprehension and speaking skills through the study of American English. This course provides students with the opportunity to discuss a variety of topics such as science, technology and trends in society. Once students gain more confidence and fluency, discussions and presentations are
designed to increase the students’ familiarity with the major structures of English, while exposing them to American culture and society.

**ELP 42B - High Intermediate B - Listening & Speaking (0)**

High Intermediate B Listening Speaking is conversation-based for higher-intermediate ESL students, which enables them to further develop listening comprehension and speaking skills through the study of American English. This course provides students with the opportunity to discuss a variety of topics such as science, technology and trends in society. Once students gain more confidence and fluency, discussions and presentations are designed to increase the students’ familiarity with the major structures of English, while exposing them to American culture and society.

**ELP 51A - College Prep IA - Academic Reading & Writing (0)**

College Preparation I: Academic Reading and Writing is a course designed to help high-intermediate learners of English improve grammar and prepare them for writing assignments in an academic program. Emphasis is placed on writing the five-paragraph essay and summarizing, as well as developing critical thinking, problem-solving and persuasion skills.

**ELP 51B - College Prep IB - Academic Reading and Writing (0)**

College Preparation II: Academic Reading and Writing is a course designed to help high-intermediate learners of English master grammar and refine the academic writing, research, and critical thinking skills needed for success in an academic program. Students complete a case study after navigating CityU’s library database to access and evaluate source information for reliability, relevance, and currency. Students cite sources to support opinions and arguments. Topics include integrating evidence for a clearly developed claim, evaluating and selecting sources, summarizing, paraphrasing, and documenting sources following APA conventions.

**ELP 61A - College Prep IIA - Academic Reading & Writing (0)**

College Preparation II: Academic Reading and Writing is a course designed to help high-intermediate learners of English master grammar and refine the academic writing, research, and critical thinking skills needed for success in an academic program. Students complete a case study after navigating CityU’s library database to access and evaluate source information for reliability, relevance, and currency. Students cite sources to support opinions and arguments. Topics include integrating evidence for a clearly developed claim, evaluating and selecting sources, summarizing, paraphrasing, and documenting sources following APA conventions.

**ELP 61B - College Prep IIB - Academic Reading & Writing (0)**

College Preparation II: Academic Reading and Writing is a course designed to help high-intermediate learners of English master grammar and refine the academic writing, research, and critical thinking skills needed for success in an academic program. Students complete a case study after navigating CityU’s library database to access and evaluate source information for reliability, relevance, and currency. Students cite sources to support opinions and arguments. Topics include integrating evidence for a clearly developed claim, evaluating and selecting sources, summarizing, paraphrasing, and documenting sources following APA conventions.
College Prep IIA - Academic Listening & Speaking is designed to help learners of English develop advanced listening and speaking skills in preparation for any academic program. During the course, students improve their listening and speaking skills for a variety of purposes and contexts. To support these communication goals, students exercise and expand their range of academic vocabulary, and develop greater proficiency with complex grammar structures. Students also learn and practice techniques to improve the quality of research, brainstorming, and academic collaboration.

**ELP 62B - College Prep IIB - Academic Listening & Speaking (0)**

College Prep IIA - Academic Listening & Speaking is designed to help learners of English develop advanced listening and speaking skills in preparation for any academic program. During the course, students improve their listening and speaking skills for a variety of purposes and contexts. To support these communication goals, students exercise and expand their range of academic vocabulary, and develop greater proficiency with complex grammar structures. Students also learn and practice techniques to improve the quality of research, brainstorming, and academic collaboration.

**ELP 74A - Advanced Communications I: Discourse Analysis and Presentation (0)**

This course will focus on improving the language skills students need in real life situations. Students will enhance their listening by taking notes, restating, finding main ideas, and summarizing information. Students will also be expected to produce a range of spoken texts: conversations, discussions, formal and informal speeches. This course will focus on building vocabulary and exposing students to American idioms and common expressions. Grammar points will be taught as an integral part of listening and speaking.

Prerequisite: Successful completion of ELP 61 and ELP 62, an iTEP score of 4, or a TOEFL score of 520.

**ELP 74B - Advanced Communications I: Discourse Analysis and Presentation (0)**

This course will focus on improving the language skills students need in real life situations. Students will enhance their listening by taking notes, restating, finding main ideas, and summarizing information. Students will also be expected to produce a range of spoken texts: conversations, discussions, formal and informal speeches. This course will focus on building vocabulary and exposing students to American idioms and common expressions. Grammar points will be taught as an integral part of listening and speaking.

Prerequisite: Successful completion of ELP 73A and ELP 74A, an iTEP score of 4, or a TOEFL score of 520.

**ELP 80 - Academic Writing and Study Skills Support (0)**

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.

Prerequisite: A TOEFL iBT score of at least 76 or an equivalent. iTEP score of 4.0 or equivalent. Enrollment in at least one graduate course at City University of Seattle.

**ELP 81 - Language Structure (0)**

This course offers advanced learners of English support in their academic content courses with the opportunity to
review and deepen their knowledge of grammar. Emphasis is placed on practice of advanced grammar structures. In addition, attention is given to academic writing and vocabulary. Through interactive listening, speaking, reading, and writing activities, students learn to use English more accurately in professional and academic environments.

Prerequisite: A TOEFL iBT score of at least 76 or an equivalent. iTEP score of 4.0 or equivalent. Enrollment in at least one graduate course at City University of Seattle.

**ELP 83A - Advanced Communications II: Introduction to Literature and Composition (0)**

Advanced Communications II A/B is a two-part course designed to introduce advanced learners of English to academic essay writing based on reading fiction, poetry, and scholarship about literature. Emphasis is placed on production of academic argumentative essays and on acquisition of appropriate reading skills. Reading and writing assignments are sequenced towards two main papers per session that are graded in a final portfolio and include a range of specific genres, contexts, and disciplinary inquiry. The course is designed for students to leave with the necessary skills to succeed in an academic program without English language support.

Prerequisite: Successful completion of ELP 73 and ELP 74, an iTEP score of 4.3, or a TOEFL score of 620 or equivalent.

**ELP 83B - Advanced Communications II: Introduction to Literature and Composition (0)**

Advanced Communications II A/B is a two-part course designed to introduce advanced learners of English to academic essay writing based on reading fiction, poetry, and scholarship about literature. Emphasis is placed on production of academic argumentative essays and on acquisition of appropriate reading skills. Reading and writing assignments are sequenced towards two main papers per session that are graded in a final portfolio and include a range of specific genres, contexts, and disciplinary inquiry. The course is designed for students to leave with the necessary skills to succeed in an academic program without English language support.

Prerequisite: Successful completion of ELP 83A and ELP 84A, an iTEP score of 4.3, or a TOEFL score of 620 or equivalent.

**ELP 84A - Advanced Communications II: Discourse Analysis and Presentation (0)**

Advanced Communication A/B is a two-part course that focuses on improving the language skills of students through the medium of television and film. Students enhance their listening skills by becoming familiar with and analyzing typical American idioms, expressions, and speech styles common in the media. Students are expected to recognize differences in speech patterns and styles in films and television shows from different decades and be able to compare and contrast these styles articulately. Students also are able to analyze characters and describe how each one’s language use and speech style is essential to the character’s development.

Prerequisite: Successful completion of ELP 73 and ELP 74, an iTEP score of 4.3, or a TOEFL score of 620 or equivalent.

**ELP 84B - Advanced Communications II: Discourse Analysis and Presentation (0)**

Advanced Communications II A/B is a two-part course that focuses on improving the language skills of students through the medium of television and film. Students enhance their listening skills by becoming familiar with and analyzing typical American idioms, expressions, and speech styles common in the media. Students are expected to recognize differences in speech patterns and styles in films and television shows from different decades and be able to compare and contrast these styles articulately. Students also are able to analyze characters and describe how each one’s language use and speech style is essential to the character’s development.

Prerequisite: Successful completion of ELP 83A and ELP 84A, an iTEP score of 4.3, or a TOEFL score of 620 or equivalent.

**ELP 85 - Academic and Professional Writing (0)**

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.

Prerequisite: Completion of ELP 80 and ELP 81 with a grade of 2.5 or higher.

**ELP 89 - Academic Listening and Speaking (0)**

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.

**ELP 9A - Novice: Introduction to Reading and Writing (0)**

Novice is a special program for people with no or very little English. The course helps students to learn basic phonics, basic verbs (to be, to have) and to use them to form sentences. Reading, writing, speaking and listening are a part of the course. This course may be repeated if needed before moving to ELP Level 1.

**ELP 9B - Novice: Introduction to Reading and Writing (0)**

Novice is a special program for people with no or very little English. The course helps students to learn basic phonics, basic verbs (to be, to have) and to use them to form sentences. Reading, writing, speaking and listening are a part of the course. This course may be repeated if needed before moving to ELP Level 1.

**EML**

**EML 301 - Humanities Content Integration and Assessment in the Middle School (3)**

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.

Prerequisite: Valid Washington state teaching certification-initial, continuing, professional or national board; access to middle school classrooms and students.

**EML 351 - Language Arts Instruction in the Middle School (3)**

Through this course, candidates develop a foundation in literacy instruction for the middle school. This course examines common challenges in student writing, 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.

Prerequisite: A valid Washington State Residency, Continuing, Professional, or National Board Residency Certificate and access to middle school students and classrooms.

**EML 356 - Literacy Instruction and Integration in the Middle School (3)**

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.

Prerequisite: A valid Washington State Residency, Continuing, Professional, or National Board teaching certificate and access to middle school students and classrooms.

**EML 435 - Mathematics: Number Sense and Theory (CM) (3)**

Math endorsement candidates develop a conceptual understanding of and procedural facility with operations, number systems, ratios, and proportional relationships. Topics include the structure, properties, characteristics of and relationships between number systems including whole numbers, integers, rational, real, and complex numbers; operations of different number systems and their properties; representation, modeling, properties, and operations of vectors and matrices; the progression of learning that begins with the base-ten number system and operations thereof, builds into understanding of and operations with fractions and rational numbers, and extends to understandings of and operations with real numbers; ratios and proportional relationships, including additive and multiplicative perspectives; ratios, rates, and proportions; representation and analysis of proportional relationships using tables, graphs, equations, diagrams, concrete and mathematical models; and verbal description

**EML 445 - Mathematics: Geometry and Measurement (CM) (3)**

Math endorsement candidates develop conceptual understanding of geometric properties and relationships as
they apply to congruence, similarity, geometric figures, and the Cartesian Coordinate System. Topics include modeling and solving real life and mathematical problems involving proof of theorems; congruence, similarity, and transformations; physical and technological constructions; lines, angle measure, area, surface area, and volume; classification, visualization, and description of two-dimensional figures and three-dimensional objects and the relationships among them; rigid motion; Pythagorean Theorem; angles, radii, arcs, chords, sectors of circles, and conic sections. Upon successful completion of this course, candidates have content knowledge to help K-12 students become college and career ready in geometry and measurement.

**EML 455 - Mathematics: Linear Algebra (NS) (3)**

Candidates learn systems of linear equations, matrices, vectors in R2 and R3, 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.

**EML 465 - Mathematics: Calculus (NS) (3)**

Math endorsement candidates develop conceptual understanding and procedural facility with calculus concepts. Topics include functions and absolute value, open and closed intervals, solutions of inequalities; limits, continuity, differentiation; derivatives, definite integrals, techniques of integration and differential equations; apply concepts of function, geometry, and trigonometry in solving problems involving calculus; use concepts of calculus and modeling to represent and solve problems taken from real world contexts. Upon successful completion of this course, candidates have content knowledge to help secondary students become college and career ready in calculus.

**EML 475 - Mathematics: Discrete Mathematics (NS) (3)**

Math endorsement candidates develop conceptual understanding of a procedural facility with fundamental ideas of discrete mathematics in the formulation and solution of problems. Topics include mathematical proofs (direct, contradiction, contrapositive, induction); graph theory, recurrence relations, finite difference approaches, combinatorics; and application of discrete mathematics to formulate and solve real world problems. Upon successful completion of this course, candidates have content knowledge to help secondary students become college and career ready in discrete mathematics.

**EML 481 - Standards of Mathematics Practice (3)**

Math endorsement students acquire functional understandings of the Common Core State Standards in Mathematics for content and pedagogy. Students focus on standards of mathematics practice, key shifts in mathematics, how students learn and do not learn math, collaborative teams, culturally responsive teaching, and Smarter Balance assessment. Students apply these learnings to specific math topics in the following content and pedagogy courses for the ultimate purpose of helping K-12 students become college and workplace ready in mathematics.

**EML 482 - Algebra and Functions (3)**

Math endorsement candidates develop conceptual understanding of and procedural facility with algebra concepts emphasizing functions. Topics include operations, solution, and graphical representation of real life and mathematical problems using numerical and algebraic expressions, equations, and inequalities; proportional relationships, lines, and linear equations; functional notation and their models (linear, quadratic, simple rational, and exponential); algebraic expressions and functions (polynomials, rationals, roots); arithmetic properties and their proofs, equivalent forms; analysis and modeling of functions (linear, quadratic, exponential, trigonometric); and relationships between various representations of a function (graphs, tables, algebraic expressions, concrete models, contexts). Upon successful completion of this course, candidates have content knowledge to help K-12 students become college and career ready in algebra and functions.

**EML 485 - Mathematics: Probability and Statistics (CM) (3)**

Math endorsements candidates develop conceptual understanding of an procedural facility with statistics and probability. Topics include summarizing, representing, and interpreting categorical and quantitative data; measures of central tendency, distributions, evaluation of random processes, populations and random sampling, randomization; single variable, multivariate, categorical, and continuous data; binomial probability distributions; the principles of probability; probability of compound events using technology to collect, represent, and analyze data; and using rules of probability to model, make predictions, evaluate decisions, and solve real world problems. Upon
successful completion of this course, math endorsement candidates have content knowledge to help K-12 students become college and career ready in probability and statistics.

**EML 490 - Teaching Math: Bringing it All Together (3)**

Math endorsement candidates build skills in effective integration, instructional strategies, and assessments of mathematics in a secondary or middle school classroom. This course also provides candidates with a review of the content necessary to pass the WEST-E mathematics endorsement exam. Upon successful completion, candidates have improved skills needed to help make K-12 students college and career ready in mathematics.

**ENG**

**ENG 100 - College Reading/Writing (HU) (5)**

This course prepares students for success in college reading and writing. Students develop academic skills in critical reading, writing, and thinking necessary for college-level work. While introducing students to expository essays, this course emphasizes organization, coherence, and the grammar and punctuation conventions of standard written English.

**ENG 101 - English Composition I (HU) (5)**

This course introduces students to the principles of college writing. Students develop skills in critical thinking and strategies for interpreting, responding to, and using texts as sources and evidence. They write essays that demonstrate focus, organization, appropriate style, and the grammar and punctuation skills necessary for college writing.

**ENG 102 - English Composition II (HU or CC) (5)**

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

Prerequisite: ENG 101, or equivalent course, or successful completion of CityU's Institutional English Assessment with a minimum of 80% earned for each module.

**ENG 301 - Advanced Composition (CC) (5)**

English 301 is an advanced course in analytic and argumentative writing. Students will present and write responses to documented research on academically relevant and current topics in their field of study. There is emphasis placed on creation and revision of writing, evaluation and analysis of sources, critical reading, and information literacy. Students will gain practice in analysis, synthesis, critical thinking, and writing/presenting for professional and academic audiences.

Prerequisite: ENG 102 or Bachelor's degree.

**ENT**

**ENT 300 - Entrepreneurship (5)**

This course provides an introduction to entrepreneurship. Topics include business planning, financing, market development, operations, management, legal issues and social responsibility as they relate to starting and running an entrepreneurial venture. Topics are presented in the context of developing an overall new venture business plan where students will develop a plan for a real or imaginary new venture.

**ENT 610 - Innovation Strategy (3)**

Innovation and development of new products and services are essential for the success of any organization. This course discusses the stages in the new product development process and avenues for making the process more productive. Specific topics covered include entrepreneur leadership tools, creative techniques for idea generation, analytical techniques and tests for new products and services. The course has both a creativity and quantitative focus and addresses issues that are very relevant to managers on a day-to-day basis and is useful if the student is creating a neighborhood establishment, a global trading business or a tech start-up.

**ENT 620 - Economics of Entrepreneurship (3)**
Financial knowledge is the biggest predictor of success or failure of a business. This course analyzes the unique financial issues facing entrepreneurial firms. Topics include assessing financial performance, financial forecasting and planning, financial management of rapidly growing businesses, start-up ventures, valuation, sources of financing, and daily accounting issues.

**ENT 625 - Entrepreneurship Internship (3)**

This internship course within the Entrepreneurship Management emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of the human resources functions. By the end of the course, students will have a deeper understanding of the real life work environment in the field of entrepreneurship.

Prerequisite: Completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25; Completion of MBA 545.

**ENT 630 - Start-up Plan Development (3)**

This course focuses on application of key strategic and managerial approaches necessary for entrepreneurs to plan for a start-up business. It examines and discusses how entrepreneurial firms develop and implement innovative business plans, create functional operations, develop strategic alliances, and incorporate technology and exit strategies. Students address legal issues such as business entity formation and intellectual property.

**ENT 640 - New Venture Implementation (3)**

In today's online world, marketing and funding have been transformed. The course examines the skills and tools entrepreneurs need for bootstrap marketing in their firms, this includes funding marketing, distribution, customer service, and promotion. Marketing, legal and human resource issues for new businesses are covered. The capstone project includes posting the proposed new business pitch on a crowd-funding site.

Prerequisite: ENT 630.

**ENV**

**ENV 340 - Sustainable Business (5)**

ENV 340 will introduce students to the goals and principles that drive sustainable business. Sustainable business can be defined by the globally accepted, UN-endorsed concepts of sustainability and sustainable development which state that activities should be done with consideration of the effects upon the future; that actions in the present should not negatively impact the opportunities of future generations. Students completing the course will be able to apply sustainable principles to business and recognize the business opportunities that sustainability offers.

**ENV 341 - Sustainable Accounting and Finance (5)**

This course presents the role of sustainability in the business context. It explores the topic of sustainability from many perspectives. Students identify stakeholders who might be impacted by the actions of an organization, or otherwise find the organization's actions important. They are challenged to evaluate an organization's decisions, reporting, and plans from a number of sustainability-related perspectives. Students will conduct financial and non-quantitative analyses of proposed sustainability initiatives and prepare a business justification for each initiative.

Prerequisite: ENV 340.

**ENV 350 - Environmental Politics and Policy (5)**

This course investigates the relationships and processes that develop between business, government, and society when dealing with environmental issues. Many aspects of businesses' behavior are politically controversial, in particular environmental issues, with business trying to influence communities, individuals, and government. ENV 350 addresses the conflicting natures and attitudes held that lead to business’ behavior, and the steps now being taken to respond to criticism and attend to the real problems being faced today.

**ERL**

**ERL 410 - Language Acquisition & Literacy Development (5)**

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.

**ERL 413 - Integrating Literacy in the Content Areas (5)**

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 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.

Prerequisite: Admission to the CityU Teacher Certification Program dual endorsement program, accessibility to P-12 students and/or classrooms; or valid Washington State initial, residency, continuing, professional teaching certificate or valid National Board Teaching certification; accessibility to P-12 students and/or classrooms.

**ERL 414 - Literacy Applications in The Classroom (5)**

This course is the application of literacy instructional skills with P-12 students. Topics include materials selection, diagnosis, planning, assessment, analysis interpretation, and evaluation of literary and expository texts. Upon completion of this course, candidates can effectively assess, diagnose, and plan appropriate intervention for students struggling in reading.

Prerequisite: Per program plan, plan of study, or approval of program director.

**ERL 418 - Internship (4)**

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.

Prerequisite: Pass state required endorsement test(s) and prior departmental approval.

**ERL 436 - Literacy Instruction and Assessment I (4)**

This is the first of three courses in the literacy sequence for the undergraduate Teacher Certification Program. This course provides 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 learn strategies for literacy instruction which can be used with all learners.

Prerequisite: Per program plan, plan of study or approval of permission of program director.

**ERL 438 - Literacy Instruction and Assessment II (4)**

The second of three courses in the literacy sequence for the undergraduate Teacher Certification Program, this course examines a variety of assessment and instructional strategies. Topics include reading comprehension strategies, informational text, complex text, text density, writing and alignment with state standards. Upon completion of this course, candidates are able to effectively assess and teach literacy skills for K-8 students.

Prerequisite: Admission to BA in Education program.

**ERL 440 - Language Arts and Literacy Integration (4)**

This is the last of three courses in the literacy sequence for the undergraduate education program. This course provides candidates with specific strategies for differentiating literacy instruction. Topics include literacy instructional strategies aligned with the State Standards including literacy and English Language Arts, 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.

Prerequisite: Admission to Undergraduate BA in Education Program or permission of the Director.

**ERL 501 - Language Acquisition and Literacy (6)**

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.

Prerequisite: Admitted to the MED program.
ERL 502 - Literacy Assessment and Analysis of Learning (6)

In this block candidates articulate and evaluate the effectiveness of the instructional cycle. Candidates look extensively at the instruction/assessment/evaluation cycle and its effectiveness on teaching and learning. After researching current practices, candidates implement and evaluate the effectiveness of the instructional cycle on teaching and learning.
Prerequisite: Admitted to the MED programs.

ERL 503 - Literacy Leadership and Professional Development (6)

This course focuses on effective literacy leadership and professional development to support the advancement of student learning. Emphasis is placed on professional development, learning communities and lessons studies in literacy ranging K-12. Candidates develop essential knowledge and skills necessary to perform leadership responsibilities within the current school, district and community.
Prerequisite: Approval from Program Director.

ERL 504 - Literacy Development and the Cognitive Process (3)

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.

ERL 506 - Personalized Learning in the Classroom (3)

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.

ERL 508 - Research Methods in Literacy (3)

This course introduces candidates to the wealth of information and tools that are the foundation of graduate study. Candidates use the inquiry process to select research topics, evaluate sources and identify outcomes to become effective researchers. They learn how to evaluate academic research and use it to inform their work in the educational field.

ERL 512 - Using Data to Inform Instruction (3)

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.
Prerequisite: ERL 508.

ERL 514 - Linking Literacy to Technology (3)

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.

ERL 516 - Language Acquisition and English Language Development (3)

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.

ERL 529 - Reading and Writing Instruction and Assessment (3)

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.
**ERL 534 - Current Instructional Practices (3)**

This course focuses on effective instructional techniques to ensure that all students achieve their full literacy potential. Emphasis is placed on providing the skills and structure needed for examining and applying comprehensive, contemporary best practices in literacy instruction. Candidates deepen their knowledge of evidence-based best practices to promote high rates of student achievement and how best to implement these in current classroom settings.

Prerequisite: Admittance into the program or approval of program coordinator.

**ERL 535 - Literacy Instruction for All Learners (3)**

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.

Prerequisite: Admission to the Master in Teaching Program dual endorsement program, 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.

**ERL 546 - Reading and Writing Integration (6)**

The outcomes for this learning block focus on reading and writing as processes for constructing meaning. Readers and writers are involved in many similar activities, drawing on author-reader-text interactions. Emphasis is placed on developing a text-rich classroom environment that supports reading and writing connections, guided by the research base for process-oriented planning and instruction. Study is guided by current learning targets and standards, which emphasize the progression from oral to written language, the use of authentic and complex text, and collaboration using speaking and listening skills. Candidates develop an artifact(s) that demonstrate the closely related processes of reading and writing, with consideration given to English Language Acquisition students, struggling readers and other learning diversities that may impede the expected skill development scaffold.

Prerequisite: Approval by Program Director.

**ERL 554 - Diagnostic Assessment in Literacy (3)**

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.

**ERL 556 - Child and Adolescent Literature (3)**

This course examines the use of literature as part of a P-12 literacy program. Candidates explore a variety of genres, the various features of each, and the ways in which each can enhance literacy instruction. Candidates also examine the ways in which the selection of literature affects reading motivation and reading engagement as a means to support a balanced literacy program.

Prerequisite: Admitted to MED program or by Program Directors Approval.

**ERL 557 - Content Area Literacy Instruction (3)**

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 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.

Prerequisite: Admission to the Master in Teaching Program dual endorsement program, 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.

**ERL 558 - Research in Literacy Application (3)**

This course is the application of literacy instructional skills with P-12 students. Topics include materials selection, diagnosis, planning, assessment, analysis interpretation, and evaluation of literary and expository texts. Upon completion of this course, candidates can effectively assess, diagnose, and plan appropriate intervention for students struggling in reading.
Prerequisite: Acceptance into MIT or MED program.

**ERL 560 - Building Family Partnerships and Learning Communities (3)**

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.

**ERL 562 - Effective Literacy Leadership (3)**

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.

**ERL 563 - Child and Adolescent Literature (3)**

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.

**ESL**

**ESL 415 - Methodology: Reading (4)**

This course examines literacy instructional strategies for English language learners. Topics include reading assessment, vocabulary, and comprehension. Upon completion of this course, candidates have the skills to design and modify reading instruction for P-12 ELL students.

Prerequisite: Per program plan, plan of study, or approval of program director.

**ESL 418 - Internship (4)**

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.

Prerequisite: Pass state required endorsement test(s) and prior departmental approval.

**ESL 421 - Linguistics and Language Acquisition (5)**

This course is an introduction to the principles and uses of linguistics as they pertain to the teaching of English Language Learners (ELL) and the process of second language acquisition. Candidates investigate theories of language learning, evaluate language acquisition theories, and review the major factors that affect second language learning. Candidates examine ELL teaching methods and create their own theories about language learning and teaching. The focus is the nature of human language, grammatical aspects of language, psychology of language, and language in society. Candidates examine the theoretical principles, analyze their applicability, and determine how to use them effectively when teaching ELL classes.

**ESL 431 - History of Bi-Lingual Education and Advocacy (3)**

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.

Prerequisite: Per program plan, plan of study, or approval of program director.
ESL 434 - Learning Strategies and Assessment (5)

Through this course students will consider the cross-cultural factors that influence second language learners and investigate what instructional practices and materials are best suited for specific situations. They will also examine topics such as cooperative learning, cross-cultural testing, peer teaching, and methods for integrating content and language.

Prerequisite: Per program plan, plan of study, or approval of program director.

ESL 525 - ELL Reading Instructional Strategies (3)

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.

ESL 526 - Writing Strategies for ESL Learners (3)

This course focuses on how to teach English Language Learners (ELL) writing skills using research-based best literacy practices for ELL students. ELL endorsement 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.

ESL 541 - Linguistics for ELL Teachers (2)

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.

ESL 542 - Identification, Assessment and Evaluation of ELL Students (3)

This course will introduce teacher candidates to the processes through which learners are identified for ELL services. Candidates will critically consider the ways our current assessment system could be more culturally responsive for our ELL students, including the strengths and weaknesses of various tests. Topics will also include ongoing progress monitoring, assessment, and evaluation on curriculum-based assessments for ELL students, and the critical role of collaboration with general education, special education, and other service providers to create an effective learning environment for ELL students. Candidates will also explore the process through which students can be exited from ELL services.

Prerequisite: Admission to program or director approval.

ESL 543 - Culturally Responsive and Equitable Practices for ELL Teachers (3)

This course provides teacher candidates an opportunity to develop and enhance teaching practices to support, encourage, and engage linguistically diverse students. Candidates will explore ways students’ in-school and out-of-school experiences should be valued and connected to new learning through an asset-based approach to planning and instruction. The course will also help candidates critically consider the ways our current assessment system could be more culturally responsive for our ELL students and their families.

Prerequisite: Admission to program or director approval.

ESL 551 - Researching: History of Bilingual Education and Advocacy (3)

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.

ESL 554 - Learning Strategies and Assessment for Language Learners (3)

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.

Prerequisite: Per program plan, plan of study, or approval of program director.
**ESL 670 - Identification, Assessment, and Culturally Responsive Practices for ELL (1)**

This course will introduce teacher candidates to the processes through which learners are identified for ELL services. Candidates will critically consider the ways our current assessment system could be more culturally responsive for our ELL students. Candidates will explore ways students’ in-school and out-of-school experiences should be valued and connected to new learning through an asset-based approach to planning and instruction. Candidates will have the opportunity to develop strategies for collaboration with general education, special education, and other service providers to create an effective learning environment for ELL students. Candidates will also explore the process through which students can be exited from ELL services.

Prerequisite: Admission to program or director approval.

**ESP 370A - Content: Exceptionality in Special Education (4)**

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.

Prerequisite: Per program plan, plan of study, or approval of program director.

**ESP 373 - Special Education: Low-Incidence Students (3)**

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.

Prerequisite: 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.

**ESP 376 - Autism (3)**

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).

Prerequisite: 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.

**ESP 405 - Behavior Analysis and Management (3)**

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, positive behavior support plan, and emergency response protocols for use of restraint and/or isolation interventions.

Prerequisite: Admittance to BAED or Endorsement-Only program or prior departmental approval.

**ESP 408 - Student Assessment and Evaluation (3)**

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.

**ESP 409A - Content: Fundamentals of the IEP Process (3)**

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).

**ESP 412 - Special Education Issues (2)**

The purpose of this course is to familiarize candidates with procedural and legal issues in special education. This course focuses on federal laws, state laws, referral processes, labeling guidelines, and application of issues to professional practice. The understanding of procedural and legal issues in the development of special education guidelines and practices form a foundation for future special education courses.

Prerequisite: Admittance to the Special Education Endorsement program or prior approval of the Program Director or appropriate faculty is required before students begin the course.

**ESP 418 - Introduction to American Sign Language and Deaf Culture (3)**

Candidates explore the language functions of American Sign Language (ASL), the visual-gestural language of the Deaf, and perspectives of the Deaf community. Emphasis is placed on ASL grammar and syntax, including non-manual behaviors, classifiers, locatives, fingerspelling, spatial sense, temporal and distributional aspects, and transcriptions. Candidates develop receptive and expressive communication skills in ASL on a basic level.

**ESP 423 - Curriculum Modifications and Adaptation (2)**

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.

**ESP 432 - Language Development and Communication in Early Childhood Special Education (4)**

The purpose of this course is to provide candidates with the knowledge of the stages and sequences of skill acquisition of language and communication. Candidates understand how speech and language disorders in children severely impact learning, education, behavior, and relationships. Topics include language development and communication skills.

Prerequisite: ESP 430 and ESP 431.

**ESP 440 - Cultural and Linguistic Diversity in Special Education (2)**

This course is an introduction to history of cultural and linguistically diverse students in special education. Legal cases relevant to advocacy for students with disabilities and their families are examined. Upon completion of this course, candidates can effectively advocate for the rights and needs of students with disabilities and their families.

Prerequisite: The course is designed to be taken at the end of a program or used as a elective for BA candidates.

**ESP 465 - Transitions, Teaming and Collaboration (1)**

The purpose of this course is for the teacher candidate to understand the collaborative relationships with other educators in the educational setting, inclusion of family members as part of the team, and working with schools/agencies for successful transitions. Topics include techniques to supervise paraprofessionals, transitions, meeting diversity and multicultural needs. Candidates will be able to facilitate meetings involving all appropriate participants and develop successful transition plans.

Prerequisite: Entry to Special Education teacher endorsement program.

**ESP 485 - Student Teaching in Special Education (9)**

In Student Teaching, candidates seeking an Special Education P-12 endorsement co-teach with a cooperating teacher in a school special education placement for the required number of days to develop and demonstrate capacities to perform the full-time responsibilities of a teacher and to make a positive impact on student learning. During student teaching, candidates exhibit essential dispositions; demonstrate skill in planning, engagement,
assessments, and reflection upon student learning; and collect evidence of performance that connects with standards and criteria for pre-service teachers. Through successful completion of student teaching, candidates demonstrate endorsement competencies required for residency teacher certification with a Special Education P-12 endorsement. Candidates seeking an approved second endorsement in this course must also demonstrate competencies of the second endorsement.

Prerequisite: Pass the state required test for SPED endorsement and approval of program director.

**ESP 525 - Behavior Analysis and Management (3)**

This course examines behavior analysis and management strategies for students with challenging behaviors. Emphasis is placed on collecting data to analyze the function of behavior and developing effective behavioral interventions for individual students. Candidates will develop an understanding of their role in collaboration with special education teachers in the behavioral assessment process. Course content includes: 1) functional behavioral assessment, 2) behavioral intervention planning, 3) social/emotional learning, 4) ethics and legal issues, 5) secondary trauma, and 6) teacher self-care. Candidates will use self-assessment and reflection to analyze their own assumptions and/or biases relating to diversity and challenging behaviors. Course includes components of state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the Masters in Teaching program or prior departmental approval.

**ESP 528 - Student Assessment and Evaluation (3)**

This course provides teachers pursuing a special education endorsement with an overview of the special education referral and testing process. It also includes an exploration of various classroom-based and curriculum-based assessment strategies that may be used by special education teachers. An emphasis is placed on accommodations and modifications to general education assessments in order to ensure inclusion, equity, and access for students in special education.

**ESP 529 - Fundamentals of the IEP Process (3)**

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.

**ESP 535 - Low Incidence Disabilities (2)**

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.

**ESP 536 - Behavior Analysis II (1)**

This course is the second in the Behavior Analysis sequence and is for candidates pursuing a special education endorsement. Candidates will apply concepts from Behavior Analysis I in order to make revisions for legal compliance on Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans for special education students exhibiting challenging behaviors. Candidates will also explore the state and federal laws surrounding disciplinary actions for special education students, including Emergency Response Protocols (such as isolation and restraint) in public school settings.

Prerequisite: Concurrent enrollment or previous successful completion of ESP 525 or director approval.

**ESP 539 - Diagnosis and Individualized Education Plan (6)**

The Diagnosis, and Individualized Education Plan Block contains outcomes related to the basic special education delivery, foundations of the referral process, assessments, test administration, and data interpretation. Additionally, candidates within this block are introduced to how to incorporate data into the Individualized Education Program/Plan (IEP), and they practice writing IEPs using Washington state and federal mandates for procedural safeguards, content requirements, and parent participation.

**ESP 540 - Teaming and Transitions (1)**

The purpose of this course is for the teacher candidate to understand the collaborative relationships with other educators in the educational setting, inclusion of family members as part of the team, and working with schools/agencies for successful transitions. Topics include techniques to supervise paraprofessionals, transitions, meeting diversity and multicultural needs. This course
prepares candidates to facilitate meetings involving all appropriate participants and develop successful transition plans.

**ESP 541 - Exceptionality in Special Education (2)**

This course provides teachers pursuing a special education endorsement an introduction to the 13 federally-defined disability categories (IDEA) which determine a student’s eligibility for special education services. The course will be a general exploration of each category and the diverse continuum of needs that students in each category may have. This course will lay the foundation for all other special education endorsement courses.

Prerequisite: Admission to program or director approval.

**ESP 542 - Exceptionality (3)**

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.

Prerequisite: Admittance to the Master in Teaching program or prior approval from the Program Director or Senior Faculty is required before students begin this course.

**ESP 550 - Exceptionalities and Practice (8)**

The Exceptionalities and Practice Block contains outcomes to support the development of skills, knowledge, and understandings related to the needs of exceptional learners. Additionally, candidates within this block are introduced to disability categories, program deliveries, accommodations, modifications, instructional methods, behavior analysis, and behavior management. Furthermore, this block provides candidates with an introductory field-based internship experience in a P-12 special education classroom to design, construct, and practice developing learning activities, experiences, and assessment tools in a P-12 special education setting.

Prerequisite: Admittance to the Master in Teaching Performance Based program or prior approval of the Teacher Certification Program Director is required.

**ESP 554 - Introduction to Exceptional Children and Youth Autism Spectrum (6)**

The purpose of this course is to provide the candidate opportunities to delineate and define Autism Spectrum Disorders ASD (differences and similarities). The course emphasizes in depth knowledge of ASD with regard to severity, intensity and other characteristics unique to each disorder. Candidates apply information learned in this course to meet educational aspects of students with ASD.

**ESP 555 - Classic Autism/High Functioning (3)**

In this course candidates examine the unique attributes of individuals with Classic Autism and High Functioning Autism. The course emphasizes understanding the brain of an individual with Autism and the varied aspects of social cognitive deficits. Candidates develop a perspective of education, socialization and communication of students of Autism. Candidates will use the information to develop effective education programs for students with Autism and High Functioning Autism.

Prerequisite: This is the second core class for the MED in Curriculum and Instruction, Autism Emphasis. Candidates should have completed the Foundation Core classes and ESP 554, or have permission from the Program Director.

**ESP 557 - Social Behavior (3)**

This course provides the candidate opportunities to explore behavior in students with Autism Spectrum Disorders. The course emphasizes in-depth knowledge in the link between the behavior and disability with an emphasis on strategies to change inappropriate behavior. Candidates apply information learned in this course to meet the educational aspects of students with autism spectrum disorder.

Prerequisite: ESP 554 and ESP 555.

**ESP 642 - Student Teaching in Special Education (6)**

In Student Teaching, candidates seeking a Special Education P-12 endorsement co-teach with a cooperating teacher in a school special education placement for the required number of days to develop and demonstrate capacities to perform the full-time responsibilities of a teacher and to make a positive impact on student learning. During student teaching, candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning; participate in a learning community; and collect evidence of performance that connects with standards and criteria for pre-service teachers. Through successful completion of student teaching, candidates demonstrate endorsement competencies required for residency teacher certification with a Special Education P-12 endorsement. Candidates seeking an approved second endorsement in this course must also demonstrate competencies of the second endorsement.
Prerequisite: Pass state required endorsement test(s) and departmental approval.

**ESP 670 - Exceptionality (3)**

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.

**ESP 673 - Behavior Analysis (3)**

The purpose of this course provides candidates opportunities to explore models for analyzing and managing student behaviors. The course emphasizes basic types of student behavior, motivation, prevention strategies, intervention strategies and behavior change plans. Practical application of these principles is demonstrated through the completion of data collection samples, a functional behavioral assessment, positive behavior support plan, and aversion therapy plan.

Prerequisite: Acceptance into the MED Performance Based Program and completed the foundational Core courses.

**ESP 674 - Low Incidence (3)**

This course is a study of disabilities identified with low-incidence disabilities. Candidates investigate the disabilities identified as Low Incidence: Developmentally Delayed, Autism Spectrum, Moderate/Severe Mental Retardation, Traumatic Brain Injury, Orthopedically Impaired, Deaf/Hard of Hearing 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 provide appropriate program accommodations for students identified with a low-incidence disability.

**ESP 675 - Curriculum Modifications and Collaboration (3)**

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, appropriate response strategies, and collaboration between appropriate staff members. Upon successful completion of this course, candidates modify curriculum and make accommodations for students with special needs.

**ESP 677 - Internship (3)**

Candidates complete a field experience minimum of 25 half-days of internship in a designated school classroom for children with disabilities 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, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice. Candidates will use the information to develop effective education programs for students with disabilities.

**ESP 679 - Student Teaching (3)**

In this course candidates examine effective integration, instructional strategies and assessments of the special education continuum of services offerings. The course emphasizes evidence based teaching strategies proven effective in the field. This course provides the field experience required to meet state clinical requirements. Candidates will use the information to develop effective education programs for students with disabilities.

**ESP 691 - Special Education Teacher Application (6)**

In Student Teaching, candidates seeking an Special Education endorsement co-teach with a cooperating teacher in a school placement for a minimum of 60 days to develop and demonstrate capacities to perform the full-time responsibilities of a teacher and to make a positive impact on student learning. During student teaching, candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning; participate in a learning community; and collect evidence of performance that connects with standards and criteria for pre-service teachers. Through successful completion of student teaching, candidates demonstrate endorsement competencies required for residency teacher certification with an Special Education endorsement. Candidates seeking an approved second endorsement in this course must also demonstrate competencies of the second endorsement.

Prerequisite: Successful completion of all coursework and all internships. Passing scores on all state required content examinations and performance assessments.
ETC

ETC 501 - Human Growth And Development (2)

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.

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 506 - Integrated Instruction-Arts, Health & Fitness, Content Areas (3)

This course provides an integrated approach to Health/Fitness and The Arts that equally values and develops students in both disciplines. Topics include artistic processes of creating, performing and responding, and appropriate development of students' basic motor skills, rhythmic ability, physical activity, and physical fitness. Candidates learn efficient and effective strategies to integrate Health/Fitness and The Arts into other content areas, thereby addressing state learning standards across multiple subjects.

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 507 - Social Justice, Equity and Diversity (3)

This course is an exploration of social, historical, moral and political dimensions of identity and culture as they apply to K-12 education. Candidates explore their own assumptions, biases, and personal experience relating to diverse identities within the population (gender, race, religion, sexual orientation, language, nationality, age, socioeconomic status, ability/disability, mental health, etc.), and how these impact and inform instructional practices in the classroom. The course covers social justice concepts of intersectionality, cultural narratives, institutional and personal power and privilege, microaggressions, intergenerational trauma, history (emphasizing Pacific Northwest history and Since Time Immemorial curriculum), and cultural identity development across an individual’s lifespan. Course includes components of state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 508 - Concepts of Sustainability and Social Sciences (2)

This course focuses on a project-based approach to teaching the Social Sciences while establishing opportunities for direct classroom application and transformative student learning. Emphasis is placed on the integration of the social, ecological and economic dimensions of sustainability. Candidates learn to incorporate project-based pedagogy, theory and practice and how best to implement them into classroom instruction.

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 509 - Diversity in Schools and Society (1)

This course introduces students to the philosophical foundations of the American educational system with an emphasis on diversity in the education system. Emphasis is placed on the social, historical, moral and political dimensions of society as they apply to modern educational practice. Candidates explore their own values and how these interface with the disposition of professional educators educational system.

ETC 511 - Educational Testing, Assessment & Evaluation (2)

This course examines assessment from the perspective of the classroom teacher and focuses on the development and use of effective classroom assessment practices, both formal and informal. The course covers an introduction to assessment strategies, an exposure to classroom performance criteria, and an emphasis on how to monitor student progress and make data driven instructional decisions. Candidates utilize assessment information in developing and reflecting on learning experiences in the classroom, communicating with parents, and enabling students to self monitor their learning.

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 513 - Mathematics Methods I (3)

This course is the first of a two-course sequence that examines theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the elementary school levels. Candidates acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades K-3. In this course, candidates investigate
various teaching strategies to motivate children, explore what it means to know and do mathematics, to solve problems, to use assessment to inform instruction, and to teach math equitably to all children. Candidates will use self-reflection to analyze and inform their own math instructional practices. Course includes components of state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 514 - Mathematics Methods II (3)

This course is the second of a two-course sequence that examines theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the upper elementary and middle school levels. Candidates acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades 4-8. In this course, candidates investigate various teaching strategies to motivate children, explore what it means to know and do mathematics, to solve problems, to use assessment to inform instruction, and to teach math equitably to all children. Candidates will use self-reflection to analyze and inform their own math instructional practices. Course includes components of state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 515 - Assessment and Feedback (3)

This course introduces assessment methods (formative, summative, student voice, self-monitoring, questioning strategies, etc.). Emphasis is placed on the skills necessary to align assessments with common core standards and learning targets, to inform future instructional decisions, and how to provide effective feedback to students. Candidates will use self-reflection to analyze and inform their own assessment practices. This course includes components of state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 516 - Integration, Engagement and Practice (6)

The Integration, Engagement, and Practice block contains outcomes related to the knowledge, skills, and strategies necessary to establish and maintain a supportive and engaged classroom learning community. This block supports the integration of technology (i.e., hardware, various types of educational software, and web resources across the K-8 curriculum) to improve a teacher’s classroom management skills, increase student engagement, and enhance the learning community. Additionally, candidates within this block develop knowledge and skills on how to develop, instruct, and assess engaging content areas (i.e., the arts, health and fitness, and technology) in a K-8 setting. This block also includes an introductory internship of at least 20 half days, which supports candidates in developing field-based perspectives and reflection skills.

Prerequisite: Admission to the Master in Teaching Program or prior approval of the Teacher Certification Program Director.

ETC 519 - Curriculum and Instruction Methods (3)

This course examines the basic principles of instructional design and delivery as applied to the K-8 curriculum. The course emphasizes student centered instructional design including assessment of the student learning context, best practices, essential learnings, common core standards, and differentiation. The course introduces candidates to elements of effective planning and instruction including positive inclusion of cultural and community assets of students and families. This course includes introduction to state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the MIT or M.Ed Program, or by program director's approval.

ETC 522 - Social Studies Methods (3)

This course introduces candidates to methods of social studies instruction. An emphasis is placed on understanding diverse perspectives and interpretations of events in history. This course helps candidates further develop the skills to integrate multiple content areas. In this course, candidates investigate various teaching strategies to motivate children, explore what it means to critically evaluate sources, to interpret events, and to promote civic behavior and discourse. Course content includes concepts relating to: 1) civics, 2) economics, 3) geography, 4) history (emphasizing Pacific Northwest history and Since Time Immemorial curriculum). Candidates will use self-reflection to analyze and inform their own social studies instructional practices. This course includes components of state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 534 - Public School and Special Education Law (3)
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.

ETC 536 - Literacy Content and Practice (9)

The Literacy Content and Practice Block contains outcomes specific to teaching concepts and methods in all English Language Arts Common Core State Standards (reading, writing, literature, language, listening, and speaking). Candidates are introduced to another field-based internship experience in a K-8 classroom where they design, construct, and practice developing learning activities, experiences, and assessment tools to promote literacy in a K-8 setting. Additionally, candidates have multiple opportunities to research effective literacy practices, design lesson plans and a sequenced learning segment to support a diversity of learners with literacy development, and participate in a literature portfolio project to build an awareness of culture and the quality and complexity of many different genres.

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 538 - Science, Technology, Engineering and Math Concepts (3)

This course introduces candidates to methods of science instruction. An emphasis is placed on inquiry-based and experiential learning. Candidates will develop the skills necessary to align instruction with Next Generation Science Standards (NGSS) and learning targets across the spectrum of K-8 science instruction. This course helps candidates further develop the skills to integrate multiple content areas. Candidates investigate various teaching strategies to motivate children, explore what it means to know and do science, to solve problems, to use assessment to inform instruction, and to teach science equitably to all children. Course content includes concepts relating to: 1) physical science, 2) life science, 3) earth/space science, 4) engineering, technology, and application of science. Candidates will use self-reflection to analyze and inform their own STEM instructional practices. This course includes components of state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 553 - Public School Law (2)

This course examines public school law with an emphasis on the rights and responsibilities of students, candidates, teachers, and administrators. Candidates analyze current issues and case studies for the implications to professional practice. Candidates learn of the advised professional boundaries, procedures, and resources to maintain a safe environment for teaching and learning.

Prerequisite: Admission into the Master in Teaching program.

ETC 554 - Classroom Management and Discipline (1)

This course is an introduction to theories and practice of classroom management. Emphasis is placed on candidate development of skills and strategies necessary to establish and maintain classroom communities that will support student learning and human relationships.

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 567 - Instruction and Assessment in Literacy I (3)

This course introduces foundational methods of reading instruction. Emphasis is placed on selecting and using developmentally appropriate and culturally diverse children’s literature. Candidates will develop the skills necessary to align instruction with common core standards and learning targets across the spectrum of K-8 reading instruction. This course includes content related to differentiating instruction for differing reading levels, including interventions for struggling readers. Candidates will use self-reflection to analyze and inform their own reading instructional practices. This course includes components of state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

ETC 569 - Mathematics Content and Practice (7)

The Mathematics Content and Practice block examines theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the elementary and middle school levels. In this course, candidates investigate various teaching strategies to motivate children, explore what it means to know and do mathematics, to solve problems, to use assessment to inform instruction, and to teach math equitably to all children. Candidates acquire and demonstrate practical
experience in the understanding of the mathematics concepts taught and methods used in grades K-8. Lessons designed and competencies met in this course will be applied, analyzed and reflected upon in the field experience which is part of this block.

Prerequisite: Prior Approval from Program Director.

**ETC 570 - Instruction and Assessment in Literacy II (3)**

This course introduces foundational methods of writing instruction. Emphasis is placed on selecting and using developmentally appropriate writing strategies, as well as integrating writing and reading instruction. Candidates will develop the skills necessary to align instruction with common core standards and learning targets across the spectrum of K-8 writing instruction. This course includes content related to differentiating instruction for differing writing levels, including interventions for struggling writers. Candidates will use self-reflection to analyze and inform their own writing instructional practices. This course includes components of state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

**ETC 577 - Literacy, Language Arts, and Children's Literature (3)**

This is the last of three courses in the literacy sequence for the MIT program. This course provides candidates with specific strategies for differentiating literacy instruction. Topics include literacy instructional strategies aligned with the state standards in literacy and the English Language Arts, technology to foster flexible learning opportunities, and children’s multicultural literature. Practical application includes designing instructional plans to support literacy development for all learners.

Prerequisite: Acceptance into the Master in Teaching program, successful completion of ETC 567 and ETC 570 or permission of the program director.

**ETC 585 - Special Education and Special Programs (2)**

This course examines public school law with an emphasis on the rights and responsibilities of students and teachers in special education and special programs. Candidates analyze current issues special education and the education of recent immigrants and English Language Learners for positive inclusion in a public school. Candidates learn professional and collaborative procedures for providing services to students in special education and English Language Learners, as well as analysis of their future participation in the IEP process.

**ETC 587 - Inquiry Learning, Research and Practice (6)**

The purpose of this course is for teachers to use research principles and processes to inform and improve practice. Candidates identify an educational need, review scholarly literature, refine the research question, design valid and reliable research methodology, analyze data, and ensure ethical research practices. This course prepares candidates to propose a research project that meets the research-based pedagogy requirement of the master project. This course also has the candidate examine the inquiry method of teaching in Social Studies and Science.

**ETC 588 - The Learner, the Learning Community (3)**

This course examines theories of human growth and development and the application of those theories to the classroom. Topics include cognitive, moral, emotional 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. Also addressed are the philosophical foundations of the American educational system with an emphasis on diversity. Social, historical, moral and political dimensions of society are analyzed as they apply to modern educational practice. Candidates explore their own values and how these values interface with the disposition of professional educators.

**ETC 589 - The Law and Special Education (6)**

This course examines public school law with an emphasis on the rights, responsibilities, and legal obligations of students and teachers. Candidates analyze current issues and case studies specific to public education, special education, recent immigrants' education for positive inclusion in a public school. Candidates learn professional boundaries, procedures, and resources to maintain a safe environment for teaching and learning, including the laws related to child abuse and suicide prevention. As part of this process, candidates are introduced to 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.
ETC 593 - Social Sciences and Sustainability (2)

This course focuses on a project-based approach to teaching the social sciences while establishing opportunities for direct classroom application and transformative student learning. The integration of the social, ecological, and economic dimensions of sustainability are emphasized. Candidates learn to incorporate project-based pedagogy, theory and practice, and how best to implement them into classroom instruction.

ETC 595 - Classroom Management, Assessment and Evaluation (3)

This course examines theories and practice of classroom management. Emphasis is placed on building a positive learning environment including: 1) classroom communities, 2) proactive classroom procedures, structures, and organization, 3) rapport with diverse populations of students and families 4) social/emotional learning, 5) trauma-informed practices, and 6) equitable practices. The course helps candidates develop skills for effective classroom management through academic instruction, student engagement, and motivation. Candidates will use self-reflection to analyze their own assumptions and/or biases relating to diversity and classroom management and set goals for future growth. Course includes components of state requirements for certification (edTPA, TPEP, etc.).

Prerequisite: Admission to the PB MIT Program and approval of the PB MIT Director.

ETC 602 - Integrated Instruction in Arts, Health and Fitness (3)

This course provides an integrated approach that equally values and develops students in both health/fitness and the arts. Topics include the artistic processes of creating, performing and responding, and appropriate development of students' basic motor skills, rhythmic ability, physical activity, and physical fitness. Candidates learn efficient and effective strategies to integrate health/fitness and the arts into other content areas, thereby addressing state learning standards across multiple subjects.

ETC 603 - Instructional Design and Curriculum (3)

This course examines the basic principles of instructional design and delivery as applied to the K-8 curriculum. The course emphasizes student-centered instructional design including assessment of the student learning context, best practices, essential learnings, grade level expectations, common core standards, and personalized learning. Candidates learn how to develop an instructional plan and unit plan. The course introduces 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.

ETC 604 - Mathematics I (3)

This is the first of a two-quarter course sequence that examines theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the elementary and middle school levels. Candidates acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades K-8. Candidates investigate various teaching strategies to motivate children, explore what it means to know and do mathematics, solve problems, use assessment to inform instruction, and teach math equitably to all children.

Prerequisite: Admission to the PB MIT Program and approval of the PB MIT Director.

ETC 605 - Mathematics II (3)

This is the second course in a two-quarter sequence of math methods courses that examine theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the elementary and middle school levels. Candidates acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades K-8. Candidates investigate various teaching strategies to motivate students, explore what it means to know and do mathematics, solve problems, use assessment to inform instruction, and teach math equitably to all children.

ETC 606 - Science, Technology, Engineering and Math Concepts (3)

In this course candidates demonstrate competency in inquiry-based approach to teaching Science, Technology, Engineering and Math (STEM) that emphasizes problem-solving and hands-on learning. Candidates apply the cycle of inquiry to the essential components of STEM: concepts, knowledge, understanding, skills, reasoning, product development and dispositions. The course provides opportunities for direct classroom application and transformative student learning.
ETC 608 - Practicum (1)

This course covers effective integration, instructional strategies and assessments of the specific endorsement content area. This course provides the field experience required to meet state clinical requirements.
Prerequisite: Pass state required endorsement test(s) and departmental approval.

ETC 609 - September Experience (1)

In this September Experience, candidates complete the required number of days in a school classroom with guidance from a cooperating mentor 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 the field-based perspectives and reflection skills needed to understand the tasks the teacher completes prior to students starting school and during the first weeks of the school year.
Prerequisite: Preferred completion of the first two field internships unless approved by Director of Teacher Certification Programs.

ETC 610 - Internship I (1)

In this first field experience, candidates complete the required number of 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.

ETC 612 - Literacy I: Instruction and Assessment (3)

This is the first of three courses in the literacy sequence for the graduate Teacher Certification Program. This course provides 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 learn strategies for literacy instruction which can be used with all learners.

ETC 613 - Literacy II: Instruction and Assessment (3)

This course is the second of three courses in the literacy sequence for the graduate Teacher Certification Program which examines a variety of assessment and instructional strategies. Topics include reading comprehension strategies, informational text, complex text, text density, writing and alignment with State standards. Upon completion of this course, candidates are able to effectively assess and teach literacy skills for K-8 students.

ETC 614 - Literacy III: Language Arts, and Children's Literature (3)

This is the last of three courses in the literacy sequence for the graduate Teacher Certification Program. This course provides candidates with specific strategies for differentiating literacy instruction. Topics include literacy instructional strategies aligned with the State standards in literacy and the English Language Arts, technology to foster flexible learning opportunities, and children’s multicultural literature. Practical application includes designing instructional plans to support literacy development for all learners.

ETC 625 - Internship II (1)

In this second developmental field experience, candidates complete the required number of days of internship in a school classroom with guidance of a cooperating teacher and 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 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.
Prerequisite: Admission to the Master in Teaching Program or permission of the Director, and completion of Internship I or equivalent.

ETC 627 - Internship III (2)

In this third developmental field experience, candidates complete the required number of 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 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

Prerequisite: Admission to the Master in Teaching Program or permission of the Director, and completion of Internship I or equivalent.

**ETC 642 - Internship III (1)**

In this third developmental field experience, candidates complete the required number of 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 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

Prerequisite: Admission to the Master in Teaching Program or permission of the Director, and completion of Internship II or equivalent.

**ETC 643 - Internship IV (1)**

In this fourth developmental field experience leading to student teaching, candidates complete a minimum of 30 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 connections with professional standards; co-teaching; and developing collaboration and problem-solving skills. To build capacity as an excellent teacher as defined by one who demonstrates competence, caring and professionalism, candidates plan and teach a minimum of 15 lessons or activities that address students' needs relative to state learning standards, develop residency endorsement competencies, and use feedback to improve practice.

Prerequisite: Admission to the Master in Teaching Program or permission of the Director, and completion of Internship III or equivalent.

**ETC 651 - Performance: Learning Community II (0)**

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.

**ETC 652 - Performance: Learning Community III (0)**

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.

**ETC 661 - Performance: Inquiry in Science and Social Studies Methods (0)**

Individually or in collaboration with colleagues, candidates select a grade level to design an instructional unit that will extend for a minimum of two weeks. The unit must consider the needs of all students, intentionally including families. The unit must align with State GLEs standards and any identified building/district level instructional goals.

Prerequisite: ETC 578.

**ETC 662 - Performance: Literacy (0)**

This is the performance task of the literacy sequence in the graduate teacher certification program. This course provides candidates with the opportunity to demonstrate specific strategies for differentiating literacy instruction. Topics include literacy instructional and assessment strategies. Practical application includes designing instructional plans and delivering instruction to support literacy development for all learners.

**ETC 670 - Aligning Learning Targets and Assessments in the Mathematical Classroom (1)**

In this course candidates will explore the content requirements and mathematical practices outlined in the common core state standards. After developing their skills in decoding and unpacking math standards, candidates will choose a cluster of Common Core Learning Targets to use
as the basis for backwards design lesson planning. A heavy focus will be on creating formative and summative assessments that are aligned with learning targets. From these assessments, candidates will create learning targets that are aligned and can be used for measuring and monitoring student growth throughout a lesson sequence.

Prerequisite: Admission to program or director approval.

**ETC 675 - Student Teaching in Elementary Education (6)**

In Student Teaching, candidates seeking an Elementary Education K-8 endorsement co-teach with a cooperating teacher in a K-8 school placement for the required number of days to develop and demonstrate the full-time responsibilities of a teacher and make a positive impact on student learning. During student teaching, candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning; participate in a learning community; and collect evidence of performance that connects with standards and criteria for pre-service teachers. Through successful completion of student teaching, candidates demonstrate endorsement competencies required for residency teacher certification with an Elementary Education K-8 endorsement. Candidates seeking an approved second endorsement in this course must also demonstrate competencies of the second endorsement.

Prerequisite: Pass state required endorsement test(s) and departmental approval.

**ETC 680 - Teacher Research I (1)**

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.

Prerequisite: Admission to MIT program or permission of Director.

**ETC 683 - Teacher Research II (1)**

Candidates examine how teachers use research principles and processes to inform and improve practice. Topics include identifying an educational need, reviewing scholarly literature, refining the research question, designing valid and reliable research methodology, analyzing data, and ensuring ethical research practices. This course prepares candidates to propose a research project that meets the research-based pedagogy requirement of the master project.

Prerequisite: Admittance to a Masters Program or prior departmental approval.

**ETC 691 - Elementary Education Teacher Application (6)**

In Student Teaching, candidates seeking an Elementary Education endorsement co-teach with a cooperating teacher in a clinical field experience classroom placement for a minimum of 450 hours to develop and demonstrate capacities to perform the full-time responsibilities of a teacher and to make a positive impact on student learning. During student teaching, candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning; participate in a learning community; and collect evidence of performance that connects with standards and criteria for pre-service teachers. Through successful completion of student teaching, candidates demonstrate endorsement competencies required for residency teacher certification with an Elementary Education endorsement.

Prerequisite: Successful completion of all coursework and all internships. Passing scores on all state required content examinations and performance assessments.

**ETC 692 - Master Project: Introduction (1)**

In Master Project: Introduction, candidates experience seminars and personalized support to acquire approval of their research proposals and to move into the implementation phase. Topics include validity and alignment of theoretical foundations with intervention and assessment methodologies; program proposal; ethical review process; implementation strategies; on-going reflection and planning during the study; data collection; and topics particular to each candidate's project. Candidates integrate research-based process, methodology, and evidence-based decision making into their own professional practice.

Prerequisite: Admittance to the Master in Teaching Program or prior approval of the Program Director.

**ETC 693 - Master Project: Capstone (1)**

Candidates report and present a master project, which consists of a research-based professional development project for review by faculty and peers. Topics include data analysis, interpretation of results, examination of practice, and evidence of performance relative to professional standards. Successful candidates demonstrate capacities to
improve and inform practice based on research and to
show evidence their performance meets professional
standards.

Prerequisite: Per program plan or plan of study.

**ETC 694 - Residency I (3)**

This course is the first of three residencies. In this course
candidates examine effective integration, instructional
strategies and assessments of the special education
continuum of services offerings. This course provides the
field experience required to meet state clinical
requirements. Candidates will use the information to
develop effective education programs for students with
disabilities for future residencies.

**ETC 695 - Residency II (3)**

This course is the second of three residencies. In this
course candidates examine and practice effective
integration, instructional strategies and assessments of the
special education continuum of services offerings. This
course provides the field experience required to meet state
clinical requirements. Candidates will use the information to
develop effective education programs for students with
disabilities.

**ETC 696 - Residency III and Student Teaching (3)**

This course is the third of three residencies. In this
course candidates demonstrate effective integration, instructional
strategies and assessments of the special education
continuum of services offerings. This course provides the
field experience required to meet state clinical
requirements including the edTPA. Candidates will use the information to
develop effective education programs for students with
disabilities.

**FIN**

**FIN 400 - Investment Banking (5)**

In this course students will examine the role and financial
management of investment banks. Students will study the
structure of individual investment banks and the industry
as a whole. Close attention will be paid to how revenues
are generated, what methodologies are used for quantifying
risk and identifying attractive investments, and the current
challenges and opportunities that exist within the industry.

Prerequisite: BSC 402.

**FIN 401 - Corporate Finance (5)**

In this course students will examine the theoretical and
procedural aspects of decision-making within public and
private corporations. Students will learn to address
questions concerning allocation of funds, capital planning,
dividend policy, capital structure, financing decisions, and
working capital management. Special attention will be
given to the process of developing recommendations given
a set of facts and objectives.

Prerequisite: BSC 402.

**FIN 402 - International Finance (5)**

This course focuses on the international financial
environment. Foreign exchange and political risks,
working capital management, long-term investments,
financing and accounting controls are examined. Students
completing the course will understand the risks of doing
business in a global environment and how to use tools
available to minimize those risks.

Prerequisite: BSC 402.

**FIN 403 - Financial Futures and Options Markets (5)**

In this course students will learn the theoretical aspects and
pricing relationships of derivative markets, and the
applications of derivative instruments. Students will
evaluate futures, forwards, options, and swap contracts.
Hedging strategies that employ derivatives and the role
derivatives play in the overall economy will be thoroughly
examined.

Prerequisite: BSC 402.

**FIN 404 - Investments (5)**

In this course students will learn financial theory
and empirical evidence to guide their investment decisions.
Key areas covered include portfolio theory, market
efficiency, empirical behavior of securities prices, capital
asset pricing model and arbitrage pricing theory,
behavioral finance, and performance evaluation. Upon
completion, students will be able to invest with a greater
knowledge of the theory and analysis used by
professionals.

Prerequisite: BSC 402.

**FIN 541 - Capital Formation and Corporate
Management (3)**
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.

Prerequisite: MBA 540.

**FIN 542 - Banking and the Movement of Capital (3)**

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.

Prerequisite: MBA 540.

**FIN 543 - Equity Markets and Debt Instrument Management (3)**

In this course, students take a comprehensive look at how markets are organized and how trading occurs. Students will gain understanding of the framework for how existing markets are established, how trading occurs in them, and how they evolve over time. Students learn how the markets in securities and capital investments function, how to value a security, how to create and manage a portfolio, and the role of debt instruments in finance. Finally, the dynamics of behavioral finance, and its effect on trading and value, will be studied.

Prerequisite: MBA 540.

**FIN 544 - Financial Management of Public and Not-for-Profit Organizations (3)**

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 the rebuilding of Port infrastructure in Seattle, have wide ranging local and global impacts.

Prerequisite: MBA 540.

**FIN 625 - Finance Internship (3)**

This internship course within the finance emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of financial theories and concepts. By the end of the course students will have a deeper understanding of the real life work environment in the field of finance.

Prerequisite: Completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25.

**GS**

**GS 295 - Associate Degree Capstone (5)**

GS 295 is the final course in the General Studies Associate of Science program. In this capstone course, students complete assignments, including a final portfolio integrating previous work and synthesizing their learning with an emphasis on their professional development goals. Students should complete all other courses in their program before registering for this course or have program director approval.

Prerequisite: Completion of all other courses in student's program, or program director approval.

**GS 495 - General Studies Degree Capstone (5)**

GS 495 is the final course in the General Studies Bachelor of Science program. In this capstone course, students complete assignments, including a final portfolio integrating previous work and synthesizing their learning with an emphasis on their professional development goals. Students should complete all other courses in their program before registering for this course or have program director approval.
Prerequisite: Completion of all other courses in student's program, or program director approval.

**HL**

**HL 300 - Foundations of Healthcare Leadership (5)**

This course provides an introduction to the healthcare management profession and examines relevant theories, principles and styles of leadership and administration. Emphasis is placed on management and leadership theories as they relate to healthcare organizations. Students will become familiar with the process of leading, motivating, evaluating performance, and directing healthcare professionals.

**HL 310 - Legal and Ethical Issues in Healthcare Administration (5)**

In this course students become conversant with both the legal and ethical aspects of healthcare administration and management. Students will become versed in the legal system as it applies to tort law, contracts, civil procedures, obligations to provide healthcare, privileging, fraud, and medical decision-making. Emphasis is placed on how the law supports or hinders current efforts to improve healthcare delivery systems. Students will also understand the legal and ethical dilemmas that health care managers face in their professional roles.

**HL 320 - Issues and Trends in Healthcare Administration (5)**

This course covers changes and trends in the American healthcare system, including the increased focus on patient satisfaction, and the increasing shortage of healthcare professionals. Emphasis is placed on healthcare equity and access, the rising cost of medical care and prescription drugs, and technological advances.

**HL 330 - Health Informatics (5)**

Health informatics covers the use of information technology to support operational, managerial, and clinical decision making in a healthcare organization. This course provides students with an understanding of informatics and its healthcare applications, including how systems are integrated. Emphasis is placed on the importance of security, privacy, and confidentiality of patient data. Students will gain knowledge of electronic medical records and their requirements of integration and interoperability.

Students will become familiar with the use of mobile health technology, telemedicine, and wearable mobile devices.

**HL 340 - Healthcare Administration Human Resource Management (5)**

This course includes the application of organizational behavior theory to explore the factors that affect behavior, performance, and job satisfaction of people working in healthcare organizations. Human resource management is a crucial part of healthcare administration. Students will become familiar with the skills needed to successfully recruit and train the people who work in the organization, as well as understand the legal issues relating to employment law.

**HL 400 - Healthcare Administration Quality Assurance Management (NS) (5)**

This course provides students with an overview of healthcare industry concepts and processes regarding costs, access, and quality of service and care. Emphasis is placed on the definition, measurement, and improvement of quality in the healthcare setting, including how quality measurements guide decision-making and drive changes. Students will be introduced to the theme of evidence-based medicine and the various methods used to promote, audit, and maintain quality improvements.

**HL 410 - Healthcare Administration Budgeting and Finance (5)**

This course provides an introduction to basic accounting principles, terminology, and financial managerial accounting, including budgeting, cost accounting, and the financing of healthcare products and services. Students will become familiar with the process of setting prices for products and services, including the gathering of financial information in order to determine the return on investment.

**HL 420 - Healthcare Planning and Evaluation (5)**

This course explores the use of strategic planning and evaluation within a healthcare organization. Students will gain an understanding of the resources, theories and practices used in evaluating the strengths, weaknesses, opportunities and threats to an organization, and how that information may be used to improve an organization’s strategic position.

**HL 430 - Healthcare Marketing (5)**
This course provides students an understanding of the use of marketing in the healthcare sector, including the creation of a marketing plan, the use of focus groups, and the creation of a marketing budget. Emphasis is placed on identifying market demographics, targeting, and positioning as well as decisions about product and service design, pricing and placement, and the promotion of health services. Students will gain an understanding of market research and the application of marketing strategies and tactics to support an organization's core strategies.

**HL 440 - Healthcare Politics and Policy (5)**

This course covers the history and transformations of health care politics and policy. Emphasis is placed on critical analysis of the state and federal policies affecting health care access and delivery and the fluidity of health care policy. Students will explore the costs associated with health care delivery in the American healthcare system and compare those to the health care costs in systems around the world.

**HL 495 - Healthcare Practicum/Capstone (5)**

In this course students complete the capstone: a culminating project conducted under the supervision of the course instructor. The purpose of the capstone is to help each student integrate information and skills gained in coursework to address healthcare administration issues or problems. Course Entry Requirements: This course is the capstone for students in the Bachelor of Science in Healthcare Administration.

Prerequisite: This course is the last and final course in the program and should not be taken until the student has completed HL 300, HL 310, HL 320, HL 330, HL 340, HL 400, HL 410, HL 420, HL 430, HL 440 or their equivalent.

**HL 500 - U.S. Healthcare Delivery System (3)**

Students in this course gain insight into the current structure of health services and delivery; they are also presented with a history of the nature of population illness and disease. Students describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They will engage in activities focused on the continuum of healthcare services, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students examine the current factors and challenges and their impact on delivery and management.

**HL 511 - Healthcare Leadership (3)**

Students in this course examine organizational behavior as well as management roles and responsibilities within healthcare organizations through the macro (organization-wide) and micro (individual and team performance) perspectives. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help navigate change; and effective delivery of services in an increasingly global environment. Students will apply theories of organizational design, governance, and alternative organizational structures, and consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution.

**HL 514 - Healthcare Informatics and Technology (3)**

In this class, students will learn how information systems inform decisions that improve the management of patient care through the use of electronic medical records, and computerized physician order entry systems. Students will understand the organization's compliance with government mandates regarding information technology in healthcare organizations. Students will evaluate the use of web-based systems, social media, and mobile devices for increasing consumer knowledge of their healthcare condition.

**HL 530 - Foundations of Healthcare Administration (3)**

In this course, students will study key contextual and environmental factors that affect the practice of healthcare administration. Focus is made on the importance of culture, communication, and diversity. Students are introduced to the roles and responsibilities of the stakeholders in the field of healthcare. The significance of professional behaviors such as goal setting and time management are covered, as well as the attitudes and motivation required for success as a healthcare manager.

**HL 537 - Healthcare Financial Management (3)**

Students in this course are introduced to terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by
payers, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques.

**HL 543 - Healthcare Law and Ethics (3)**

This course provides students with an overview of law, regulation, and court decisions that affect healthcare organizations, as well as ethical underpinnings and principles that healthcare organizations follow in the delivery of services. Students explore and discuss a variety of topics, including key federal and state laws; regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives; organizational liability; conflict of interest legislation; antitrust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues.

**HL 546 - Healthcare Strategic Planning and Implementation (3)**

Students examine the role of strategic planning in achieving organizational performance as well as the notion of planning as a cyclical process within a healthcare organization. Students also explore key concepts in strategic planning, including identifying the relationship of the plan to the organization’s mission, values, and vision; assessing the competition; identifying external influences and resources; forecasting trends in organizational performance; setting goals; selecting strategies; implementing marketing actions; identifying implications of the strategic plan on organizational finances and human resources; and evaluating the plan’s progress.

**HL 550 - Healthcare Policy and Economics (3)**

In this course, students examine the application of health policy and economic principles in regard to managerial decision making. Students learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access.

**HL 560 - Human Resource Management in Healthcare (3)**

In this course, students address the role of human resources in healthcare organizations as well as the recruitment, retention, management, and development of these resources. Students gain an understanding of the key roles of human resource personnel in establishing goals and expectations regarding organizational performance as well as how individuals contribute to effective performance in terms of controlling costs, improving quality, and providing excellent customer service. They explore major federal and state legislation that influences human resources, key management functions within workforce planning and recruitment, and functions within workforce retention.

**HL 570 - Operations Analysis in Healthcare (3)**

In this course, students examine the factors that affect performance outcomes within healthcare organizations; methods to monitor, adjust, and improve performance; and techniques and tools of quantitative analysis of operations and decision support that assist in management of capacity issues, reengineering, staffing, scheduling, productivity, and supply chain. Students examine other important concepts including operational assessment; patient care and related support care process improvement; a systems perspective on the organization and delivery of services; problem identification and improvement opportunities using analytical techniques; and performance data monitoring to identify trends and variation based on current operations.

**HL 580 - Quality Assessment and Improvement in Healthcare (3)**

Students are introduced to the basis of healthcare quality by learning key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers.

**HL 660 - Healthcare Administration Capstone (3)**
Through this course, students will demonstrate competency in their previous courses taken in this degree program. This course may consist of an externship, a group project, or an individual project.

Prerequisite: This course is the capstone for students in the Masters of Science in Healthcare Administration. This course is the last and final course in the program and should not be taken until the student has completed HL 500, HL 511, HL 514, HL 530, HL 537, HL 543, HL 546, HL 550, HL 560, HL 570, HL 580 or their equivalent.

HR 405 - Strategic Management Of Human Resources (5)

The role of HR as a strategic partner in the enterprise entails new and different functions that enable organizations to operate as a high-performing and cost-cognizant entity. Recognizing the best way to grow in quality and quantity, this course is designed to identify the processes and activities used to strategically formulate and implement human resources objectives, practices, and policies to meet the short- and long-range organizational needs, opportunities, and human resources contributions to organizational effectiveness. The course presents strong organizing themes such as teamwork, diversity, global issues, as well as emphasizing the importance of the HR Triad and collaboration among HR professionals, managers, and all other employees.

HR 406 - Employee Relations (5)

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.

HR 407 - Employment Law (5)

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.

HR 408 - Fair Labor Practices (5)

This course is an examination of labor policies, practices, and tools required to build strong employee relations and to ensure fair labor practices. Topics include employment law, employee distribution, collective bargaining and labor unions, health and safety, training and development, and diversity policies and practices. This course approaches these topics from a global perspective and encourages students to become knowledgable with fair labor practices at home and abroad.

HR 411 - Employee Benefits (5)

This course is designed to provide an understanding of employee benefits programs and practices 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.

HR 440 - Human Resource Development (5)

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.

HR 508 - Employee Staffing/Trng/Development (3)

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.

HR 510 - Employment And Labor Law (3)
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.

**HR 512 - Compensation And Benefits (3)**

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.

**HR 625 - Human Resource Management Internship (3)**

This internship course within the Human Resource Management emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of the human resources functions. By the end of the course students will have a deeper understanding of the real life work environment in the field of human resource management.

Prerequisite: MBA 545, and completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25.

**HST**

**HST 306 - Modern World History (SS) (5)**

This course examines historical changes and processes in the 20th century and beyond. Providing a global perspective, the course will explore political, social, and economic changes that have impacted people and societies across the world.

**HSVC**

**HSVC 200 - Introduction to Human Services (SS) (5)**

This course provides an overview and introduction to working in human services. Types of service delivery systems are examined, and the process of helping, including the ethical and legal implications of working with clients is evaluated. Students analyze the professional roles of the human services worker and explore their own professional interests in human services work.

Prerequisite: ENG 102 or equivalent.

**HSVC 250 - Ethics of Human Services Practice (SS) (5)**

This course introduces students to the fundamental principles, theoretical constructs, professional expectations, and ethical standards that apply to the human services profession. Students learn about the scope of the profession and how it is responding ethically to twenty-first century challenges and opportunities. Students use an ethical decision-making framework to apply ethical principles and standards related to confidentiality, personal and professional boundaries, and cultural competence.

Prerequisite: PSY 240 or PSY 311.

**HSVC 320 - Organizational Systems (SS) (5)**

This course is designed to introduce students to the study of the structure of human behavior in organizations, communities, and society; it covers basic principles of organizational behavior, systems thinking, group behavior, and community dynamics, especially as they apply to leading and managing organizations.

**HSVC 350 - Change Theory and Motivational Interviewing (3)**

This course provides an introduction to motivational interviewing theory and practice. Students will learn and apply the four processes of motivational interviewing: engaging, focusing, evoking, and planning. They will hone their reflective listening skills while paying particular attention to identifying and reinforcing change talk. As result of this course, students will be able to help clients move from a place of ambivalence to making change.

Prerequisite: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200, HSVC 250.
**HSVC 355 - Principles of Social Justice in Human Services (3)**

In this course, students will have the opportunity to explore social justice issues in the context of human services delivery. Students will explore the broad concept of human rights, including human dignity, nondiscrimination, civil and political rights, solidarity rights, and the interdependence and indivisibility of rights. Students will explore the ways in which helping professionals work to ensure justice, fairness, and equality for clients; as well as the ways in which helping professionals provide advocacy and education for clients regarding issues of oppression and injustice. Students will apply social justice theories to intervene at the Micro-, Mezzo-, and Macro-levels.

Prerequisite: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200, HSVC 250.

**HSVC 360 - Managing and Leading Organizations (5)**

Health and human services administrators need knowledge and skill in the fundamentals of management, leadership, and supervision. This course covers planning and organizing; managing human resources; and organizational leadership skills in the context of health and human services organizations.

Prerequisite: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200, HSVC 250.

**HSVC 365 - Understanding Trauma and Recovery (3)**

An investigation into the impact of physical and psychological trauma on individuals, families, groups, and communities. The course examines different trauma theories and approaches to trauma treatment, with an emphasis on providing trauma-informed care.

Prerequisite: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200.

**HSVC 370 - Providing Services for Clients with Disabilities (SS) (5)**

This course introduces students to human services practice with people with disabilities. This course will cover a brief review of disabilities and the disability rights movement and will provide an understanding of common issues that those with disabilities face. Students will learn how different perspectives and policies can impact those living with disabilities. The course will cover evidence-based practice in interventions and assessments for clients with disabilities.

**HSVC 375 - Human Service Practice with Older Adults (SS) (5)**

This course will cover evidence-based practice in interventions, approaches and assessments with older adults. Students will gain understanding of the diverse needs of older adults and their formal and informal support systems, as well as identify attributes of effective helpers and their impact on the older adult. Students will be able to identify common issues that older adults face and will gain knowledge about human services roles and settings in working with older clients.

Prerequisite: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200, HSVC 250.

**HSVC 380 - Human Services Practice with Children and Adolescents (SS) (5)**

This skills-based course covers the necessary competencies, knowledge and best practices for working effectively with children and adolescents. The course explores theories of development and attachment; examines the impact of systems; identifies issues facing children and adolescents and; explores assessments and interventions for addressing the needs of this population. Students also learn about the roles and settings of human services professionals in working with children and adolescents.

Prerequisite: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200, HSVC 250.

**HSVC 410 - Assessment and Intervention with Diverse Populations (SS) (5)**

Identifying and assessing client needs and developing treatment plans are core functions of human services professionals. This course engages students in the principles and practice of assessment; in the planning and implementing appropriate treatment strategies and referral services; and in evaluating intervention outcomes. It focuses on the differences and commonalities of serving diverse communities, in terms of ethnicity, culture, national origin, gender, and sexual orientation. This course will also include content and assignments related to the human services internship. Students must pass this course with a 2.5 GPA and receive a recommendation from the instructor in order to proceed to the internship courses HSVC 480 and HSVC 481.

Prerequisite: PSY 240 or PSY 311, PSY 209 or PSY 312,
HSVC 200, HSVC 250.

**HSVC 415 - Working with Families and Groups: A Systems Perspective (SS) (5)**

This course introduces students to the fundamental skills and concepts for working with families and groups. Students will learn the theoretical constructs, including systems theory, the family life cycle, and stages of group development, that guide this work. Special emphasis is placed on understanding culturally relevant approaches to engaging with diverse families and groups. Students will gain familiarity with evidence supported and clinically relevant approaches for assessment, goal setting, and intervention within family and group contexts.

Prerequisite: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200.

**HSVC 420 - Advocacy for Diverse Communities (SS) (5)**

Community organizing and advocacy are strong traditions in the human services professions, incorporating many means of working within and through larger systems on behalf of client groups. This course covers the role of the human services professional in working with communities. Identifying and assessing community needs and developing a community advocacy plan are core functions of human services professionals, as well as the identification and preparation of grants to assist in service delivery to communities.

Prerequisite: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200, HSVC 250.

**HSVC 455 - Trauma Recovery (5)**

An investigation into the impact of physical and psychological trauma on individuals, groups, and communities, with particular attention to how post-traumatic stress contributes to the development of co-occurring substance abuse disorders. The course will cover basic principles of trauma recovery.

**HSVC 480 - Internship I (2)**

Students complete a structured internship in a human services setting. For students taking an emphasis, their internship is spent in a setting directly related to the emphasis content. Students must complete at least 100 clock hours total (at least 50 clock hours in Internship I) in a placement approved by the Program Director or designee. This course is graded as Pass/No Pass.

Prerequisite: Internship placement and entry into this course must be approved by the Program Director. Students must complete the following Human Services degree core courses before doing the internship: PSY 240, PSY 209, HSVC 200, HSVC 250, HSVC 320, PSY 421, and HSVC 420. Students must have a 2.5 GPA in these courses to do the internship. Students must also complete HSVC 410 with at least a 2.5 GPA and must have the recommendation of the HSVC 410 course instructor to proceed to the internship. Corequisite: This course must be taken concurrently with HSVC 481 Capstone/Internship Seminar I.

**HSVC 481 - Capstone/Internship Seminar I (5)**

The Capstone/Internship Seminar provides students with the opportunity to apply human services theories and practice skills gained from previous coursework and work and life experiences to the internship setting. Students will explore and share with other students and the instructor the knowledge, skills, and professional development gained from their internship. This course is taken concurrently with HSVC 480 Internship I.

Prerequisite: Internship placement and entry into this course must be approved by the Program Director. Students must complete the following Human Services degree core courses before doing the internship: PSY 240, PSY 209, HSVC 200, HSVC 250, HSVC 320, PSY 421, and HSVC 420. Students must have a 2.5 GPA in these courses to do the internship. Students must also complete HSVC 410 with at least a 2.5 GPA and must have the recommendation of the HSVC 410 course instructor to proceed to the internship. This course must be taken concurrently with HSVC 480 Internship I. Corequisite: HSVC 480.

**HSVC 485 - Internship II (2)**

Students complete a structured internship in a human services setting. For students taking an emphasis, their internship is spent in a setting directly related to the emphasis content. Students must complete 100 clock hours total (50 clock hours in Internship I) in a placement approved by the Program Director or designee. This course is graded as Pass/No Pass.

Prerequisite: Internship placement must be approved by the Program Director. Students must complete HSVC 480 Internship I and HSVC 481 Capstone/Internship Seminar I. Corequisite: This course must be taken concurrently with HSVC 486 Capstone/Internship Seminar II.

**HSVC 486 - Capstone/Internship Seminar II (5)**
The Capstone/Internship Seminar provides students with the opportunity to apply human services theories and practice skills gained from previous coursework and work and life experiences to the internship setting. Students will explore and share with other students and the instructor the knowledge, skills, and professional development gained from their internship. This course is taken concurrently with HSVC 485 Internship II.

Prerequisite: Internship placement and entry into this course must be approved by the Program Director. Students must complete HSVC 480 and HSVC 481. Corequisite: HSVC 485.

**HUM**

**HUM 105 - Introduction to Critical Thinking (HU) (5)**

Evaluating the strengths of arguments and supporting one's beliefs require critical thinking skills. This course introduces students to deductive and inductive reasoning, evaluating evidence, and examining assumptions.

**HUM 200 - Introduction To Philosophy (HU) (5)**

This course is an overview of classical and contemporary philosophical theories. Students will explore philosophy and its practical applications to current issues. This course will address theories of knowledge, ethics, political and social philosophy, as well as the philosophies of religion, the mind, and science.

**HUM 210 - Justice and Ethics (HU or SS) (5)**

Ethical, philosophical, and moral dilemmas while pursuing justice are at the heart of the course. Students are exposed to both classical and modern models of ethics and decision making analysis. Students will hone their skills using real case studies to evaluate challenges in policing, forensics, and corporate justice practices.

**HUM 215 - History of Punishment and Prisons (HU or SS) (5)**

This course offers an introduction to the punishment and "corrections" system and will provide an overview of current institutional practices, policies and legal issues. The course focuses on the relation of corrections to the criminal justice system, theories underlying correctional practice, and the role of institutions within the corrections system. It reviews the historical development of crime and corrections, sentencing, jails, prisons, correctional policies, agencies, prison life, and challenges facing correctional populations. It will further explore the principles and practices of treatment accorded to offenders in various types of correctional settings.

**HUM 220 - Introduction To The Humanities (HU) (5)**

This course is an introduction to college-level studies in the humanities. The course is a multi-perspective exploration of systems of thought, ideas, and creations - including arts, music, literature, and architecture - of Western and other cultures. Through reflection and analysis, students will develop an understanding of the place of arts in their daily lives.

**HUM 270 - Introduction to World Religions (HU) (5)**

This course will provide an overview of the history, beliefs, and practices of major religions and religious traditions around the world. Students will use the theoretical, practical, and sociological perspectives to explore Judaism, Christianity, Islam, Hinduism, Buddhism, traditions of indigenous peoples, and other religions. Through experience, research, and reflection, students will apply religious and cultural understandings of these religious traditions to professional, social, and political issues.

**HUM 299 - Independent Study (1 to 5)**

Independent Study

**HUM 499 - Independent Study (1 to 5)**

Independent Study

**INT**

**INT 301 - International Relations (SS) (5)**

This course examines the interactions among states and the impact of international actors and events. It covers the major theoretical perspectives and concepts of international relations, applying them to international security and economic issues such as war and peace, terrorism, weapons of mass destruction, the role of international organizations, globalization, the North-South gap, and international development. Students will learn to analyze the behavior of states and non-state actors in the international arena and evaluate the outcomes of these
actions. From this, students will develop tools to interpret and assess current world events for themselves.

**INT 302 - International Economics (SS) (5)**

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.

**INT 304 - International Law (5)**

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.

**INT 305 - Overview Of The European Union (5)**

This course is 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.

**IS**

**IS 201 - Fundamentals of Computing (5)**

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.

**IS 306 - Data Management Communications and Networking (5)**

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.

**IS 308 - Internet Technologies (5)**

This course covers Internet technology including: physical devices and networks, protocols and services, and common network operating systems. The course focuses on a broad understanding of how to use and implement networks, including an introduction to physical and logical network design. This course will provide students with an understanding of networking and Internet Protocols (IP) they will use to design small- to mid-sized business networks or expand their knowledge in network-based application programming or network security.

Prerequisite: CS 225.

**IS 312 - Web Design (5)**

This course introduces students to the strategic importance of web design and teaches students to apply standards such as XHTML and CSS, to use web development tools, and to apply principles of web design to create effective business-driven websites. The major focus is on the display of data and information to end-users. The course emphasizes a business-driven design, build, test cycle, and introduces students to the fusion of multiple data sources into a website. The past, present, and future of web technology is also covered. The course builds on concepts from IS 306 and provides the foundation for programming in IS 410.

**IS 330 - Information Systems (5)**

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.

**IS 331 - Understanding Technology for Communication (5)**

This course covers the technology behind social media and digital communications, including such topics as html, css, javascript, XML, widgets, metadata, and platforms.
Students in this course will understand the behind-the-scenes functioning of social networking, mobile devices, and social media. This will give them a greater appreciation of the capabilities and limitations of the technologies as they apply them to communication strategies.

**IS 340 - Operating Systems (5)**

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.

Prerequisite: IS 306 or CS 306 or CS 131.

**IS 345 - Information Security (5)**

Information security is an increasingly vital concern in today's highly networked digital world. This course provides an overview of the field including the objectives of information security - Confidentiality, Integrity, and Availability (CIA) and the inherent conflicts in these objectives. Students will look at common threats and vulnerabilities and examine the risk management techniques and controls used to address them. Upon completing this course, students will have a solid foundation to study information security in more depth, and include an awareness of the demands of information security consideration in all technology efforts.

Prerequisite: IS 306 or CS 306 or CS 131.

**IS 350 - Systems Analysis and Design (5)**

This course covers systems analysis and design using the Software Engineering Body of Knowledge (SWEBOK) as a foundation. Data, process, and network modeling are covered along with frameworks such as the Zachman Framework and The Open Group Architectural Framework (TOGAF). Object technologies will be built into the program along with design patterns. Students will complete the design of a system by the end of this course.

Prerequisite: IS 330.

**IS 360 - Database Technologies (5)**

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.

Prerequisite: IS 306.

**IS 365 - C++ Introduction (5)**

This course provides an introduction to programming using the Standard C++ programming language. Students learn the basic concepts of assignment, iteration, and looping. The course includes extensive coverage of objects and the concepts of object-oriented programming. In addition, students will learn how to effectively structure a program.

Prerequisite: IS 306.

**IS 375 - C++ Intermediate (5)**

In this course students further their understanding of the C++ programming language, applying it to the managed code environment, databases and Windows programming. In the first part of the course students use C++/CLI to create managed code. The course then covers designing, implementing and accessing databases to store large data sets. Students then implement Windows based programs using the Microsoft Foundation Classes (MFC). Students will learn the concepts of event-driven programming, message processing, and Windows program structure.

Prerequisite: CS 131 and IS 360.

**IS 380 - C# Introduction (5)**

This course covers the fundamentals of programming concepts in C# including conditional statements, methods, program structure, variables and iteration statements. This course also discusses basic object oriented concepts including structures, arrays, class, objects, properties, inheritance, exception handling, and collections. The student will learn the basics of modern programming in C# including programming for Windows and Dot Net (.Net). The student will be able to write, compile, debug and execute an application written in C#.

Prerequisite: IS 306.

**IS 381 - C# for Programmers (5)**

This course provides a rapid introduction to the C# programming language for students who have taken a previous programming course. The course introduces the .NET framework and basic C# programming. Students then use C# to create object-oriented and event-driven
applications.
Prerequisite: IS 365 or equivalent.

**IS 382 - C# Intermediate (5)**

This course focuses on the intermediate object-oriented programming concepts in C#, such as creating interfaces and abstract classes, garbage collection, resource management, implementing properties, using indexers, operator overloading, creating interfaces, interrupting program flow and handling events, introducing generics, and querying data using query expressions. The students will also get introduced to building applications with Windows Presentation Foundation. The course prepares the students to study advanced programming in C#.
Prerequisite: IS 380.

**IS 410 - Programming (5)**

This course provides an introduction to programming using Python and JavaScript. Students learn the fundamental programming concepts of process, iteration and decision making as well as using functions, modules and classes to structure programs. Students learn to apply key data structures and algorithms in their programs. Throughout the course students work in an immersive environment creating numerous programs to exercise their knowledge. At the end of the course, students have the ability to apply programming to many common problems and a solid foundation for more advanced programming concepts and challenges.
Prerequisite: IS 312 or CS 225.

**IS 423 - Data Structures and Algorithms (5)**

In this course students study data structures and the effects their design, selection and implementation have on the efficiency and effectiveness of programs. Data structures studied include lists, stacks, queues, and trees. Students also study the efficiency of algorithms focusing primarily on searches and sorts. The course uses C++ as its primary language. As a result of this course students will be able to select and implement effective data structures and algorithms in their programs.
Prerequisite: IS 375.

**IS 425 - C# Advanced (5)**

This course focuses on the advanced concepts of C# programming such as .NET assemblies, reflection and attributes, processes, appdomains, 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+.
Prerequisite: IS 381 or IS 382.

**IS 430 - Web Programming (5)**

The course brings together student skills in web development, programming and databases to create dynamic websites which incorporate the use of databases, web services, and mash-ups. The course builds on programming concepts learned in IS 410 using PHP, Javascript, Ajax, MySql, API’s and other tools to teach techniques for web programming. Students will apply development paradigms learned in previous courses to a team project. Students completing this course will have an understanding of how to create effective web-based applications.
Prerequisite: CS 225.

**IS 435 - C# Special Topics (5)**

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.
Prerequisite: IS 425.

**IS 437 - C++ Advanced (5)**

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.

**IS 438 - Programming Special Topics (5)**
This course studies one or more advanced topics in C++ programming. The topics are selected by the instructor based on instructor and student interest and current hot topics in programming. Topics may include: Concurrent Programming of multi-threaded applications, the Windows Run-time environment (WinRT), graphics and game programming, data analytics and visualization, or other topics of current or future interest. The course provides students with an opportunity to develop more advanced C++ programming skills.

Prerequisite: IS 423 or CS 423.

**IS 440 - Quality Assurance (5)**

This course covers software testing throughout the entire lifecycle of systems development. In addition, peer reviews, AARs, lessons learned, and audits will be covered. Students will develop a QA Plan for their organization as a deliverable of this course.

Prerequisite: IS 330 and IS 350.

**IS 450 - Software Process Management (5)**

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.

Prerequisite: IS 330 and IS 470.

**IS 461 - Information Security Overview (5)**

This course introduces the student to the world of information security and information assurance. Students are exposed to a broad variety of concepts across the field of security including the triad of Confidentiality, Integrity, and Availability and the conflicts that arise from the processes of trying to simultaneously achieve the ideal. Students are also introduced to the roles and responsibilities for information security in an organization, and how people, culture, politics, regulations and other factors affect those roles. At the end of the course students will be prepared to study Information Security in depth.

Prerequisite: IS 306.

**IS 464 - Policy and Audits (5)**

This course investigates the policies that govern information security, and how systems can be audited to ensure compliance with those policies. Policies are 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. Auditing is the process in which electronic systems are reviewed for compliance with the policies promulgated by senior management. This course focuses on key aspects of information management policies and auditing to ensure compliance with standards based policies and practices. Students will immediately be able to use the information gained in this course to write policies and audit for information systems compliance.

**IS 468 - Tools and Techniques (5)**

This course covers the tools and techniques that security professionals use to implement, monitor and evaluate security on computer systems. Students will lock down and monitor computer systems and gain hands on experience in collecting information about the vulnerabilities of an organization. Based on their experiences in this course, students will be prepared to conduct penetration testing on authorized systems.

Prerequisite: IS 461 or IS 345.

**IS 469 - Information Security Capstone (5)**

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.
Prerequisite: CS 481, IS 464, IS 468. Any exceptions must have special permission from the IS Program Director.

**IS 470 - IT Service Management (5)**

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.

Prerequisite: IS 330.

**IS 471 - Information Technology Ethics (5)**

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. It covers the students' understanding of professional and ethical responsibilities and awareness of ethical issues facing IT professionals is emphasized. It explores the analysis of situations involving ethical conflicts and the ability to make decisions based on professional codes of ethics and conduct are explored.

**IS 472 - IT Compliance (5)**

As IT has become critical to the functioning of business, the importance of information security, accuracy, and availability becomes paramount. In response there has been an increase in the complexity of government and industry mandates from around the world. These regulations on IT direction and management have the ability to disrupt business, but also can elevate the organization to a more mature and secure operational posture where the upside of affirmative safeguards is tremendous and limited only by the organization's ability to execute and adapt. This course will investigate IT Compliance regulations including SOX, HIPAA, PCI-DSS, and 21 CFR 11. Students learn techniques for assessing compliance and integrating compliance initiatives into IT strategy, planning and projects.

**IS 473 - Intellectual Property (5)**

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.

**IS 477 - Network Design and Acquisition (5)**

Students in this class will work in teams under the guidance of the instructor to develop requirements, analyze and design a network upgrade for a mid-sized company or other appropriate network for a customer. The students will learn to acquire and develop technical and performance requirements, as well as to apply principles of design to the network. The designs will encompass scalability, availability, performance, security, manageability, usability, adaptability and affordability. This course is the Capstone Course for the Networking Emphasis Area.

Prerequisite: CS 300, CS 436.

**IS 498 - Internship (1 to 5)**

As part of a City University undergraduate degree program, there may be 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 Information Systems is a planned new learning activity which provides the student with an information systems-related learning experience designed to enhance the understanding of information systems practices in an active business environment.

Prerequisite: Completed a minimum of 135 quarter credit hours with at least 9 of those credit hours being completed at City University of Seattle. Currently enrolled at City University with a cumulative GPA of 3.0 or higher.
**ISEC**

**ISEC 500 - Information Security Overview (3)**

This course will provide an overview of information security management and an understanding of the challenging environment in which it is applied. The age of information security as technology alone has passed; people currently involved with information security need to understand the entire information security landscape, including rules, laws, corporate laws and rules, decision-making, working in teams, leadership, and other ways that information security is changing people and the workplace. The role of technology has also changed in relationship to managing and designing an information security response or policy within a company. The student will learn how to balance technology, risk, risk management, people, and corporate culture to respond to information security challenges.

**ISEC 505 - System Administration for Information Security (3)**

In this course students discuss security implementations for digital networks, platforms, and applications. Areas of study involve identifying and examining security risks, security solutions and tools available for various Windows platforms and applications.

**ISEC 510 - The Senior Manager and Information Security (3)**

This course studies the responsibilities of senior managers for ensuring the security of processes and information systems used in their organizations. Given a request for an approval to operate an information system at a specified level of trust, the senior manager will analyze and judge the information provided for validity and reliability to ensure the system will operate at the proposed level of trust. This judgment will be predicated on an understanding of system architecture, system security measures, systems operations policy, system security management plan, legal and ethical considerations, and provisions for system operator and end user training. Students taking this course will learn to integrate their knowledge in these areas to make effective security decisions.

**ISEC 515 - Privacy and Open Systems (3)**

In the highly connected world in which we live, our personal information, classified data, and communications are increasingly vulnerable to interception, attack and abuses ranging from identity theft to restrictions on our freedoms. In this environment it is essential to address issues of privacy and anonymity. This course explores privacy policy, privacy engineering, cryptology, and the use of open systems designed to protect privacy. Students will leave this course with an understanding of how to ensure their organizations support privacy requirements and how to maintain privacy in communications.

**ISEC 520 - Ethical Obligations in Information Security (3)**

This course is a study of the ethical issues that arise in information security. The course explores ethical frameworks and their application to particular areas influencing and affecting information security. Topics explored include privacy, anonymity, confidentiality, intellectual property and other areas impacted by information and communications technology. Students completing the course will be aware of the many issues they can expect to confront, understand how others have addressed similar issues, and possess a toolkit to aid them as they confront those issues.

**ISEC 530 - Cybercrime (3)**

Cyber crime has become a pervasive reality in society. Students in this course investigate the forms that cyber crimes can take, and examine the factors that make victims vulnerable to cyber crimes. The course also looks at theories of criminology and how they are impacted by trends in the cyber environment. Understanding cyber crime allows students to avoid and detect it, as well as minimize the impact of cyber crime on its victims and contribute to the investigation of cyber crimes.

**ISEC 540 - Cyber Warfare (3)**

Cyber Space has joined air, land, sea and space as the latest domain of warfare. This course examines warfare in the cyber domain beginning with an understanding of how it fits within the context of traditional theory of war. The course examines how countries prepare and apply capabilities and strategies, the impacts of non-state actors, and the future development of cyber warfare. Students participate in a Cyber Warfare Strategic Exercise (CWSX). Students are prepared to understand the impact of the extension of warfare into the cyber domain.

**ISEC 550 - E-Government (3)**

With goals of transparency, efficiency, responsiveness to
and empowerment of their citizens, political entities at all levels and around the world have increasingly implemented E-government initiatives. E-government introduces challenges in managing and enforcing security standards. This is happening in a time when all governments face an ever-decreasing budget process complicated by political pressures, cyber warfare, cybercrime, and the unpredictable behavior of users. This course will examine the challenges governments face implementing, managing, and securing initiative while studying the implementation of multiple types of e-government systems. Students will take away from this course an ability to understand the complex relationship between people, budget, implementation, security, and standards when building or analyzing an e-government initiative.

**ISEC 560 - Intellectual Property and Espionage (3)**

Intellectual property is the core currency of the digital economy. Patents, copyrights, trademarks and trade secrets represent the formal designation and protection of many intellectual properties. Other information is protected through classification and encryption. In this course students study how intellectual property is protected as well as how those protections are circumvented. The course will also study the role of espionage in obtaining trade secrets, classified data, and other valuable information.

**ISEC 605 - Information Security Auditing (3)**

This course focuses on the methodology for auditing information security system controls and assists students in exploring the opportunities and challenges of being an information system auditor. The course explains the technology and auditing involved with securing modern computer systems, as well as, providing an understanding of risks, control objectives and standards. This course examines how companies ensure information security is protecting their information assets from hackers and others who desire to harm the organization.

Prerequisite: AC 540 or permission of program director.

**ISEC 612 - Breaking and Securing the Web (3)**

In this course, students look at the tools and techniques used to break and secure web applications. During the course students examine common web architectures and identify the points in those architectures with potential security vulnerabilities. Students learn and apply fundamental tools, processes and techniques for exploiting and securing vulnerabilities. Following this course, students are prepared to dive deeper into the breaking and securing code.

Prerequisite: Demonstrated ability to Program (2 quarters undergraduate programming courses) or permission of the Program Director.

**ISEC 614 - Breaking and Securing Applications I (3)**

This course studies concepts and techniques for breaking and securing application programs. Students examine common security issues found in applications and how those are manifested in code and in some popular programming languages. Students take a hands-on approach to examining and fixing security issues. In addition, students will examine malware to understand how it specifically harms and propagates.

Prerequisite: ISEC 612.

**ISEC 616 - Breaking and Securing Applications II (3)**

This course continues the study into concepts and techniques for breaking and securing application programs. Students practice applying more advanced tools for static and dynamic code analysis and learn to apply advanced techniques for developing more secure code. Students will continue to reverse engineer malware and examine how it is constructed.

Prerequisite: ISEC 614.

**ISEC 618 - Breaking and Securing the Enterprise (3)**

In this course students will examine techniques to break and secure enterprise systems. The course covers significant areas of vulnerabilities, including the cloud, files and databases, and mobile clients. Students will learn to integrate security practices into the enterprise software development lifecycle.

Prerequisite: ISEC 614.

**ISEC 630 - Masters Thesis Capstone (3)**

The Capstone Project allows the student to synthesize the information gained in this program and conduct research into a subject or topic in Information Systems Security that interests them.
ISEC 665 - Information Security Capstone (3)

This course emphasizes the practical application of information security concepts gained throughout the Master of Science in Information Security program. This class uses a case study as a basis for an applied research project. Students will have an opportunity to identify a real-world problem and apply concepts learned to show ways to resolve, mitigate, or prevent effects from an information security issue. Students will engage in research activities designed to prepare the student to work within companies and organizations as information security professionals. As students are exposed to situations likely to be encountered professionally, they are allowed to apply and refine theories, principles, and skills learned during their program to solve real-world problems. Prerequisite: Final quarter of study.

ISM 400 - Integrated Supply Chain Management (5)

In this course, students will develop an understanding of supply chain management principles with a focus on system performance and savings. By understanding the connection between human and supply chain systems as a larger system, students will be prepared to lead effectively and understand the parameters necessary when developing policies and procedures surrounding supply chain management.

ITMGMT 500 - Managing The Technology Career (3)

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.

ITMGMT 510 - Managing the Technology Project (3)

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. The student 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 project management, has become a foundational skill for all business and technology managers. This course will explore the challenges of managing technology projects. The students will study and apply best practices in project management including planning, scheduling, and managing procurements, cost, quality and risk.

ITMGMT 520 - Managing the Technology Team (3)

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.

ITMGMT 530 - Managing Process Innovation (3)

This course explores information technology innovation from a process perspective. The course will begin by examining the business from a process perspective. Students will learn to analyze the business from the perspective of developing a business process architecture. A variety of process improvement models will be studied, including Gamification, Agile, Lean and Six Sigma, all with the goal of assembling a tool kit of techniques and approaches for managing the integration of IT processes with evolving business models.

ITMGMT 540 - Managing the Technology Enterprise (3)

Businesses are increasingly become dependent on and
dominated by technology. It is critical for executives to understand how to integrate and leverage technology to accomplish the business strategy of the enterprise. To enable that goal, the course shows students how to analyze the role and application of technology within the context of a specific industry and to develop a technology strategy aligned with the business strategy. Students develop plans to implement their technology strategies and to assess the effectiveness of the technology organization through the use of balanced scorecards. Students are also introduced to the role of the executive in information assurance.

**ITMGMT 545 - Financial Skills for the Technology Managers (3)**

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.

Prerequisite: For MSTM students: ITMGMT 500, ITMGMT 510.

**ITMGMT 550 - The Responsibilities of Global Citizenship (3)**

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.

**ITMGMT 560 - Managing Organizational Learning (3)**

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.

Prerequisite: For MSTM students: ITMGMT 500.

**ITMGMT 565 - Leveraging Emerging Technologies (3)**

Emerging technologies present challenges to businesses. They can be a disruptive force in an industry. Companies which embrace new technologies have the opportunity to become leaders in the marketplace, but often at the cost of sacrificing their existing business models. In this course, students will seek to understand the changes that are occurring as a result of new technologies and explore how companies and organizations can benefit from technology trends rather than being overwhelmed by them. Students gain the ability to recognize and anticipate the potential applications of emerging technologies.

**ITMGMT 570 - Maintaining the Technology Infrastructure (3)**

Designing, developing, implementing and installing a technology infrastructure is a complex process, however the real challenge is in maintaining that infrastructure in a manner that provides a high level of reliability and availability while providing effective support for the end users. This course examines how ITIL and other frameworks combine best practices and standardized processes and procedures to enable an effective service infrastructure. Students will gain experience in the planning, coordination and management skills needed to manage or work with an IT service organization.

**ITMGMT 575 - Technology Implementation and Change (3)**

This course examines the challenges of technology implementation, change, and excellence in organizations. In this course students study both the mechanics of preparing for and implementing changes to technology systems in an organization, how change impacts and can be sustained in an organization, and how a culture of excellence can be spread in the organization. Students will be introduced to the many challenges encountered in generating change throughout an organization and with techniques which can be used to overcome those challenges. After taking this course, students will be prepared to positively and successfully introduce and scale new technologies and change in an organization.
**ITMGMT 580 - Performance Analysis (3)**

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.

Prerequisite: ITMGMT 500.

**ITMGMT 585 - Leading the Business with Technology (3)**

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.

**ITMGMT 590 - The Practicing Technology Manager (3)**

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.

Prerequisite: All courses in the MS Technology Management program should be completed before taking this course.

**Internship (3)**

This internship course within the Technology Management emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of IT process and tools. By the end of the course students will have a deeper understanding of the real life work environment in the field of technology management.

Prerequisite: MBA 520, and completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25.

**JPN**

**JPN 101 - Elementary Japanese I (HU) (5)**

Japanese 101 is the first course of a sequence of three elementary-level language courses (JPN 101, JPN 102, and JPN 103). This course presents basic structures of the Japanese language and develops all four fundamental language skills. Students will be able to talk and write about themselves, their family, and daily routines in different social contexts such as greeting, shopping, ordering food, inviting others to gathering and events. Emphasis will also be on some cultural aspects in the context provided.

**JPN 102 - Elementary Japanese II (HU) (5)**

Japanese 102 is the second course of a sequence of three elementary-level language courses (JPN 101, JPN 102, and JPN 103). This course presents basic structures of the Japanese language and develops all four fundamental language skills (listening, speaking, reading, and writing). Students talk about daily routines in different tenses with time-related vocabulary and in contexts such as inviting others to gatherings and events. They also learn how to ask and answer questions regarding where things are located. Japanese culture will also be addressed.

Prerequisite: JPN 101 or placement test.

**JPN 103 - Elementary Japanese III (HU) (5)**

Japanese 103 is the third course of a sequence of three elementary-level language courses (JPN 101, JPN 102, and JPN 103). This course presents structures of the Japanese language and develops all four fundamental language skills (reading, writing, listening, and speaking). Students will be
able to expand their conversations by discussing likes and dislikes, describing things with adjectives, making requests, giving and receiving permissions and prohibitions, and connecting multiple actions in various contexts such as shopping and discussing trips. Japanese culture will also be addressed.

Prerequisite: JPN 102 or placement test.

**LDRD**

**LDRD 90 - Doctoral Academic Support (3)**

This course supports students' academic achievement through writing support, mentorship, and academic skills development.

**LDRD 600 - Introduction to Doctoral Program (1)**

Students will become familiar with the CityU Doctoral Program, online success tips, and academic writing resources. Tutorials and short quizzes or exercises in scholastic honesty, writing conventions, and APA citations will help prepare students for doctoral-level work. This is a self-paced class.

**LDRD 606 - Leadership Theories and Analysis (6)**

This course explores seminal and contemporary leadership theories and the requirements of doctoral-level academic writing. Emphasis is placed on identifying appropriate scholarly sources, analyzing sources, integrating sources with one’s own experience to explain and defend positions, and presenting all in an intentional, structured, manner. This course is writing intensive. Students will complete this course with a knowledge of 10 theories of leadership and a clear understanding writing expectations at the doctoral level.

Prerequisite: LDRD 600.

**LDRD 607 - Cultural Competence in a Diverse Society (3)**

This course examines cultural diversity and its impact on people and organizations. Emphasis is placed on developing cultural competency, sensitivity, and awareness of differences and diversity. Students will analyze the opportunities and strategies of promoting diversity as an asset and resource in organizations.

**LDRD 609 - Leading Organizational Change (3)**

This course explores risks and opportunities for leaders to consider in the planning and management of organizational transitions. Emphasis is placed on analysis of uncertainty, internal and external politics, organizational culture adjustments, and communication of changes. Students will develop a comprehensive transition plan.

**LDRD 611 - Leading through Project Management (3)**

This course examines methods of managing projects in a complex organizational environment. Emphasis is placed on critical factors for successful and sustainable projects, organizational support to enhance measurement and implementation of projects, project execution ethics, and effective project management leadership. Students will learn to organize and implement an organization’s initiatives using a project management process.

**LDRD 613 - Socially and Environmentally Responsible Leadership (3)**

This course explores social and environmental change opportunities for proactive leaders. Emphasis will be placed on the global impact of environmentally and socially responsible leadership. Students will be able to influence operational and financial decisions within an organization.

**LDRD 615 - Critical Thinking and Innovative Decision Making (3)**

This course explores seminal and current research related to individual and group decision-making. Emphasis is placed on critical analysis to develop innovative and sustainable organizational decisions. Students will apply decision-making paradigms to responsible leadership, group dynamics, ethics, and risk assessment within the workplace.

**LDRD 630 - Ethical Organizational Leadership (3)**

This course explores complex social, political, and global ethical challenges facing organizational leaders. Emphasis is placed on the implementation of organizational strategy founded in a value-based mission. Students will develop and communicate ethical leadership plans for organizational stakeholders to apply to everyday decisions.

**LDRD 632 - Collaborative Coaching (3)**
This course explores the use of coaching models to improve individual and group professional development, evaluation of goal attainment, and methods to promote career-oriented empowerment and motivation. Emphasis is placed on coaching models that prepare leaders to be effective change agents. Students will attain tools and strategies to coach colleagues and followers in their pursuit of personal and professional goal achievement.

**LDRD 634 - Leading in a Global Environment (3)**

This course explores challenges faced by leaders in globally-connected organizations. Emphasis is placed on cross-cultural training, diverse communication strategies, and relationship building. Students examine the changing nature of international leadership, recognize the benefits of international business relationships, and evaluate opportunities global leadership provides for sustaining organizational operations.

**LDRD 636 - Leading Diverse Teams (3)**

This course explores organizational team building techniques for in-person, virtual, and global teaming. Emphasis is placed on practical techniques for planning, leading, coaching, and motivating collaborative teams. Students will be able to lead, follow, and collaboratively foster group synergy to promote high performing teams.

**LDRD 639 - Leading Organizational Development (3)**

This course explores organizational development through systematic personnel development. Emphasis is placed on fostering ongoing organizational progress through strategic personnel enrichment and growth. Students will analyze, synthesize, and evaluate individual, team-level, and organization-wide strategies to promote organizational goals.

**LDRD 640 - Strategic Thinking (3)**

This course explores how leaders develop strategic thinking in themselves and others. Emphasis is placed on stakeholder input; strategic intent and planning; evaluation of internal and external influences; and managing globally-minded, results-oriented strategic alliances. Students align strategies to an organization's mission and vision.

**LDRD 642 - Organizational Design and Culture (3)**

This course explores the complexities of organizational design and how specific design features complement and enhance organizational decision-making, use of information, problem-solving, accountability, empowerment, and other elements of organizational behavior. Emphasis is placed on identifying the elements of organizational culture and the strategic application of organizational design to ensure alignment with desired behaviors and culture. Students will design an organization to support specific organization-wide behaviors and culture.

**LDRD 644 - Managing Complexity in Organizations (3)**

This course focuses on systems thinking approaches to understand and analyze self-organizing adaptive organizations. Emphasis is placed on communication, implementation, and measurement of change in complex adaptive systems. Students will be able to capitalize on organizational chaos and complexity to promote sustainable decision-making and planning.

**LDRD 646 - Developing Leaders of the Future (3)**

This course focuses on developing ethical leaders of the future. Emphasis is placed on ethics, accountability, and empowerment through interdependent relationships with stakeholders. Students will be equipped to develop leaders of the future who can incorporate key initiatives into organizational strategies.

**LDRD 648 - Collaborating, Networking, and Outreach (3)**

This course explores ways to elevate the student’s organization. Emphasis is placed on creative and effective means of outreach for an organization including building influence through social media and community connections. Students will develop a plan to elevate their organization through media use, public affairs, and networking.

**LDRD 650 - Curricular Design in Higher Education (3)**

Higher education institutions worldwide face increasing demands for highly relevant, highly engaging curricula that prepare students for their chosen professions. Emphasis will be placed on curriculum design that is outcomes-focused, utilizes authentic learning activities, and provides mechanisms for both formative and summative assessment. Students will design curriculum from outcomes to
course focuses on topics related to the planning and use of educational technology. Emphasis will be placed on investigating instructional technology models; Internet resources and web design; educational technology standards; technology integration strategies; assessment and evaluation; and societal, legal, and ethical issues associated with the use of educational technology. Students will develop a plan for incorporating educational technology into curriculum design and applying it to online learning.

Prerequisite: Acceptance to the Ed.D. program, and declaration of the Higher Education concentration.

LDRD 654 - Legal Issues in Higher Education (3)

Higher education leaders around the world need to have a clear understanding of the legal and ethical obligations that their institutions have to their students and other stakeholders. Emphasis will be placed on human resource issues including faculty employment decisions, issues relating to student protections, institutional obligations, and due process. Students will identify the legal and ethical issues involved in academic and institutional administrative matters and be able to factor due process and defensible solutions into decisions.

Prerequisite: Acceptance to the Ed.D. program, and declaration of the Higher Education concentration.

LDRD 656 - Academic Governance in Higher Education (3)

This course explores the various governance models in higher education including collective bargaining, faculty senates and other models. Emphasis will be placed on the various models of academic governance, their origins, and the advantages and challenges of each. Students will develop a governance plan that includes stakeholders in the process.

Prerequisite: Acceptance into the Ed.D. program and declaration of the Higher Education concentration.

LDRD 657 - Academic Governance and Resource Allocation (3)

This course analyzes the models of academic governance and the economic factors that govern resource allocation decisions in today's colleges and universities. Students will examine the various models of academic governance and their origins, as well evaluate their impact on a higher education institution's financial policies and resource allocation decisions.

Prerequisite: Acceptance into the Ed.D. program and declaration of the Higher Education concentration.

LDRD 658 - Resource Allocation and Higher Education (3)

This course analyzes the economic factors that govern resource allocation decisions in today's colleges and universities. Emphasis is placed on access, departmental and program budgeting, finance and policies, and the identification and utilization of funding alternatives. Students will make resource allocation decisions by applying economic analysis tools to specific issues in higher education.

Prerequisite: Acceptance into the Ed.D. program and declaration of the Higher Education concentration.

LDRD 660 - Community, Vocational and Technical Colleges (3)

This course explores the history and development of different types of institutions of higher education, including public and private schools, four-year and two-year, historically black, tribal colleges, technical schools, and for profit institutions. Emphasis is placed on the role that each type of institution plays in society and how the role informs governance. Students will develop an understanding of historical and modern perspectives on the role of higher education and the impact education has on students.

LDRD 662 - Student Populations and Experiences (3)

This course explores student populations and how students experience the higher education institution. Emphasis is placed on applying student development theory across the diversity of student populations to gain a deep understanding of the student experience. Students will evaluate how higher education changes students.

LDRD 664 - The Future of Higher Education (3)

This course explores what higher education may look like in the next 5, 10, and 50 years. Emphasis is placed on evaluating current trends and predicting where they may go in the future. Students will critically evaluate the future
role of technology in higher education.

**LDRD 668 - Institutional Assessment and Evaluation (3)**

Evaluation and assessment are critical elements of running a quality program. This course examines theories and techniques associated with the evaluation of educational programs. Students will develop and implement an assessment plan for a program they are familiar with.

**LDRD 682 - Comprehensive Exam (6)**

The Comprehensive Exam for the leadership core will assess the student's knowledge of the field of leadership, as well as the ability to synthesize material and master concepts and theories. Successful completion of the comprehensive exam is required for degree completion. Prerequisite: Completion of all core courses (LDRD 606-LDRD 625).

**LDRD 699 - Doctoral Independent Study (1 to 6)**

Independent study is for students who propose specific projects or topics related to their chosen course of study.

**MAL**

**MAL 505 - Discovering Leadership (3)**

This introductory leadership training course presents students with historical contexts in leadership (Ex: authoritarian, democratic, and laissez-faire) and will review a 5-level leadership model. Students will reflect on their personal experience, behaviors and personality to assess their own leadership style, competency, and potential. Students will complete a personalized 3-month leadership development plan to facilitate growth within targeted leadership traits.

**MAL 510 - Ethics in Leadership (3)**

Ethical considerations are foundations to management policies in successful and sustainable organizations. Strong personal ethics is a key leadership trait that inspires, motivates, and builds employee trust. It also impacts the leader’s ability to apply governing policies. Through evaluating strategies for ethically sound leadership, students will explore values-based decision-making and assess personal, organizational, and societal pressures.

**MAL 530 - Adaptive Leadership (3)**

Managing change or adapting to challenging environments requires flexibility and the ability to manage stress. When procedures or policies do not exist to solve a problem or cope with change, leaders must determine what is essential or what is superfluous, and adapt to create innovative solutions. Students will learn adaptive leadership skills that can be used in any level of an organization, both domestically and globally.

**MAL 532 - Thought Leadership and Creativity (3)**

Thought leaders are trusted experts who inspire, challenge, and motivate people. Through creative advancement and thinking, thought leaders provide information, processes, and methods that engage and inspire consumers, employees, and other stakeholders. Students will analyze what makes a thought leader and how these leaders increase an organization’s strategic visibility.

**MAL 535 - Leading Change in Diverse Organizational Cultures (3)**

As the organizational catalyst for change in management policy and culture, leaders must understand political agendas and maintain stakeholder involvement. By analyzing change management theories, students will apply strategies that incorporate diverse perspectives and cultural identity to create sustainable organizations.

**MAL 538 - Social and Environmental Change (3)**

Leaders create socially and environmentally responsible organizations through cost benefit analysis, sustainable leadership techniques, and successful communication strategies. Through heightened consumer awareness and social engagement, leaders are learning that their organizations must adopt social and environmental strategies to remain viable in the years ahead. Students will analyze how social and environmental strategies can produce better products and services, reduce organizational overhead, and build long-term prosperity for organizations.

**MAL 545 - Ethical Leadership (3)**

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.

MAL 550 - Critical Thinking and Innovation (3)

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.

MAL 558 - High-Performing Global Teams (3)

Leaders require skills to effectively collaborate within a multi-cultural environment, evaluate culturally diverse talent, communicate team goals, and foster global team interactions. To compete globally, leaders need to learn practical leadership strategies for building cohesive, motivated, high-performing, global teams. Students will explore team-building strategies effective in virtual and global environments.

MAL 560 - Global Leadership (3)

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.

MAL 561 - Leadership in the Nonprofit Sector (3)

This course will provide a general overview of nonprofit leadership including the role of boards; the management of volunteer staff; the basics of nonprofit marketing and fundraising; and the need for strategic planning in nonprofit leadership. Leadership theory will illustrate how the public and private sectors influence policy, planning, and organizational development in the nonprofit sector.

MAL 563 - Philanthropy and Strategic Fund Development (3)

This course emphasizes the changing expectations for ethical behavior and accountability that currently impact the practice of philanthropy. Fundraising theory is applied to the development of a comprehensive program, personal fundraising philosophy, and framework. Additionally, aspects of the fundraising process for nonprofit organizations will be examined including general fundraising principles, fundraising techniques, sources of donations, and key aspects of developing and managing the strategic fundraising process.

MAL 566 - Board Governance and Leadership (3)

This course examines the elements, processes, and dynamics of board governance and volunteer management of nonprofit organizations. Attention will be paid to how nonprofit organizations are governed: Roles and responsibilities of boards, staff, and volunteers; unique aspects of nonprofit board governance; boards and individual board member effectiveness; and changes in governance as a result of recent federal and state legislation. The course includes analysis of the respective roles of the board, executive director, staff and volunteers to maximize organizational effectiveness. Students will learn how to assess and improve the effectiveness of a board, the senior leadership, volunteers and the overall governance of the nonprofit organization.

MAL 568 - Financial Management of Nonprofit Organizations (3)

This course provides a foundation for effective financial management to promote the financial sustainability of the nonprofit organization. Emphasis will be placed on understanding financial systems as they apply to the nonprofit organization; evaluation of the financial health of the nonprofit; and strategies to improve the financial condition of the nonprofit organization including budgeting, cash management and banking, financial reporting, purchasing and contracting, borrowing and risk management.

MAL 570 - Leading Teams (3)

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.

**MAL 590 - Evaluating Employees (3)**

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.

**MAL 592 - Applied Leadership Analysis (3)**

Incorporating leadership values, models, and theories, students will analyze leadership through personal-reflection, a cornerstone for successful leadership. Cementing their understanding of leadership, students will analyze their understanding of leadership, apply preferred leadership styles, and synthesize leadership values and concepts to employ a personalized approach to self-leadership.

Prerequisite: Completion of all courses in the MA in Leadership program plan prior to this course.

**MAL 594 - Applied Leadership Project (6)**

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. 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.

Prerequisite: Completion of all courses in the MA in Leadership program plan prior to this course.

**MAL 625 - Change Leadership Internship (3)**

This internship course within the Change Leadership emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of organizational and management theories and concepts. By the end of the course students will have a deeper understanding of the real life work environment in the field of organizational management.

Prerequisite: MBA 545, and completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25.

**MAL 650 - Capstone and Preparation for Leadership Project, Practicum Exp, or Internship (6)**

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.

**MAL 660 - Leadership Project or Practicum Experience (6)**

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.

Prerequisite: All MA in Leadership core courses.
MAT

MAT 252 - Mathematics for Elementary Teachers (5)

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.

MATH

MATH 107 - Mathematical Reasoning and its Applications (CM or NS) (5)

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.

MATH 138 - College Algebra (CM or NS) (5)

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.

MATH 141 - Precalculus (CM or NS) (5)

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. Students needing math for GE purposes only should consider MATH 107 or MATH 138 instead of MATH 141.

Prerequisite: MATH 138.

MATH 146 - Foundational Statistics (NS) (5)

This course introduces students to the study of basic probability, descriptive and inferential statistics, and decision-making. Through various learning activities, students will explore concepts such as measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, and hypothesis testing. Upon completion of this course, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data.

MATH 151 - Calculus (CM or NS) (5)

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.

Prerequisite: MATH 141.

MBA

MBA 11 - MBA Common Professional Components (3)

This course covers a review of the basic fundamentals of business for ACBSP accreditation. It covers the areas of marketing, information systems, business law, management, business math and statistics. Additionally, the course will review economics, business ethics, international business, financial accounting and managerial accounting. Finally, the course will review corporate finance and the strategic management process to prepare students to perform well in the MBA program.
**MBA 500 - Essentials of Business Management (3)**

Successful managers need to understand the fundamentals of business practices within a global context. This course will introduce students to the overall MBA program where business decision-making through the use of simulations and practical, analytical, and conceptual foundations in team-based learning will be practiced. Learning how to find relevant data through the use of credible sources will also be a main focus of this course, including the development of effective communication skills.

Corequisite: MBA 11.

**MBA 501 - Global Business Communication and Research (3)**

The knowledge, competence and mastery of global business communication and research are essential for success in the global business environment. This course introduces students to the importance and power of intercultural communication and international research skills in the global business environment. Students will learn the most effective methods for communicating information, data, research and ideas to both external and internal multicultural stakeholders, and conducting international business research. Global Business Communication and Research is a course designed to help students understand, develop and strengthen communication skills required for success in global business, which includes multicultural domestic, international and multinational commerce.

**MBA 511 - Law for Global Business (3)**

The shift to a global economic environment has created a variety of challenges for modern organizations. As competition increases in established markets, developing new markets overseas has become a strategic alternative for many organizations. The challenges of such a strategy are many, not the least of which are legal challenges. Law for Global Business is a course designed to explore the legal content of multinational business operations, comparative law and regulation as established in the United States and selected Asian and European nations, and the legal liability in global commerce.

Prerequisite: MBA 500. Corequisite: MBA 501.

**MBA 515 - Project Management and Prioritization (3)**

In this course students develop relationships between the project management Process Groups (Initiating, Planning, Executing, Monitoring and Controlling, Closing) and the PMBOK Knowledge Areas. Students exercise the critical tasks associated with managing a single project to best meet project success criteria and stakeholders expectations. Throughout the course, students gain practical experience by developing project deliverables utilizing Microsoft Project software and applying several project management tools and techniques including project charter, work breakdown structure, network diagrams and critical path.

Prerequisite: MBA 500, MBA 501.

**MBA 520 - Managing with Technology (3)**

Information systems and technology have become the key to running effective businesses. Students and future business leaders will learn: how to co-evolve new and innovative business and IT strategies in the face of emerging and disruptive technologies, how technology is applied in their particular industry, and how to assess and measure the business value of technology. In addition, this course will help business leaders develop strategies for collaborating with technologists and manage business risk from technical vulnerabilities.

Prerequisite: MBA 500, MBA 501.

**MBA 525 - Applied Marketing (3)**

This course is designed for students to focus on marketing strategies and the associated processes that drive an organization’s marketing department. 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 including tracking and revenue projections.

Prerequisite: MBA 500, MBA 501.

**MBA 531 - Applied Managerial Economics (3)**

Organizations of the future must be able to adapt rapidly to a dynamic economic environment. Strategy, stakeholders, and information-based decision-making are the most important elements of managerial economics in a strategic systems organizational environment. Within this context, the course will provide an in-depth analysis of demand and supply market pricing and customer behavior. Topics will include estimating production costs and profit maximization in different market environments; fundamentals of project analysis; how customers choose
goods and services; and strategies for hiring, pricing, production, and advertising.

Prerequisite: MBA 500, MBA 501.

**MBA 535 - Managerial Accounting (3)**

In this course, students learn to analyze internal management information to make decisions about pricing, inventory procurement, make or buy alternatives, and production volume. They will also learn to develop budgets and analyze performance against their projections. Students' knowledge is applied to create financial statements and forecasts related to their business proposal. Presentation of findings is emphasized.

Prerequisite: MBA 500, MBA 501, ISM 500.

**MBA 540 - Strategic Financial Management (3)**

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 500, MBA 501, ISM 500.

**MBA 545 - People and Systems in Organizations (3)**

Competence working with diverse individuals in organizations is essential for success in the global business environment. This course covers the interplay and impact of organizational culture and structure, politics, ethics, diversity, teams, and leadership styles in decision-making and achieving organizational goals. Students will learn about different organizational structural frames, leadership styles, understanding and managing diversity, managing ethically, and positive and negative organizational politics.

Prerequisite: MBA 500, MBA 501.

**MBA 546 - European Union (3)**

This course is designed to provide a practical perspective on doing business in the European Union. The primary focus will be on the internal market and those policies and institutions which directly affect the economic environment within the EU. The course will examine the harmonization of policies across Europe but also address the diversity of member states and how that fragments the market and affects business and functional-area strategies. Upon completing the course, students will be able to make informed strategic decisions about how businesses can best capitalize on the opportunities that the European market provides.

Prerequisite: MBA 500, MBA 501.

**MBA 550 - Business Operations (3)**

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.

Prerequisite: MBA 500, MBA 520, MBA 535.

**MBA 555 - Business Strategy (3)**

In this course students will study various strategies used in business today. Students will analyze several cases, to compare and contrast the details of different types of strategies used successfully and unsuccessfully by various companies. Students will explore the ways different strategies can affect marketing, financial conditions, competitive ability, operations, and human resources.

Prerequisite: All MBA courses except for MBA 560 and MBA 565.

**MBA 560 - Practical Business Applications I (3)**

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.

Prerequisite: This course is to be taken at the end of the MBA program after all of the required MBA core courses (MBA 500, MBA 501, MBA 511, MBA 515, MBA 520, MBA 525). Students must also have completed MBA 561 or be enrolled concurrently in this course. Exceptions to this policy will require the approval of the MBA Program Director. Corequisite: MBA 561.
MBA 561 - Hospitality Management Business Practical Application I (3)

This course is the first half of the practicum for the Hospitality Management emphasis area of the Master of Business Administration. The students arrange their placement/internship, develop outcomes related to their area of interest, define how those outcomes will be measured, and begin the internship. At the end of the first half of the practicum, students will have gained practical experience in their chosen field and gained some insight into the profession through reflection.

Prerequisite: This course is to be taken after the completion of the first six required MBA core courses (MBA 500, MBA 501, MBA 511, MBA 515, MBA 520, MBA 525). Exceptions to this policy will require the approval of the MBA Program Director.

MBA 565 - Practical Business Applications II (3)

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.

Prerequisite: This course is to be taken at the end of the MBA after all of the required MBA core courses (MBA 500, MBA 501, MBA 511, MBA 515, MBA 520, MBA 525). Students must have completed MBA 560 or be enrolled concurrently in this course. Corequisite: MBA 560.

MBA 566 - Hospitality Management Business Practical Application II (3)

This course is the second half of the practicum for the Hospitality Management emphasis area of the Master of Business Administration. The students complete their placement/internship and evaluate how the outcomes related to their area of interest were met. Students will have gained practical experience in their chosen field and insight into the profession through reflection.

Prerequisite: This course is to be taken after the completion of the first six required MBA core courses (MBA 500, MBA 501, MBA 511, MBA 515, MBA 520, MBA 525). Students must also have completed MBA 561 or be enrolled concurrently in this course. Corequisite: MBA 561.

MBA 575 - Environmental and Corporate Responsibility (3)

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.

MBA 580 - Environmental Accounting (3)

This course provides a framework for incorporating consideration of social and environmental impacts (sustainability) into a company’s business operating model and reporting on those impacts. Students will begin with the Global Reporting Initiative reporting guidelines, which are the current de facto standards for assessing a company’s environmental and social impacts, formulating goals for improvement with respect to those impacts, and reporting on the company’s impacts and progress towards goals. Students will cover governance and sustainability, stakeholder engagement, disclosure, and performance in the areas of operations, supply chain, transportation and logistics, products and services, and employees. The course will also incorporate consideration of how to perform accounting analysis specifically to support decision-making with respect to sustainability.

Prerequisite: Students must have completed or be concurrently enrolled in MBA 535, or have completed AC 215 or the equivalent. Corequisite: MBA 535.

MBA 585 - Sustainability and Business Opportunity (3)

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.

Prerequisite: MBA 535.

**MBA 605 - Hospitality and Organizational Management (3)**

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.

**MBA 606 - High Performance Hospitality Management (3)**

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.

**MBA 625 - Sustainable Business Internship (3)**

This internship course within the Sustainable Business emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of ethics and sustainability theories and concepts. By the end of the course students will have a deeper understanding of the real-life work environment in the field of sustainable business.

Prerequisite: Completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25.

**MC**

**MC 573 - International Business (3)**

All businesses need to understand the current international business environment. From a strategic systems perspective, the international market is considered from the viewpoint of competition and emerging opportunities. Internal functional operations need to conform to international requirements with reference to marketing, taxation, finance, management, and labor. This course explores cultural, social and political forces, and governmental regulations that affect strategies and profit.

**MC 584 - Human Resource Management (3)**

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.

**MC 585 - International Human Resource Management (3)**

This course covers the optimum organization and employment of human resources to accomplish strategic organizational objectives from a global perspective, with a focus on Europe. Additionally, this course is concerned with the policies and procedures which affect the recruitment, development and deployment of the human resources of firms. The course will address the significant changes which have taken place in this area of management in response to economic and political pressure and will consider policies and practices in various countries.

**MC 597 - Enactus (3 to 6)**

Enactus 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. Students are provided a "hands-on" opportunity to integrate and utilize theories, concepts,
and skills in projects that are global in scope and purpose. Students emerge as leaders who understand the opportunity for business to make a positive economic, social, and environmental impact. The course prepares students for the culmination of the Enactus program: an annual series of competitions where teams present the results of their projects and are evaluated by business leaders, who serve as judges. Teams compete at the regional and national levels, then at the international level when the national champion teams from each country meet at the Enactus World Cup.

**MC 599 - Independent Study (1 to 6)**

Credits are variable depending on course work. MC 599 credits vary between 3 to 9 credits.

**MC 625 - Global Management Internship (3)**

This internship course within the Global Management emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of global business diversity theories and concepts. By the end of the course students will have a deeper understanding of the real life work environment in the field of global management. Course Entry Requirements: •Completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25 •Completion of MBA550

**MG**

**MG 201 - Introduction To Functions Of Management (5)**

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.

**MG 360 - Financial Fundamentals for Managers (5)**

This course introduces students to the basic principles, terminology and application of financial concepts in a project management context. This course will enable managers to enhance decision-making aptitude by incorporating financial theory and concepts. Students will learn to integrate concepts such as net present value, weighted cost of capital, capital budgeting, working capital management, and forecasting into a project management context.

**MG 491 - Enactus (5 to 10)**

This course prepares students for the City University of Seattle Enactus team global competition. Enactus 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. Enactus teams’ projects address topics established by Enactus. Enactus 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, and skills in Enactus projects that are global in scope and purpose. Participation in Enactus 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.

Prerequisite: At least one quarter of regular participation in Enactus including at least 8 meetings. Student must be approved by the department.

**MG 495 - Management Strategy (5)**

MG 495 Management Strategy is the capstone course for the Bachelor of Arts in Management. Students integrate discrete skills gained from coursework in management, critical thinking; ethics and leadership, marketing, project management, and human resources.

Prerequisite: Enrollment in the BAM program is required. Prior to enrolling in MG 495, students must be in their last quarter of study. Any exceptions must have special permission from the BAM Program Director.

**MG 499 - Independent Study-Management (1 to 5)**

Independent Study-Management

**MK**

**MK 205 - Introduction to Marketing (5)**

Students are introduced to fundamental concepts involved in marketing an organization. They will learn the following strategies: target marketing, marketing mix, new product
development, competition, pricing, positioning strategy, SWOT analysis and market research. Students practice applying marketing strategies that support and drive strong businesses.

**MK 300 - Principles of Marketing (5)**

This course provides an introduction to basic marketing concepts. Topics include the marketing mix, new product development, consumer behavior, customer relationship management, strategic planning and e-commerce. Students will develop a comprehensive marketing plan and apply course concepts to real or imaginary products.

**MK 386 - Marketing Research (5)**

This course examines marketing research techniques & processes. Topics include: collecting, analyzing & interpreting data, questionnaire construction, sampling, online research and web surveys. Class project provides practical application incorporating primary and secondary research.

Prerequisite: BC 303 or its equivalent, and MK 300 or its equivalent.

**MK 388 - Global Marketing (5)**

This course provides a basis for examining global marketing opportunities and development of appropriate strategies. Emphasis is placed on environmental and cultural considerations as they impact various elements of the marketing mix. Students will apply these concepts via a market audit and competitive market analysis.

Prerequisite: MK 300 or its equivalent.

**MK 390 - Advertising & Sales Promotion (5)**

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.

**MK 401 - E-Marketing (5)**

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.

**MK 402 - Understanding Consumer Behavior (5)**

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.

**MK 403 - Public Relations (5)**

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.

**MK 526 - Strategic Brand Creation & Management (3)**

This course introduces students to the concept of brand and branding. This 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. This course provides understanding of how consumer behavior and customer engagement influences the creation and management of a successful brand, product, or product category. The students in this course explore brand-product strategies, 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 team brand building and development project and an individual evaluation of selected domestic and global brand campaigns.

Prerequisite: MBA 525.

**MK 527 - Consumer Behavior (3)**

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.

Prerequisite: MBA 525.

**MK 528 - Marketing Metrics (3)**

This course examines strategic decision models and marketing metrics including channel management issues. The course provides measurement tools for students to understand the decision-making process in driving revenue and results. Market insight, forecasting, data mining, pricing, sales analytics, competitive analysis, and presenting the data are covered in the course. Students will investigate the development of an analytical-based evaluation system for better channel and distribution decisions.

Prerequisite: MBA 525.

**MK 529 - Marketing Communications (3)**

This course examines theories of integrated marketing communications which includes public relations, social media, mobile, content marketing, traditional print and broadcast media and the influence of integrated marketing communication on marketing strategy and organizational effectiveness. The emphasis is on the relationship between the company objectives and how best to apply integrated marketing to reach their goals. Students will learn the steps in creating an integrated marketing communications plan including creative briefs, message and content development, use of social media, ethics, crisis communication, and management of the integration process.

Prerequisite: MBA 525.

**MK 575 - Marketing in the New Economy (3)**

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.

Prerequisite: MBA 525.

**MK 625 - Marketing Internship (3)**

This internship course within the Global Marketing emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of global marketing and integrated marketing. By the end of the course students will have a deeper understanding of the real life work environment in the field of marketing.

Prerequisite: MBA 525, and completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25.

**ML**

**ML 511 - Communication and Influence (6)**

Individual and team success often relies on the ability of managers and leaders to communicate with others face-to-face and online. Interaction with others can determine how you are perceived and every interaction is an occasion to develop trust and grow positive influence. Whether communicating with one person or to an audience,
communicating effectively is a powerful skill for achieving objectives. This course develops students’ ability to focus on their outcome, tune in to their audience and develop their message for clarity and impact. Students ability to create an environment for open discussion and ongoing dialogue is crucial for communication success. The communications skills covered in this course will increase students’ ability to exercise choice and control for every type of conversation, influence without authority and improve quality of relationships and productivity.

ML 521 - Organizational Management and Strategy (6)

Effective management is concerned with creating and maintaining a successful business operation. Managers must be strategic when handling change, determining business needs, and planning for organizational efficiency. This course will give students the practical skills managers need to align processes and procedures to accomplish the mission and vision of the organization. Students will also develop and practice strategic thinking skills to help evaluate risks, maximize opportunities, and sustain competitive advantage over time.

ML 533 - Leadership and Development (6)

Leadership is a complex field of study that encompasses psychology, coaching, human resources, business, and education. This course provides a comprehensive approach to understanding how leadership is structured in an organization. Students will also be exposed to an assortment of leadership styles and techniques encountered in typical working environments that mandate an assortment of styles to ensure effectiveness as a leader. Students will discover their own unique leadership style based on the models and theories presented in class. This course will also help students to engage others using leadership techniques to foster individual and team development; enhance motivation; increase performance; and develop leadership skills. Finally, students will understand how to use research and data to create a vision for the future growth of the organization.

ML 552 - Data Analytics and Visualization (6)

This course begins with the application of data-oriented analysis techniques for business intelligence and organizational decision-making. Students will examine a range of tools to enhance the managerial and leadership decision-making processes such as pivot tables, descriptive statistics, statistical process control for business process improvement, and data models to predict future trends. Then students will learn the best practices for communicating the results of their data analysis. They will analyze the questions the organization has asked, collect and analyze relevant data sets, and then present the results in a way that addresses the original questions.

ML 643 - Applied Research in Management and Leadership (6)

Understanding organizational culture as a necessary requirement for whole systems in developing organizations is the central content of this course. This course connects the drives of human behavior to group behavior in dealing with learning, stress, and conflict and the subsequent impact on an organization’s culture and strategy as they continue to change. The project in this course encompasses all that has been learned in the program to create a research-based capstone that can impact an organization the student is familiar with and help to improve a process or solve a current problem in that organization.

Prerequisite: All Courses in the program.

MTH

MTH 110 - Introduction To Statistics (NS) (5)

This course focuses on basic statistical ideas and statistical reasoning. It is an introduction to statistics for anyone who has difficulty with the way statistics is usually presented, or who is simply intimidated by the subject. Students learn to think about data by working with data. Topics include: samples, sample surveys in the real world, observational studies and experiments, data ethics, displaying data with graphs, describing data with numbers, normal distributions, describing relationships, probability models and simulation, confidence intervals. Students will explore to get the basic statistical ideas.

NAS

NAS 210 - Ecological Science Lab (NS) (1)

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.

NAS 331 - Biodiversity and Conservation (NS) (5)

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.

**NAS 332 - Sustainable Resource Use (NS) (5)**

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.

**PLA**

**PLA 200 - Prior Learning Assessment (HU) (5)**

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.

**PM**

**PM 401 - Introduction to Project Management (5)**

Introduction to 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.

**PM 404 - Project Scheduling and Cost Management (5)**

This course exposes students to the techniques and tools for project scheduling and cost management. It includes 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. Cost management introduces the basic approaches and methods 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.

Prerequisite: PM 401.

**PM 406 - Project Risk and Change Management (5)**

This course 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: PM 404, PM 408.

**PM 407 - Intro To Cost Management In Projects (5)**

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: PM 401.

**PM 408 - People and Communication in Projects (5)**

This course 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.

Prerequisite: PM 401, PM 409.

**PM 409 - Leadership and Teams (5)**

In this course, students will explore techniques for effective leadership and team management. Students will examine how to lead and participate on teams and manage change. Special emphasis is placed on team development and the ability to lead and work on geographically distributed teams. 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.

Prerequisite: PM 406.

**PM 410 - Project Initiation, Scope, and Stakeholder Management (5)**

This course expands on the foundation of project management by focusing in depth on the initiation process phase of a project. It will cover important topics such as the role of the project manager, company culture, identification of important stakeholders, and aligning project priority with the organizational portfolio. At the end of the course, students will be able to develop a project charter based on business goals and initiate a project.

Prerequisite: PM 406.

**PM 413 - Project Performance and Quality Assurance (5)**

Project Performance and Quality Assurance focuses on providing the student with tools and techniques to ensure that a project achieves the desired level of quality outcome. Students will learn about quality, who defines it and how it is defined, and tools and techniques such as quality plans, control charts, peer review, check lists, and process mapping. The student will have an opportunity to practice managing a process improvement project where they define baseline measures, identify key performance indicators, and use tools like process mapping to improve an everyday activity.

Prerequisite: PM 406.

**PM 414 - Project Resource and Procurement Management (5)**

This course will focus on using a simulated project to teach students how to assess and proactively manage project resources and demonstrate project procurement practices. Project procurement addresses acquisition of resources which may include people, services, equipment, facilities, or funding. Students will explore obtaining goods and services from outside companies by understanding the procurement process, creating procurement documentation, and contract management. Strong emphasis is placed on effectively planning, scheduling, monitoring, and controlling project resources through the creation of a resource management plan.

Prerequisite: PM 406.

**PM 415 - Agile/Scrum Methodologies (5)**

This course provides an introduction and overview of agile methodologies as applied within project management. Topics include the development of a product backlog, determining how to calculate the optimal sprint capacity, determining priorities, building a sprint backlog, executing sprint development, reporting sprint progress to management, delivering value and retrospection. Students will learn and apply basic agile/scrum methodologies.

Prerequisite: PM 406.

**PM 442 - Introduction to System Dynamics (5)**

This course encourages a transition in student’s managerial perspective from linear into nonlinear and holistic, which helps to develop a more realistic understanding of organizational systems. Equipped with proper system dynamics modeling tools and techniques, students will learn to visualize a business organization in terms of the structures and policies that create dynamics and regulate performance. In addition, students will learn about simulation methods that enable them to experience the long-term side effects of decisions, systematically explore new strategies, and develop an understanding of complex systems, within a low-risk environment.
Making (5)
This course will explore concepts and skills of complex negotiations in greater depth while concentrating on refining managerial decision making to achieve better results in a variety of competitive environments. The primary focus of this course is to provide vital tools for formulating a productive, effective approach to negotiation and deal-making with a focus on procurement. Students will learn to use analytical decision-making approaches to craft both competitive and cooperative business strategies, develop interpersonal effectiveness at the table, and engineer agreements to create value.

PM 480 - Project Integration Action Learning Project (5)

This capstone course is a cumulative assessment of project management knowledge areas, skills, tools, and technology. The student will construct elements of a Project Management Notebook (PMNB/e-portfolio) as a final capstone project.
Prerequisite: PM 401, PM 409, PM 410, PM 404, PM 406, PM 408, PM 413, PM 414.

PM 501 - Introduction To Project Management (3)

This course will introduce the practices that are fundamental to successful project management in a broad range of industry environments. Students 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.

PM 502 - Project Leadership in Situational Business Context (3)

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.
Prerequisite: PM 505, PM 509.

PM 504 - Project Planning and Control (3)

Planning is central to project management along with scope, schedule, and cost. This course will examine project scope and schedule development processes based on the Project Management Body of Knowledge (PMBOK® Guide). Advanced scheduling development processes will be addressed, enabling students to create a work breakdown structure and to define and sequence activities using advanced scheduling techniques. Scheduling techniques such as the use of activity calendars and the application of baselines for analyzing schedule performance will be addressed.
Prerequisite: PM 501.

PM 505 - Mastering Portfolios and Programs (3)

When the interdependencies of projects are not managed well, the 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.

PM 506 - Leading Domestic and Global Teams (3)

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.

**PM 507 - Project Financial Management (3)**

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. Students 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. Students will use the resource and cost loaded schedule developed from PM 504 and experiment with methods to deal with changes that affect the successful outcome of their project.

Prerequisite: PM 501 and PM 504.

**PM 508 - Managing Risks: Project and Business (3)**

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 devise effective strategies to prevent and/or respond to potential risks in a timely manner. 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.

**PM 509 - Business Fundamentals for Project Managers (3)**

Organizations are complex with a multitude of business activities being executed every day. Under-girded 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, operations, and human resource management. Additionally, students will learn the basics of business analysis as it relates to customer requirements. Understanding these fundamentals allows project managers to better deploy tools and techniques of the discipline and bridge the divide between customer needs, business goals, and project planning, designing, developing, and implementing. Further, students will be exposed to procurement management, specifically the effective use and management of vendors, partners, and contractors and their implications relative to decision-making, legal, and ethical concerns.

**PM 511 - Measuring Project Performance for Success (3)**

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 beyond the triple constraint project performance measures (time, budget, and quality) with a larger set of project measures specific to 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, and 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.

**PM 512 - Applying Advanced Project Management Tools and Methods (3)**

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
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.

**PM 513 - Project Managers As Change Agents (3)**

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.

Prerequisite: MBA 515 and completion of 30 MBA quarter credit hours at City University of Seattle with a cumulative GPA of 3.25.

**PM 514 - Project Integration (3)**

This course introduces communication strategies and proven techniques especially valuable in addressing stakeholder management. Students will also learn how to plan communication and identify all organizational stakeholders, analyze, and assess stakeholder objectives, and then develop a stakeholder management plan that satisfies the needs while managing competing objectives across the organization. The aim is to improve communication planning, stakeholder management, and evaluate the sources of organizational politics and power struggles, and the resulting impact on a program or project. The skills developed will help increase clarity, relevance, and precision in communication to better interact among a diverse workforce and set of stakeholders. Importantly, students learn how communication can facilitate decision-making processes; manage negotiations between competing stakeholder objectives, and keep alignment between project outcomes and business goals.

**PM 625 - Project Management Internship (3)**

This internship course within the Project Management emphasis area provides students with a business-related learning experience designed to enhance the understanding of business practices within a given field. Students will focus on the development of professional practice including the application of project management solutions. By the end of the course students will have a deeper understanding of the real life work environment in the field of project management.

Prerequisite: PM 501, PM 504, PM 507.

**PM 540 - Communications and Stakeholder Management for Project Success (3)**

This course introduces communication strategies and proven techniques especially valuable in addressing
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.

**PSY 202 - Understanding Human Development (SS) (5)**

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.

**PSY 209 - Fundamentals of Research Methods in Social Sciences (NS) (5)**

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.

Prerequisite: ENG 102 or equivalent.

**PSY 220 - Fundamentals of Abnormal Psychology (SS) (5)**

The course assesses both past and present models of psychological abnormality including the current version of the diagnostic system. 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.

Prerequisite: ENG 102, PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents.

**PSY 240 - Critical Thinking and Writing Skills in Social Sciences (HU) (5)**

This course develops students' writing skills. It introduces students to various forms of scholarly writing and focuses on topics such as style and mechanics, APA format, etc. In this course students will also learn about critical thinking process used to analyze social issues and identify rational solutions. Topics examined include: argument analyzing and building; forms and standards of critical thinking; and evaluating sources of information.

Prerequisite: ENG 102 or equivalent.

**PSY 245 - Introduction to Social Psychology (SS) (5)**

This course introduces students to the concepts of 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.

Prerequisite: ENG 102, PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents.

**PSY 300 - Research, Reflections and Applications (2)**

This course provides international students an introduction to the clinical and professional subfields that comprise the broad field of psychology in the United States. Emphasis is placed on developing an understanding of the range of psychology-related fields and services, diversity of clients and patients, and fundamental job and skill requirements for those working in these fields and services. Students will develop a more comprehensive understanding of how their educational and professional goals fit within this broad field of psychology, both in Mexico and internationally.

**PSY 311 - Writing and Critical Thinking in Social Science (HU) (5)**

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.

**PSY 312 - Research Methods and Statistics in Social Science (NS) (5)**

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.

Prerequisite: PSY 201 and PSY 202 or their equivalents.

**PSY 313 - Ethics (SS) (5)**

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.

Prerequisite: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents.

**PSY 314 - Personality Theory (SS) (5)**

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.

Prerequisite: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents.

**PSY 315 - Learning Theory (SS) (5)**

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.

Prerequisite: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents.

**PSY 316 - Psychology Of Difference (SS) (5)**

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.

Prerequisite: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents.

**PSY 317 - Social Psychology (SS) (5)**

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.

Prerequisite: PSY 201, PSY 202, PSY 311, PSY 312.

**PSY 321 - Race and Ethnic Issues (SS) (5)**

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.

**PSY 322 - Forensic Psychology (SS) (5)**

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.

**PSY 323 - Psychological Testing (SS) (5)**

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.

**PSY 324 - Introduction to Behavioral...**
Pharmacology (NS) (5)

This course introduces students to the study of behavioral pharmacology using a blended approach of pharmacology, neuroscience, and psychology. Through various learning activities, students will explore how drugs affect nervous system functioning, neural and behavioral mechanisms that influence these effects, and how human performance – behavioral and cognitive – is impacted by the effects. Upon completion of this course, students should be able to discuss the neurological, behavioral, and subjective effects of drugs on the nervous systems' functioning.

PSY 411 - Organizational Behavior (SS) (5)

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.

Prerequisite: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents.

PSY 413 - Neuropsychology (NS) (5)

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.

Prerequisite: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents.

PSY 414 - Abnormal Psychology (SS) (5)

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.

Prerequisite: PSY 201, PSY 202, PSY 311, PSY 312.

PSY 415 - Psychology Of Adolescents (SS) (5)

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.

PSY 416 - Psychology Of Gender (SS) (5)

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.

PSY 417 - Loss and Grief (SS) (5)

In this course, grief and loss experiences will be explored. This will include losses that include: death; the loss of significant relationships; moving from one community to another; loss of family members due to divorce/separation; and normal developmental stage losses. Normal and complicated grief reactions will be explored, as will cultural and spiritual influences. Examining community support and self-care will also be explored.

PSY 418 - Psychology of Substance Abuse (SS) (5)

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.

PSY 419 - Ecological Psychology (SS) (5)

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.

**PSY 420 - Health Psychology (SS) (5)**

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.

**PSY 421 - Interviewing And Counseling Skills (SS) (5)**

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.

**PSY 422 - Child Psychology (SS) (5)**

This course discusses the issues of children's biological and psychosocial development, relationship, and culture in a social context. It addresses topics such as physical, cognitive, social, and intellectual growth, language acquisition, family and peers, popularity, impact of mass media and culture on child's development.

**PSY 423 - Health Issues in Aging (SS) (5)**

Those who provide care for the elderly people, or are involved in advocacy for the elderly, need knowledge about the physical process of aging. This course explores the physiological changes that accompany the process of aging in the context of social, psychological, and economic factors that influence health status. Discussion topics include issues such as etiology of selected disorders, prevention, health promotion and maintenance, community and public health as well as complementary and alternative systems.

**PSY 498 - Senior Seminar (5)**

Practicum 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.

Prerequisite: PSY 201, 202, PSY 209 or PSY 312, PSY 220 or PSY 414, PSY 240 or PSY 311, PSY 245 or PSY 317, PSY 313-PSY 316, PSY 411, PSY 413, SOC 412.

**RESR**

**RESR 99 - Continuing Dissertation Services (0)**

Required for course registration each quarter a student is pursuing work on required doctoral dissertation studies beyond the RESR 694 series.

**RESR 601 - Residency 1 (1)**

The first residency will focus on the skills needed to begin development of the Problem Statement, Purpose Statement, and Research Question sections of the Dissertation Prospectus.

**RESR 602 - Residency 2 (1)**

The second residency will focus on the skills needed for composing literature reviews and methods sections of an applied dissertation in leadership.

**RESR 603 - Residency 3 (1)**

The third residency will focus on the skills needed to prepare the findings and conclusions of the student's dissertation. Students will also plan for their defense and explore strategies for dissemination.

**RESR 617 - Research Fundamentals (3)**

This course will review the elements essential to a dissertation or research article. Students will evaluate research articles for design and statistical analyses, as well as summarize and critique resources in their field of study.

**RESR 619 - Quantitative Research Methods (3)**

This course covers quantitative methods of data collection, including various types of surveys and experimental studies. Emphasis will be placed on different methodologies, validity, reliability, and the formulation of research questions. Students will explore basic statistical
tests used in quantitative methods.
Prerequisite: RESR 617.

**RESR 621 - Qualitative Research Methods (3)**

Several types of qualitative methods of data collection will be covered in this course, including various types of interviews, content analysis and case studies. Students will be able to evaluate different methodologies for validity and reliability as well as to determine which is/are most appropriate for different types of research questions.
Prerequisite: RESR 617.

**RESR 623 - Research Design (3)**

In this course, students will learn the foundations to research design. Emphasis will be placed on planning and writing a draft of a research prospectus. Upon completion of this course, students will be able to outline the requirements for a research study and understand the elements of research design.
Prerequisite: RESR 619, RESR 621.

**RESR 625 - Advanced Research Topics (3)**

Students will develop skills required to find, analyze, and synthesize literature pertaining to their dissertation's general research topic and/or specific research question. As preparation for their dissertation research, they will prepare a literature review and work on steps required to go through the dissertation process.
Prerequisite: RESR 617, RESR 619, RESR 621.

**RESR 641 - Advanced Qualitative Research (3)**

This advanced qualitative research course provides doctoral students added opportunities to explore and apply variations, applications, and evaluations of different qualitative data-collection methods. Students will evaluate the overall construction of qualitative designs; practice selecting and collecting qualitative data for disciplinary research; explore examples of naturalistic data; and apply a variety of analytic techniques associated with qualitative methodologies. The focus of the course will be on applying qualitative concepts, analyzing data, reading outputs, and translating outputs into meaningful findings.
Prerequisite: RESR 621.

**RESR 643 - Advanced Quantitative Research (3)**

This advanced quantitative methods course provides doctoral students with opportunities to apply advanced statistical tools used to analyze data in a variety of disciplines, advancing the student’s experience in assessing the quality of quantitative designs. The course includes linear and logistical regression; and different types of analysis of variance and covariance; along with metrics for evaluating research designs, effect sizes, and power analyses. The focus of the course will be on applying statistical concepts, using approved statistical software, to analyze data, gain experience reading outputs, and translating findings into meaningful results.
Prerequisite: RESR 619.

**RESR 694A - Dissertation 1 (3)**

Each student will complete a prospectus that presents his/her proposed research idea, including the statement of the problem, its background and significance, a brief review of the literature, and a proposed methodology and research design to address the problem. This stage of the dissertation process is complete when the student's chair and committee member give approval.
Prerequisite: LDRD 682.

**RESR 694B - Dissertation 2 (3)**

Each student will complete a proposal that will become the detailed introduction, literature review, and methodology chapters of the dissertation. This stage of the dissertation process is complete when the student's committee, CityU doctoral dissertation director, and Institutional Review Board give approval.
Prerequisite: RESR 694A.

**RESR 694C - Dissertation 3 (3)**

Each student will actively conduct research for the applied dissertation in leadership, analyze research findings, and write dissertation chapters on research findings and conclusion and discussion. The student will rework and revise based on committee feedback.
Prerequisite: RESR 694B.

**RESR 694D - Dissertation 4 (3)**

Each student will actively conduct research for the applied dissertation in leadership, analyze research findings, and write dissertation chapters on research findings and conclusion and discussion. The student will rework and revise based on committee feedback.
Prerequisite: RESR 694C.
RESR 694E - Dissertation 5 (3)

Each student will actively conduct research for the applied dissertation in leadership, analyze research findings, and write dissertation chapters on research findings and conclusion and discussion. The student will rework and revise based on committee feedback.
Prerequisite: RESR 694D.

RESR 694F - Dissertation 6 (3)

Each student will formally submit and orally defend the applied dissertation in leadership, as well as prepare sections for dissemination. This stage of the dissertation process is complete when the student's dissertation chair, committee member, university research reviewer, and doctoral program director give approval.
Prerequisite: RESR 694E.

SCI

SCI 201 - Human Nutrition (NS) (5)

This course introduces students to nutritional guidelines and assessments. Nutrition is 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 to develop an international perspective on nutrition and health challenges facing our contemporary world.

SCI 215 - Environmental Science (NS) (5)

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.

SCI 302 - Astronomy (NS) (5)

This course introduces students to the foundations of astronomy. Students gain an overview of our planetary system, including the solar system, the earth and its moon, and other planets. Stars, galaxies, and the evolution of the universe are also studied. Students evaluate theories and observations about the possibility of intelligent life elsewhere in the universe.

SCI 303 - Oceanography (NS) (5)

This course explores the field of oceanography by integrating current information and basic scientific principles used in the study of the oceans.

SCI 304 - Meteorology (NS) (5)

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.

SCI 306 - Health and Wellness (NS) (5)

This course explores issues related to physical and mental health and wellness. Health prevention and decisions about health and healthcare are examined in the context of life cycle, alternative medicine, and society and environment.

SCI 499 - Independent Study (1 to 5)

Independent Study

SOC

SOC 101 - Introduction to Sociology (SS) (5)

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. (Formerly SSC 200.)

SOC 305 - Social Media and Society (SS) (5)

Social media has become one of the most important tools of human interaction. Social media is also a source of information. In this course, students will examine how various types of social media shape people’s lives and social reality. This course will also look at social inequalities, such as age, gender, and socio-economic status, and their impacts on perception, access, and use of social media.

SOC 306 - Sociology of Health, Illness, and Medicine (SS) (5)
The professionalization of medicine has brought on many contemporary transformations in the medical field, yet health disparities still commonly relate to social categories such as gender, race or social class. This course will analyze medical organizations and institutions, as well as actions and interactions of healthcare professionals among each other and with patients. It will explore how various cultural and social contexts shape patients’ experiences. This course will also examine concepts such as medicalization of the society, social etiology of the diseases, alternative medicine, medical ethics, and bioethics.

SOC 318 - Gerontology (SS) (5)

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.

SOC 319 - Criminal Behavior (SS) (5)

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.

SOC 412 - Sociology of the Family (SS) (5)

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.

SPN

SPN 101 - Elementary Spanish I (HU) (5)

This course is designed to develop basic communication skills in Spanish and introduce students to the rich culture of the Spanish-speaking world. Students will be able to use Spanish in several contexts, including spontaneous conversation, reading, and writing. Students who participate in this course will also be able to participate more fully in local communities and global contexts.

SPN 102 - Elementary Spanish II (HU) (5)

This course is designed to develop basic communication skills in Spanish and introduce students to the rich culture of the Spanish-speaking world. Students use Spanish in several contexts, including spontaneous conversation, reading, and writing. As a result of this course, students are able to participate more fully in local communities and global contexts.

Prerequisite: SPN 101 or placement test.

SPN 103 - Elementary Spanish III (HU) (5)

Spanish 103 is the third course of a sequence of three elementary-level language courses (SPN 101, SPN 102, and SPN 103) designed to develop basic communication skills in Spanish and introduce students to the rich culture of the Spanish-speaking world. Students will use Spanish in several contexts, including spontaneous conversation, reading, and writing. As a result of this course, students will be able to participate more fully in local communities and global contexts.

Prerequisite: SPN 102 or placement test.

SSC

SSC 107 - Introduction To International Studies (SS) (5)

An introductory look at the worlds political, economic, and social structures in order to gain a better understanding of how nations interact and why world leaders take particular actions to further the interests of their nations. Emphasis is placed on the impact which world events have on individuals and the lives that they live.

SSC 108 - Introduction To American Government (SS) (5)

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.

SSC 202 - Introduction to Criminal Justice Systems (HU or SS) (5)

This course examines criminal justice as a system of
interlinked issues and decisions faced by a diverse network of individuals, groups, and agencies. It introduces students to core concepts from rule of law and how police operate to the mechanisms of punishment and social control; moreover, students will become introduced to landmark legal decisions and policies that impact the everyday functions (or dysfunctions) of the levers of justice. A wide variety of social and political issues will be examined in these contexts.

**SSC 203 - Introduction to Sociocultural Anthropology (SS) (5)**

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. Students will examine the factors that affect, shape, and create meanings in the everyday lives of people throughout the world. Topics to be discussed include culture, ethnicity and race, kinship and family organization, gender, belief in the supernatual and religion, political systems, means of making a living, and forms of inequality and social control.

**SSC 204 - Criminal Procedural Law (HU or SS) (5)**

Through case law and constitutional analysis, this course examines a range of procedural criminal law topics, such as: arrests, search and seizure, post-conviction treatment, origin, development, philosophy, and constitutional basis of evidence. Students will assess degrees of evidence and rules governing admissibility, judicial decisions interpreting individual rights, and an analysis of case studies from arrest through final appeal.

**SSC 218 - Introduction To Political Science (SS) (5)**

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.

**SSC 220 - Principles Of Microeconomics (SS) (5)**

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.

**SSC 221 - Principles Of Macroeconomics (SS) (5)**

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.

**SSC 300 - Comparative European Politics (SS) (5)**

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.

Prerequisite: INT 301, INT 305.

**TCI**

**TCI 501 - Media Based Learning (6)**

This course block contains outcomes relating to the knowledge of computer hardware, software, productivity tools, and other forms of media. Emphasis is placed on how these fit into the scheme of integrating technology to support classroom instruction and impact student learning. Upon completion of this block the candidate will demonstrate their ability to effectively utilize technology within the classroom setting.

Prerequisite: Admitted to MED program or by Director's approval.

**TCI 502 - Differentiated Instruction (6)**

This block contains outcomes relating to the knowledge of current issues in education and how technology can impact these issues, as well as how technology can impact different learning styles and diverse populations of
students. Emphasis is placed on using current technologies to improve teaching and student learning. Candidates will explore integrated learning systems, adaptive technologies, and computer aided instruction as a means to support student learning.

Prerequisite: Admitted to MED program.

**TCI 503 - Media Integration (6)**

This course block contains outcomes relating to the ability to apply practical experience in curriculum planning that takes specific advantage of technology to enhance and extend learning. State academic standards (including the Common Core State Standards) and the national technology standards will be used to make decisions about curriculum content and to plan technology-based activities. Participants use a variety of media to support inquiry learning. Writing and presentation web tools used for communication; and multimedia and web-tools will be used to design engaging learning environments.

**TCI 504 - Advanced Technology Design (6)**

This course block contains outcomes in which candidates examine and apply leadership principles in technology use, as well as, continue to build knowledge and expertise of emerging technologies that enhance student learning. Candidates explore and use a variety of emerging technologies such as streaming audio and video, GIS, handheld devices, virtual reality environments, web based technologies, and applets to determine their usefulness in teaching, learning, integration into curricula, and matching technologies to students' learning styles. Candidates demonstrate knowledge of course topics including: advocating for technology integration, addressing access and equity issues, assessing implemented practices to insure on-going support for professional development, and community relations.

**TCI 508 - Technology Leadership in Education (3)**

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.

Prerequisite: Admitted to MED program.

**TCI 513 - Staying Current with Emerging Technologies (3)**

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.

Prerequisite: Acceptance into the MEd/C&I program.

**TCI 517 - Fundamentals of Computers (2)**

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.

Prerequisite: Program approval.

**TCI 537 - Bridging Technology Gaps (3)**

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.

Prerequisite: Acceptance into MEd program.

**TCI 540 - Technology and Issues in Education (3)**

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.
Prerequisite: Program approval.

**TCI 550 - Skills and Pedagogy in Industrial Arts and Applied Design (3)**

This course introduces candidates to project-based learning, working technologies, design literacy and skills, with a focus on project design and approaches to implementation. Acquisition and application of these skills allow candidates to apply cross-curricular theories to solve practical and inquiry-based problems. Candidates learn how to apply these processes to their current pedagogy and practice. Design, curricular, and pedagogical skills learned in this course also allow candidates to improve their teaching practice in other content areas.

**TCI 650 - Applied Project in Industrial Arts and Applied Design (6)**

Based on principles of Project-Based Learning, this course advances candidates’ understanding of tools and technologies used in Industrial Arts and Applied Design through a self-directed study and project. Candidates create a large-scale project based on research of Industrial Arts principles and practices learned throughout the program. Candidates integrate theory and practice into the successful completion of this project. Candidates produce (a) a project incorporating the major elements of applied design, research of historical genres and use of technologies; (b) a set of full-scale plans including accurate measurements of all components; (c) safety procedure summaries; and (d) a presentation explaining the reason for the chosen project and the journey of its creation.

**TESOL**

**TESOL 510 - Principles of Language Learning and Teaching (3)**

TESOL 510 introduces major theories of first and second language acquisition and how the two processes are related. Candidates investigate how psychological, sociocultural, and linguistic factors affect students’ second language learning. Based on these theories, they develop a unit plan by setting functional and situational language objectives that reflects how language is acquired by promoting fluency. Candidates also develop a personal teaching philosophy statement that articulates a theoretical approach to teaching languages and informs future practice.

Prerequisite: Bachelor's Degree.

**TESOL 520 - History and Methods of Teaching Language (2)**

Basic methods and techniques for teaching the English language to all proficiency levels in a multicultural classroom are introduced. In addition, task-learning to ELP students is demonstrated. Participants have the opportunity to develop lesson plan and to discuss practical applications of materials learned.

Prerequisite: TESOL 510.

**TESOL 525 - Methods of Teaching Language (3)**

TESOL 525 introduces candidates to a historical overview of language teaching methodology spanning the 19th century to present day. Candidates examine and analyze a variety of teaching methods and approaches that reflect language learning theories and schools of thought. During this course, candidates gain a fuller understanding of the principles underlying the choices teachers make regarding classroom practices. Candidates also complete a minimum of eight classroom observation hours and analyze and reflect on this experience.

Prerequisite: TESOL 510.

**TESOL 530 - Teaching Grammar (3)**

TESOL 530 focuses on the form, meaning, and use of English grammar structures and identifies the most problematic areas for English language learners. The course teaches candidates how to develop a clearer understanding of English grammar and terminology. Candidates also learn about explicit and implicit teaching approaches and deliver grammar lesson presentations using these approaches.

Prerequisite: TESOL 510.

**TESOL 540 - Strategies for Teaching the Four Language Skills (3)**

TESOL 540 examines a variety of strategies for teaching reading, writing, listening, and speaking to English language learners. Candidates review fundamental concepts and popular teaching methodologies and gain practical knowledge for teaching these skills. Candidates learn and demonstrate a variety of techniques for teaching the four language skills and design a variety of lessons incorporating these skills.

Prerequisite: TESOL 510.

**TESOL 550 - Materials Development and**
Selection (2)

This course explores the methodologies available to build proficiency in the skill areas of listening, speaking, reading and writing. It also examines the learner skill repertoire required as well as practical techniques available to assist language students at all levels of proficiency.

Prerequisite: TESOL 510.

TESOL 555 - TESOL Materials Development and Selection (3)

TESOL 555 is the last course in the series of the TESOL Certificate Program. It introduces students to a needs-based, learner-centered approach to selecting, adapting, supplementing, and developing classroom materials for the adult learner of English. During the course candidates complete four observation hours in an ESL classroom and analyze and reflect on how materials are created, used, and supplemented. Candidates evaluate various classroom materials and create original materials for each of the four language skill areas in reading, writing, listening, and speaking, in addition to grammar and pronunciation. As a final project, candidates create a lesson plan using materials generated in this course and they reflect critically on professional practice while sharing their knowledge and experience with peers.

Prerequisite: TESOL 510, TESOL 525, TESOL 530, and TESOL 540.

TESOL 560 - Teaching English to the Young Learner (2)

TESOL 560 introduces the major theories of language learning in young children (aged 4-12). Students learn the major theories through application to the four language domains: speaking, listening, reading, and writing, in a variety of settings. By the end of the course, students are able to design and teach an appropriate instructional unit and lesson for a selected population of young learners.

Prerequisite: TESOL 510, TESOL 520, TESOL 530, TESOL 540, and TESOL 550.

TESOL 565 - Teaching English to the Young Learner (3)

TESOL 565 introduces the pedagogical theories of childhood language learning between the approximate ages of 4-10. Major theories in teaching language are introduced through application in a variety of settings. Lesson development focuses on age-appropriateness when teaching the four language skills, vocabulary, and grammar. By the end of the course, candidates are able to identify and utilize age-appropriate materials and activities for young learners as they create a comprehensive, contextualized unit plan which includes one language function, one grammar point, and a demonstration of a lesson from this unit plan.

Prerequisite: Undergraduate Degree; TESOL 510, TESOL 530, and TESOL 540 or program director approval.

TESOL 570 - Classroom Management, Grading and Assessment (2)

TESOL 570 is designed to improve awareness and understanding of the particular challenges involved in classroom management and assessment in an English language learning environment. Candidates review the basics of classroom management, and testing and evaluation in language and content classrooms. Candidates learn techniques for integrating classroom management practices and design assessment tools for systematically evaluating student performance for all language skills.

Prerequisite: TESOL 510, TESOL 520, TESOL 530, TESOL 540, and TESOL 550.

TESOL 575 - Principles and Tools for Second Language Assessment (3)

TESOL 575 introduces candidates to the particular challenges involved in assessing English language learners. Candidates review the basic principles of testing and evaluation in language and content classrooms. Candidates evaluate and design assessment tools and tasks for systematically evaluating student performance for all language skills. Candidates also develop a personal philosophy statement to guide future practice of assessing English language learners.

Prerequisite: Undergraduate Degree; TESOL 510, TESOL 530, and TESOL 540 or program director approval.

TESOL 580 - Introduction to Applied Linguistics (2)

TESOL 580 presents an overview of the field of linguistics including phonology, morphology, syntax, pragmatics, psycholinguistics, and sociolinguistics. Special emphasis is placed on the psychology of teaching and learning languages effectively, as well as practical approaches to teaching pronunciation to language learners. Candidates connect theory with practice and explore the characteristics of how languages are analyzed, adapted, and changed. Candidates discover and analyze how languages differ from one culture to the next and reflect social relationships.
Prerequisite: A Bachelor's degree, and TESOL 510, TESOL 520, TESOL 530, TESOL 540, and TESOL 550.

**TESOL 585 - Introduction to Applied Linguistics (3)**

TESOL 585 Introduction to Applied Linguistics presents an overview of the field of linguistics including phonology, morphology, syntax, pragmatics, psycholinguistics, and sociolinguistics. Special emphasis is placed on the process of teaching and learning languages effectively, as well as practical approaches to teaching language learners. Candidates connect theory with practice and explore the characteristics of how languages are analyzed, adapted, and changed. Candidates discover and analyze how languages differ from one culture to the next and reflect social relationships.

Prerequisite: Undergraduate Degree; TESOL 510, TESOL 530.

**TESOL 590 - Field Experience Internship (3)**

Field Experience Internship is a self-guided program in which TESOL Certificate students participate in a 20-hour teaching experience, designed to prepare them as TESOL professionals in future settings. Emphasis is placed on classroom teaching of ESL, or other discipline related programs (e.g. literacy, immigrant assimilation, etc.). Students employ various practices and teaching methodologies in TESOL settings and gain first-hand experiences. Students create and implement a unit plan, document their teaching, and write a reflection on the internship experience.

Prerequisite: TESOL 510, TESOL 520, TESOL 530, TESOL 540, TESOL 550, TESOL 560, TESOL 570, TESOL 580.

**Undeveloped Courses**

**DIT 605 - Information Technology Strategic Management (6)**

This course is under development.

**DIT 610 - Information Technology Policy and Governance (6)**

This course is under development.

**ERL 417 - Literacy Instruction: Meeting the Needs of All Learners (4)**

**DIT 615 - Planning and Managing IT Projects (6)**

This course is under development.

**DIT 620 - IT Innovation in Complex and Global Environments (6)**

This course is under development.

**DIT 625 - Information Assurance and Cybersecurity (6)**

This course is under development.

**DIT 630 - Data Driven Decisions (6)**

This course is under development.

**DIT 635 - Data and Business Analytics (6)**

This course is under development.

**DIT 670 - Information Technology Capstone (6)**

This course is under development.

**DITR 601 - Residency 1 (1)**

This course is under development.

**DITR 602 - Residency 2 (1)**

This course is under development.

**DITR 603 - Residency 3 (1)**

This course is under development.

**DITR 694A - Applied Doctoral Study 1 (2)**

This course is under development.

**DITR 694B - Applied Doctoral Study 2 (2)**

This course is under development.

**DITR 694C - Applied Doctoral Study 3 (2)**

This course is under development.

**DITR 694D - Applied Doctoral Study 4 (2)**

This course is under development.

**DITR 694E - Applied Doctoral Study 5 (2)**

This course is under development.

**DITR 695 - Applied Doctoral Study Implementation and Dissemination (4)**

This course is under development.

**EAD 524 - Instructional Design Technology (6)**

This course is under development.

**EDU 309 - Social Justice, Equity and Diversity (3)**

This course is under development.

**EDU 484 - Content Student Teaching (10)**

This course is under development.

**EML 486 - Ratios and Proportional Relationships**
ERL 405 - Introduction to Literacy Support (4)
This course is under development.

ESP 419 - Behavior Analysis and Management II (1)
This course is under development.

ESP 481 - Student Teaching in Special Education (10)
This course is under development.

ESP 558 - Instructional Accommodations and Modifications for Special Ed (3)
This course is under development.

FIN 551 - Equity Markets, Derivatives, Alternative Investments and Debt Instrument Management (3)
This course is under development.

FIN 553 - Capital Formation, Portfolio Management and Corporate Management (3)
This course is under development.

FIN 555 - Banking, Fixed Income and Movement of Capital (3)
This course is under development.

FIN 557 - Ethics, Quantitative Methods and Economics of Finance (3)
This course is under development.

HR 551 - Human Capital Strategy Management (3)
This course is under development.

HR 553 - Management of People (3)
This course is under development.

HR 555 - Workplace Management and Human Resources (3)
This course is under development.

HR 557 - Organization and the Human Resource Function (3)
This course is under development.

HSVC 470 - Social Justice in Human Services (5)
This course is under development.

HSVC 472 - Change Theory and Motivational Interviewing Skills (5)
This course is under development.

HSVC 491 - Internship and Practicum in Human Services (5)
This course is under development.

HSVC 492 - Human Services Culminating Project (5)
This course is under development.

PM 420 - Strategic Organization Design to Project Initiation (5)
This course is under development.

PM 422 - Communicating with Data (5)
This course is under development.

PM 450 - Managing Projects under Uncertainty (5)
This course is under development.

PM 472 - Emerging Topics in Project Management (5)
This course is under development.
Faculty Model

Does the profile cover our faculty model elsewhere? Beef this up if not and enhance. Technology, Counseling, other disciplines to be covered?

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.

Senior Academic Staff

Deans

Butler, Victoria
Dean, Gordon Albright School of Education
Ed.D (‘16) Seattle University
M.Ed. (‘90) Seattle University
B.E.D. (‘79) Seattle University

Cary, Tom
Dean, School of Management
J.D. (‘93) University of California at Hastings
B.A. (‘82) Colorado College

Core Faculty – U.S. and Canada

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B.A. (‘86) Gakushuin University

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M.S. Ed (‘09) Walden University
B.S. Biology (‘95) University of Tennessee

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M.A. (‘15) Trinity Washington University
B.A. (‘12) University of Maryland University College

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M.Ed (‘09) Lewis and Clark College
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BSPM (‘05) Henry Cogswell College

Associate Deans

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B.A. ('02) University of Washington

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M.S. ('83) Seoul, Korea

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Bilgin, Evrim - MA

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Cater, Elinora Jane - MA
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Cavanaugh, Natasha M. - JD
Cave, Steve - MFA
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Chaffey, Christine Ann Stephanie - MC
Chambers, Jeremy W. - MBA
Chambers, Linda Kay - MBA
Chan, John C. - PHD
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Chapman, Pamela - MA
Charoenruengkit, Werayuth - MS, PHD
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Downing, Sherri - M LEGAL STUDIES
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<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Field</th>
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<tbody>
<tr>
<td>Malone, Glenn</td>
<td>EDD</td>
<td></td>
</tr>
<tr>
<td>Maloof, Michael Allen</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Manger, Charles Bruce</td>
<td>MA</td>
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<tr>
<td>Mangram, Myles Edwin</td>
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<tr>
<td>Manley, Ron</td>
<td>PHD</td>
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<tr>
<td>Mann, Michal C.</td>
<td>PHD</td>
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<td>Mara, Mary B.</td>
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<td>Markova, Mariana</td>
<td>PHD</td>
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</table>
Pace, Myke - MED
Pak, Charles - PHD
Park, Sean R. - MA
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Witiw, Michael R. - PHD
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Wolf, Henry A. - MA
Wolfe-Schulte, Laura C. - MBA
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Woods, Robert - MA Applied Linguistics
Woods, Ronald R. - MA
Yasenchock, David A. - DBA
Yeomans, Timothy - EDD
Yesufu, Adenike O. - PHD
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Czech Republic
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Adamkova, Jana - MBA
Bosch, Hana - MBA
Budinsky, Petr - CSc.
Castka, Petr - Bc.
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Duty, Oldrich - MSc
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Kelly, Ciaran Seamus - MA
Koch, Thomas - MS
Lapour, Miroslav - MBA
Leskova, Zuzana - PHD
Maggu, Vidhu - PHD
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McGoldrick, Gregory K. - JD
Meissner, Gabriele - MBA
Nicholas, Kenneth L. - MA
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Smilevski, Kristijan - MBA
Vlachy, Jan - MSc, PHD
Young, Mitchell R. - MA

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Busikova, Alena - MBA
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Medarova, Valeria - MBA
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Bergman-Julian, Ian M. - MBA
Bowman, Larry - MBA
Cuenllas, Arturo - MBA
Di Battista, Gianpiero - M.Econ.
Hatzfeld, Peter - MBA
Leon, Konstantinos - PHD
Spantidea, Virginia - MA
Yerris, Victor – PHD
EQUAL OPPORTUNITY AND NON-DISCRIMINATION IN EDUCATION AND EMPLOYMENT

City University of Seattle is an educational community bound by common standards of conduct. The University recognizes that in order to fulfill its mission it must provide an educational environment that fosters respect for all members of the University community, which includes staff, faculty, students, interns, volunteers, University-affiliated board members and visitors, as well as one that is free from discriminatory practices.

Equal Opportunity and Nondiscrimination in Education

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 Student Administration. 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 Student Administration or designee as soon as a problem is recognized.

2. The aggrieved party and the Vice President of Student Administration or designee meet and an appropriate form is provided for the aggrieved party.

3. Once the form is completed, the Vice President of Student Administration or designee conducts an investigation and prepares a report of findings.

4. The Vice President of Student Administration or designee reviews the findings with the aggrieved party’s department head and the University’s executive team.

5. Within ten (10) 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 the aggrieved party’s peer group (such as another 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 Student Administration or designee for compliance with this procedure.
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