

2018-2019 CATALOG



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CityUniversity
of Seattle

CITY UNIVERSITY OF SEATTLE CATALOG

The contents of the 2018-2019 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, 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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Welcome to City University of Seattle

Our goal at City University of Seattle is to design this catalog, these programs, and every course for your success. Our definition of success means we have helped you comprehend and retain knowledge that will help you in your career and your life. We call them our learning objectives, and we measure our performance on how well we transmit those important aspects of knowledge.

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.

At City University of Seattle (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.

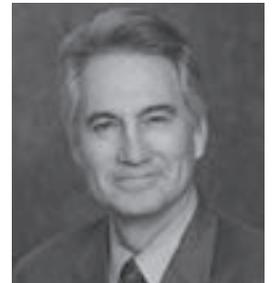
CityU has a rich heritage as one of the first Pacific Northwest universities to participate in distance and online education. We have an established tradition and commitment to personalized education with highly ranked academic and certificate programs. The University is ranked among the top 50 U.S.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



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

A handwritten signature in black ink that reads "Michael R. Cunningham". The signature is written in a cursive, flowing style.

Michael R. Cunningham, Ph.D.

ACADEMIC CALENDAR

| 2018/2019 | SUMMER 2018/19 | FALL 2018/19 | WINTER 2019 | SPRING 2019 |
|--|------------------------|--------------------------|------------------------|------------------------|
| Last Day of Registration | June 20, 2018 | September 20, 2018 | December 20, 2018 | March 20, 2019 |
| Late Registration for 10 Week and 5 Week-one Sessions | June 21, 2018-forward | Sept 21, 2018-forward | Dec 21, 2018-forward | March 21, 2019-forward |
| Late Registration for 5 Week-two Session | July 20, 2018-forward | October 20, 2018-forward | Jan. 20, 2019-forward | April 20, 2019-forward |
| First Day of Quarter | July 1, 2018 | October 1, 2018 | January 1, 2019 | April 1, 2019 |
| Last Day to Officially Withdraw from Class | 80% mark of the course | 80% mark of the course | 80% mark of the course | 80% mark of the course |
| Last Day of Quarter | September 30, 2018 | December 31, 2018 | March 31, 2019 | June 30, 2019 |
| Canada Day (Canadian Holiday) | July 2, 2018 | | | |
| Independence Day (U.S. Holiday) | July 4, 2018 | | | |
| Civic/Provincial Day (Canadian Holiday) | August 6, 2018 | | | |
| Labor Day (U.S. and Canadian Holiday) | September 3, 2018 | | | |
| Thanksgiving (Canadian Holiday) | | October 8, 2018 | | |
| Veterans Day (U.S. Holiday) Observed | | November 12, 2018 | | |
| Remembrance Day (Canadian Holiday) Observed | | November 12, 2018 | | |
| Thanksgiving (U.S. Holiday) | | November 22-23, 2018 | | |
| New Year's Day (U.S. & Canadian Holiday) | | | January 1, 2019 | |
| Martin Luther King Day (U.S. Holiday) | | | January 21, 2019 | |
| Family Day (British Columbia Holiday) | | | February 11, 2019 | |
| Presidents Day (U.S. Holiday) | | | February 18, 2019 | |
| Family Day (Alberta Holiday) | | | February 18, 2019 | |
| Good Friday (Canadian Holiday) | | | | April 19, 2019 |
| Victoria Day (Canadian Holiday) | | | | May 20, 2019 |
| Memorial Day (U.S. Holiday) | | | | May 27, 2019 |
| Commencement Ceremony | | | | TBA |

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

| | Summer 2018/19 | Fall 2018/19 | Winter 2019 | Spring 2019 |
|---------------------------------------|-----------------|-------------------|-------------------|---------------|
| 10 Week - Regular | July 9, 2018 | October 1, 2018 | January 7, 2019 | April 8, 2019 |
| 10 Week - Distance Learning | July 9, 2018 | October 1, 2018 | January 7, 2019 | April 8, 2019 |
| 5 Week - Regular | July 9, 2018 | October 1, 2018 | January 7, 2019 | April 8, 2019 |
| 5 Week - Distance Learning | July 9, 2018 | October 1, 2018 | January 7, 2019 | April 8, 2019 |
| 5 Week Two - Regular | August 20, 2018 | November 12, 2018 | February 18, 2019 | May 20, 2019 |
| 5 Week Two - Distance Learning | August 20, 2018 | November 12, 2018 | February 18, 2019 | May 20, 2019 |

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PROFILE OF THE UNIVERSITY

Governing Board & 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.

Leaders and Members of the Board of Trustees

| | |
|-----------------------------------|--|
| Mr. Tom Clevinger, | Chairman Executive, Retired |
| Dr. Donald Kripke, | Vice Chairman Clinical Associate Professor of Psychiatry, School of Medicine, University of California San Diego |
| Ms. Jeanne Connelly, | Secretary President, Connelly Consulting |
| Mr. Richard Chisholm, | Treasurer Managing Director, Higher Education & Nonprofit Group, Wells Fargo Securities |
| Dr. Michael R. Cunningham | (Ex Officio) Chancellor, National University System |
| Ms. Stacy Allison | Member Professional Speaker, Author |
| Mr. Gerald Czarnecki | Member Chairman & CEO, Deltennium Group, Inc. |
| Ms. Kim Folsom | Member Serial High Tech, Venture Backed Entrepreneur |
| Mr. Robert Freelen | Member Vice President Public Affairs, Emeritus Stanford University |
| Ms. Rebecca Henderson | Member Group President, Randstad Talent Solutions Group |
| Ms. Ruthann Heinrich | Member Executive, Retired |
| Mr. W. H. Knight, Jr. (Joe) | Member Distinguished Academic in Residence, Seattle University School of Law |
| Ms. Jean Leonard | Member Trustee Emeritus |
| Dr. Erlinda J. Martinez | Member Higer Education President, Retired |
| Mr. Michael R. McGill, P.E. | Member President, MMS Design Associates |
| Mr. Herbert Meistrich | Member President, Meistrich Capital Resources, Inc. |
| Ms. Joanne Pastula | Member Executive, Retired |
| Mr. Dan Pittard..... | Member Chairman and CEO, Pittard Partners LLC |

| | |
|----------------------------|--|
| Mr. Hiep Quach | Member Executive, Retired |
| Dr. E. Lee Rice | Member CEO and Medical Director, Lifewellness Institute |
| Mr. Carlos Rodriguez | Member Public Affairs and Communications Consultant, Rodriguez & Company |
| Mr. Jay Stone | Member Vice President, Van Scoyoc Associates, Inc. |
| Mr. Thomas Topuzes | Member President and CEO, Thomas Topuzes & Associates, LLC |

Office of the President

| | |
|------------------------------------|---------------------|
| Randy C. Frisch, M.B.A., J.D. | President |
| Ms. Nandi Moonflower, B.A. | Executive Assistant |

Office of Finance and Operations

| | |
|----------------------------------|--------------------------------------|
| Christopher Bryan, C.P.A., | Senior Director, Finance, Accounting |
| Janet O'Leary, M.A. | Director, Human Resources |
| Kevin Brown | Director, Information Technology |

Office of Academic Affairs

| | |
|---|--|
| Kurt Kirstein, Ed.D. | Provost |
| Antonio Esqueda Flores, M.Ed | Assistant Provost International Education |
| Tom Cary, J.D. | Dean, School of Management |
| Laura E. Williamson, Ed.D, M.B.A. | Associate Dean, School of Management |
| Kelly Flores, Ph.D. | Dean, School of Applied Leadership Dean, School of Arts and Sciences Dean, Gordon Albright School of Education |
| Mary Mara, M.L.I.S. | Director, Library Services |
| Christopher M. Johnson, M.S., Ph.D. ... | Director, Office of Institutional Effectiveness |
| Erin Thornbury, M.A. | Director, eLearning |
| Kathleen Yackey, M.A.C.P., M.Div. | University Registrar |

Office of Student Services

| | |
|----------------------------|---|
| Melissa Mecham, Ed.D. | Vice President, Student Administration |
| Darcy Keller | Director, Student Financial Services |
| Christine Knorr, M.A. | Academic Director, Washington Academy of Languages |
| Karen Langer, M.Ed. | Director, Counseling and Career Center |

Office of Enrollment Services

| | |
|--------------------------|--|
| Mika McAskill, M.S. | Vice President, Marketing and Enrollment |
| Jenn Caton, M.B.A. | Associate Vice President, Enrollment |

Bill Hayes Senior Director, Marketing
Amy Portwood, M.A. Director of Training and Operations
Maika Tshimbalanga, M.A. Director, Enrollment and Student Success, Canada
Lorelei Newman, M.S. Educational Counseling..... Manager, Development and Business
Sabine Saway, M.B.A. Director, International Student Office

International Division

Yanan Xu, M.B.A. China Program Director

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 represented as follows:

Flexibility - designing and delivering programs convenient for students;

Accessibility - providing educational opportunities to anyone, anywhere;

Innovation - continually creating new educational opportunities;

Relevance - teaching today what can be applied tomorrow; and

Global Perspectives - acting locally while thinking globally.

History and Philosophy

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

The University's mission is based on these philosophical principles:

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

Many of CityU's programs are offered through distance education and other innovative modes. The dispersion of instructional sites and the use of a variety of delivery systems are consistent with the University's mission and vision. As the University has grown, its 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 today accepted 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). Established in 2011, 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; John F. Kennedy University; the Division of Pre-College Programs, consisting of National University Academy and National University Virtual High School; and WestMed College.

Entities related to the System include the Center for Integrative Health, the National University System Institute for Policy Research, National University Golf Academy, and the Center for Performance Psychology. The System is headquartered in La Jolla, California.

City University of Seattle awards degrees and certificates at the undergraduate, graduate and doctoral level in dozens of academic fields. It offers instruction at locations throughout the state of Washington; the Canadian provinces of British Columbia and Alberta; and the countries of China, the Czech Republic, Mexico, Romania, Slovakia, Switzerland, and Vietnam. Each degree or certificate awarded by City University of Seattle is an affirmation of the knowledge, skill, and academic attainment of the recipient. The University's success as an organization is measured by the accomplishments of its graduates and their individual contributions to society.

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.

PROFILE OF THE UNIVERSITY

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). Recently, the MSPM has continued with its level of commitment to quality for continued receipt of re-accreditation for another 5 years. 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 Licensure as a Psychologist in the Province.

Locations in China, The Czech Republic, Mexico, Slovakia, Switzerland, and Vietnam have been granted the appropriate governmental authorizations, and are conducted in conformity with the relevant educational laws and regulations

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.

Institutional Partnerships

City University of Seattle is committed to providing access to higher education. To that end, it partners with community and technical colleges throughout the state of Washington, with local school districts, and with other private institutions of higher education to offer degree programs.

City University of Seattle has established Transfer Agreements with many community and technical colleges in an effort to provide bachelor's degree completion opportunities to transfer and technical students.

In addition to Transfer Agreements, the University works with several local community and technical colleges to provide on-site outreach and/or on-site courses. Internationally the University maintains a number of partnerships to facilitate access to U.S. programs of study through the co-location or joint delivery of programs in the host country. For a full list of transfer and partnership institutions, visit www.CityU.edu.

Equal Opportunity and Non-Discrimination in Education and Employment

To define student recruitment and admission, City University of Seattle subscribes to the principles and laws of the individual states and the federal government, including applicable Executive Orders that pertain to civil rights, equal opportunity, and affirmative action. City University of Seattle policy prohibits discrimination on the basis of race, gender, religion, age, national or ethnic origin, physical, mental or sensory disability, marital status, sexual orientation, and status as a veteran, in the recruitment, employment and retention of faculty and staff, and the operation of all University programs, scholarships, loans, activities, and services. Evidence of practices believed to be inconsistent with this policy should be reported to the Office of Human Resources, City University of Seattle, 521 Wall Street, Suite 100, Seattle, WA 98121, 206.239.4500.

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

Faculty

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

PROFILE OF THE UNIVERSITY

Bookstore

All bookstore services in the U.S. are provided online or in person at select locations through the University Book Store.

Students are able to:

- Order textbooks online through the bookstore's website (<http://www.ubookstore.com/>).
- Order textbooks by phone at 206.634.3400 or 1.800.335.7323
- Pick up books in person at the store located in the University District in Seattle or request that books be transferred to one of the other Puget Sound area locations for pick up.

Online purchases may be paid for by credit card. Rental and digital options that reduce the cost of course resources may be available.

Information on textbook buy-back policies and procedures can be found on the bookstore's website.

To locate a **complete** list of required resources for each City University of Seattle course, students may use the Course Document lookup found on the Library & Learning resource Center's website (www.cityu.edu/library). Please note that some required resources, available online at no cost to students, may also be found in Blackboard.

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

Students are able to:

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

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

Library & Learning Resource Center Services

The Vi Tasler Library & Learning Resource Center staff provides personalized, program specific support to students and faculty worldwide. Librarians are assigned by program and work closely with faculty to design course-integrated research guides and instruction in support of specific assignment requirements. Students who want 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.

City University of Seattle's library is nearly 98% digital, providing access whenever and wherever students are learning to over 230,000 e-books, 149,800 journals, 45,000 videos selected by librarians to meet program requirements. Through the library's website students will find:

- Course Resource Guides available 24/7 listing required and recommended course materials;

- Tutorials on how to find, evaluate, and use information resources;
- Online access to books, e-books, full-text articles, videos and other resources from leading vendors, including Proquest and EBSCO, via the library catalog;
- A staff directory that lists librarians who are assigned by 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: <http://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/>.

Sites and Access Information

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 Gordon Albright School of Education, the School of Arts and Sciences, the School of Applied Leadership, 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 locations, their addresses, and communications access numbers can be found at the back of this catalog or 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

Admission Policy

A “rolling admission” policy governs most programs, which means that the University will accept applications and announce admission decisions continually throughout the year. The exceptions are set forth below.

Overseas Applicants to Programs via Distance Learning

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

Applicants to Programs at Teaching Locations Outside of North America

The same requirements that govern admission to degree and certificate programs 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.

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 the application along with the nonrefundable application fee and all documents relevant to the respective degree or certificate programs. Online applications and fee payments may be submitted at www.CityU.edu. Any supplemental material required for admission to the program or school may also be submitted through the online application for processing. Paper documents should be submitted to City University of Seattle, Attn.: Admissions, 521 Wall Street, Suite 100, Seattle, WA 98121.
3. Request official transcripts from all previously attended institutions and have them sent to City University of Seattle, Office of the Registrar, 521 Wall Street, Suite 100, Seattle, WA 98121. Certified electronic transcripts which may be sent to evaluations@CityU.edu through an authorized vendor used by the student’s sending institution.
4. Meet the English proficiency requirement of the University.

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

Note to active-duty military students (and eligible dependents): A Servicemembers Opportunity College (SOC) agreement is valid for seven years from the date of agreement,

assuming the student does not take any break longer than two years. After two years of non-enrollment, in any home school or secondary SOC approved school, SOC agreements are no longer valid. Although City University of Seattle no longer issues new SOC agreements, existing agreements will be honored as noted above.

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

Application Deadlines for U.S. Domestic Applicants*

Consistent with the University’s rolling admission policy, U.S. domestic students may begin their studies in either the summer, fall, winter or spring term and must observe the following application deadlines. All admission documents including all external transcripts must be received by the 20th day of the month preceding the desired term start.

Application Deadlines

- Summer term start - June 20th
- Fall term start - September 20th
- Winter term start - December 20th
- Spring term start - March 20th

*Unless otherwise published.

Please see *Admission of International Students to Study in the U.S. and Canada* section for international deadlines.

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 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.)

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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 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 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

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 for All Graduate Degree and Certificate Programs

Master's Degree and Certificate Programs

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

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

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

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

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

No specific undergraduate major or emphasis is required for entrance into most graduate programs. Standardized entrance exams, such as the GRE, MAT and GMAT, are also not required.

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

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. Doctor of Business Administration applicants must have a master's degree in the field of Business

Note: for the Educational Leadership concentration the masters or doctoral degree must have a minimum cumulative GPA of 3.0.

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.
 - a. One reference must be a current supervisor
 - b. For the Principal, Superintendent, and Program Administrator certifications, contained within the Doctor of Education Leadership Education Leadership program, a second reference must be an Executive/District Administrator.
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: You 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.

Requirements for Special Admission to Graduate Programs (Applicants Without Approved Bachelors' Degrees)

Applicants may pursue master's degrees without four-year baccalaureate degrees from accredited or otherwise recognized institutions in rare instances. Three-year degrees from selected

countries are accepted. Other factors may influence acceptance of degrees of less than four years for admission.

If an applicant has neither a four-year nor an approved three-year degree, the school dean will determine whether the applicant may be offered "special admission." Applicants holding professional designations may also apply for special admission. When such an application is received, it is first evaluated by the Registrar'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).

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.

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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.

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

Graduate Degrees

Every applicant to the Master in Education (M.Ed.) and Master in Teaching (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.
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 Administrators

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

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

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 Specific to Graduate Programs in the School of Arts and Sciences (SAS)

Master of Counselling – British Columbia, Canada

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

Master of Counselling – Alberta, Canada

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

In addition all USA and Canadian students in the Master of Arts in Counseling/Master of Counselling must also meet the following:

- 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.

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- Master of Counselling (Canada) - A minimum of 50 hours of community social service volunteer experience, if the applicant has no counselling experience, is recommended.

Graduate Certificates

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

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

Admission Requirements Specific to Graduate Programs in the School of Applied Leadership (SAL)

Please refer to the section on Admission Requirements Specific to Doctoral Programs, 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.

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

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

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

- International student application.
- Nonrefundable application fee.
- Proof of English proficiency (see English proficiency policy in academic policy section).
 - Official transcripts and diplomas from all high schools, colleges and universities previously attended appropriate to degree application level, and official certified translations where necessary.
 - Copy of the student passport including identification page, expiration date, and U.S. visa page.
 - Copy of 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 above 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. as follows:

- International student application form.
- Nonrefundable application fee made payable in Canadian dollars, sent prior to receipt of the letter of admission.
- Proof of English proficiency (see English proficiency policy in academic policies section).
- Official transcripts and diplomas from all colleges and universities previously attended, and official certified translations where necessary.
- Copy of the identification page of the student passport.
- Current bank statement and sponsor statement if applicable.

Upon acceptance to City University of Seattle, students will be issued a letter of admission. To obtain a student visa, this letter must be presented to the closest Canadian consular or immigration office. Students should consult the international student advisor at the Vancouver B.C. teaching location. Also, students may visit the Citizen and Immigration Canada website for helpful information on studying in Canada: www.cic.gc.ca/english/study/index.asp

Practices Applicable to 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 and must observe the following application deadlines. All admission documents must be received at least 30 days prior to the start of the initial term of enrollment (60 days recommended for overseas applicants). Applications for study in the U.S. or Canada should be sent to the following addresses respectively:

International Student Office

City University of Seattle
521 Wall Street, Suite 100
Seattle, WA 98121, U.S.A.

<http://www.CityU.edu/prospective-students/international-students/>

(or)

International Student Office

City University of Seattle
789 Pender Street, Suite 310
Vancouver, BC V6C1H3, Canada

<http://www.CityUniversity.ca/admissions/future-students/international-students/>

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

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 DO NOT contribute to full-time status as defined by U.S./Canadian immigration regulations.

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.

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

Before becoming enrolled, international students on student visas are required to present proof that they have active medical insurance meeting the University established minimum coverage or enroll in the CityU sponsored international student health insurance plan. Details regarding the international student health insurance plan are available by contacting the International Student Office.

Employment - International Students Studying in the U.S.

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

Employment- International Students Studying in Canada

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

Visiting International Students 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.

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.

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.

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- 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.

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.

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

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 grade of 2.0 (C) or better.

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

Associate'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 25 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.

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.

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Transfer 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.

Transfer 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 |
| College Mathematics* | 5 credits |
| Humanities | 15 credits |
| Social Sciences | 15 credits |
| Natural Science/Mathematics | 15 credits |

*College Mathematic minimum level varies by 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.

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

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. All military credit requests should be submitted on a Joint Services Transcript (JST) or Community College of the Airforce Transcript, and must be sent directly to CityU. Joint Services transcripts are requested through <https://jst.doded.mil/smart/sign.in.do>.

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. Bachelor's degree candidates may earn up to 45 quarter credits via a PLA portfolio. Students may earn credit for a wide variety of courses in the PLA process, but some courses are not eligible for PLA, and others require the permission of the appropriate program director.

City University of Seattle will allow transfer of prior learning 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 prior learning assessment portfolios from more than one source or a

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large amount from a single course need to be aware of this 25% limitation. No exceptions may be made to this 25% rule.

Transfer Credit Toward Undergraduate Programs by Examination

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

College Entrance Examination Board Advanced Placement (AP) Examinations

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

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

College Level Examination Program (CLEP)

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

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

CLEP exams are offered at testing centers across the nation and by special arrangement at military installations around the world. City University of Seattle accepts test scores regardless of where the tests are administered. CLEP sponsors two types of exams—general and subject.

1. CLEP General Examinations

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

| Area of Study | Quarter Credits | Minimum Score |
|--------------------------|-----------------|---------------|
| English Composition | 9 | 50 |
| Humanities | 9 | 50 |
| College Mathematics | 9 | 50 |
| Natural Sciences | 9 | 50 |
| Social Science & History | 9 | 50 |

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

2. CLEP Subject Examinations

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

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

Excelsior College Examinations (EC Exams)

The battery of EC Exams currently consists of approximately 50 exams designed for the recognition of college-level learning acquired outside the classroom. Formerly administered by ACT-PEP, EC Exams are now administered via computer at Prometric Testing Centers in the U.S., Canada, and the U.S. Territories. The tests are also administered worldwide in paper and pencil format through an agreement with the Defense Activity for Non-Traditional Education Support program.

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

Defense Activity for Non-Traditional Education Support (DANTES)

The DANTES program administers most of the educational support activities originally undertaken by the U.S. Armed Forces Institute on behalf of the Department of Defense, including testing programs through which college credit may be earned. City University of Seattle awards credit for the following DANTES examinations.

- Subject standardized tests (DSST)
- End-of-course tests
- Subject examinations

Transfer Credit from Thirteenth-Year International Programs

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

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

Transfer Policies for Graduate and Doctoral Degree and Certificate Programs

Graduate or Doctoral Degree

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.

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.

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.

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.

FINANCIAL POLICIES & 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 2018-2019 (July 1, 2018 - June 30, 2019) is noted further in this chapter.

Tuition and Fee Variations

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

Regular undergraduate, graduate and doctoral tuition rates apply to all students studying in the United States and Canada, and cover all course formats, including but not limited to day, evening, and weekend classes; distance learning courses; mentored undergraduate or graduate research; internships; challenge exams; projects or theses; and university level English as a Second Language courses.

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

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

Specialized Tuition and Fees

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

Specific Tuition, Fees and Charges

Specific program and course fees for the U.S. and Canada are outlined in the Tuition, Fees and Charges table of this catalog. These fees are subject to change each year.

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.

Paying in Person

Students may pay in-person during normal business hours 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

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

Paying Online

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

Paying by Wire Transfer

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

Subsidiary Fees

Application Fee

All applicants seeking a degree, certificate, or "No Intended Degree" coursework, whether full-time or part-time, submit a

FINANCIAL POLICIES & FINANCIAL ASSISTANCE

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.

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.

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.

Past-Due Account Balance Fee

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

Returned Check Handling Fee

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

Collection Fee

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

Transcript Fee

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

FINANCIAL POLICIES & FINANCIAL ASSISTANCE

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 on 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.

Financial Assistance

Tuition Reimbursement and Third Party Billing

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

Employers may offer tuition reimbursement to students or direct billing from City University of Seattle as a third party payer. Direct billing is confirmed by means of a letter or voucher authorizing subsequent billing. Such letters or vouchers must be presented at the time of registration. Any portion that is not covered by the student's employer becomes the 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.

Financial Assistance (U.S.)

City University of Seattle administers various types of federal and state financial aid assistance programs to help students achieve their educational and professional goals. The University also awards scholarships on the basis of financial need, demonstrated academic ability, and other criteria. To the extent 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 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;
7. Has a valid Free Application for Federal Student Aid (FAFSA) on file in the Financial Aid Office.

Federal Assistance Programs (U.S.)

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. Part-time awards are available to eligible students attending less than full time, as well.

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.

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\$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 achieved at least 90 credits.

\$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 students and students pursuing a graduate or doctoral degree. Students or parents should contact the Office of 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.

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 an award.

4. Students are notified of their eligibility with an Award Notification. Students must complete the award notification process by either accepting or rejecting the funds offered. Unaccepted awards 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 tuition benefits. Federal guidelines with regard to educational benefits are also obtainable through an education advisor at the appropriate military station branch or the Veterans Administration Regional Office.

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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 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.

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.

Scholarship Programs

Scholarships Awarded by City University of Seattle

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 the University Withdrawal Committee.

All refunds solicited by students receiving financial aid will be referred to the Office of Student Financial Aid for review in

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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.

Tuition Refund Schedule (General)

Course refunds are calculated from the start day of the session, not the start date of the course. Please see the CityU website at www.cityu.edu or the portal at my.CityU.edu in Business Office/ Student Financials for the refund schedule by session.

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

Variations to the Refund Schedule are noted below.

| Refund begins on first day of session | Percentage of refund | | |
|---------------------------------------|----------------------|----------|----------|
| | 100 % | 50 % | 0 % |
| 10-week session | Up to Day 7 | Day 8-21 | 22+ days |
| 5-week session (1st) | Up to Day 1 | Day 2-7 | 8+ days |
| 5-week session (2nd) | Up to Day 1 | Day 2-7 | 8+ days |

Tuition Refund Schedule for Student Attending in Oregon.

| Refund begins on first day of session | Percentage of refund | | | |
|---------------------------------------|----------------------|----------|-----------|----------|
| | 100 % | 50 % | 25 % | 0 % |
| 10-week session | Up to Day 7 | Day 8-21 | Day 22-28 | 29+ days |
| 5-week session (1st) | Up to Day 1 | Day 2-7 | Day 8-21 | 22+ days |
| 5-week session (2nd) | Up to Day 1 | Day 2-7 | Day 8-21 | 22+ days |

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.

Tuition Refund Schedule for Students Attending in Slovakia.

| Refund begins on first day of session | Percentage of refund | | |
|---------------------------------------|----------------------|----------|----------|
| | 100 % | 50 % | 0 % |
| 10-week session | Up to Day 7 | Day 8-28 | 29+ days |
| Weekend | Day 1 | Day 2-7 | 8+ days |

Tuition, Fees and Charges

The following tuition rates are effective for the academic year 2018-2019 (July 1, 2018 – June 30, 2019).*

| REGULAR TUITION | U.S. |
|---|--------|
| School of Management | |
| Undergraduate 100/200 Level per Credit | \$389 |
| Undergraduate Business Administration/ Management/Accounting/Project Management/ Healthcare Admin. 300/400 Level per Credit | \$456 |
| Undergraduate Tech Institute courses 300/400 Level per Credit | \$489 |
| Graduate per Credit | \$698 |
| Doctoral per Credit | \$742 |
| Doctoral Dissertation & Continuation per Course | \$1000 |
| School of Management International (note: applies once students hold a valid CityU I-20) | |
| Undergraduate 100/200 per Credit | \$479 |
| Undergraduate 300/400 per Credit | \$546 |
| Undergraduate Tech Institute per Credit | \$579 |
| Graduate per Credit | \$848 |
| Doctoral per Credit | \$892 |
| Doctoral Dissertation & Continuation per Course | \$1150 |
| Albright School of Education | |
| Undergraduate per Credit (100-400 level) | \$361 |
| M.Ed per Credit | \$520 |
| MIT per Credit | \$589 |
| School of Arts and Sciences | |
| Undergraduate 100/200 Level per Credit | \$389 |
| Undergraduate 300/400 Level per Credit | \$456 |
| MA Counseling per Credit | \$590 |
| Post-Graduate Chemical Dependency per class | \$1200 |
| Professional School Counseling per Credit | \$696 |
| School of Applied Leadership | |
| M.Ed. Adult Education per Credit | \$541 |
| M.Ed. Educational Leadership per Credit | \$696 |
| MAL/MS per Credit | \$698 |
| Doctoral per Credit | \$742 |
| Doctoral Comprehensive Exam | \$2000 |
| Doctoral Dissertation & Continuation per Course | \$1000 |

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| SPECIALTY TUITION | |
|--|---------|
| U.S. Active Duty Military, Active Guard and Reserves - Undergraduate per Credit | \$166 |
| U.S. Active Duty Military, Active Guard and Reserves - Graduate per Credit | \$312 |
| Spouses and Dependents of U.S. Active Duty Military, Active Guard and Reserve - Undergraduate per Credit | \$166 |
| Spouses and Dependents of U.S. Active Duty Military, Active Guard and Reserve - Graduate per Credit | \$312 |
| P-BAM per 5 credit block | \$1195 |
| P-BAM per 15 credit block | \$3585 |
| P-BAM per 20 credit block | \$4780 |
| WASHINGTON ACADEMY OF LANGUAGES | |
| ELP Level 0-8 per Course | \$800 |
| ELP Level 0-8 per A/B Course Block | \$1,600 |
| ELP Level 81, 85, 89 per Course | \$870 |
| ELP Level 80 | \$275 |
| World Language Continuing Education per Course | \$350 |
| World Language Undergraduate per Credit | \$389 |
| TESOL per Credit | \$275 |
| FEES AND CHARGES | |
| Application Fee | \$50 |
| Alumni Audit per Course | \$300 |
| Challenge Course Fee | \$300 |
| Diploma Apostille Fee | \$30 |
| Diploma Authentication Fee | \$15 |
| Diploma Apostille/Authentication | \$45 |
| Diploma Re-Issue Fee | \$50 |
| English Language Testing Fee | \$70 |
| Final Degree Audit Application Fee | \$100 |
| Late Registration Fee | \$100 |
| Official Transcript Fee per Copy - online | \$13 |
| Official Transcript Fee per Copy - on-site | \$18 |
| Prior Learning Portfolio Fee: 0 - 15 Credit Evaluation | \$500 |
| Prior Learning Portfolio Fee: 16 - 30 Credit Evaluation | \$1,000 |
| Prior Learning Portfolio Fee: 31 - 45 Credit Evaluation | \$1,500 |
| Unpaid Bill Carrying Cost Fee | 1% |

| REGULAR TUITION | CANADA |
|---|---------------|
| 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 |
| Challenge Course Fee | \$300 |
| Diploma Apostille Fee | \$30 |
| Diploma Authentication Fee | \$15 |
| Diploma Apostille/Authentication | \$45 |
| Diploma Re-Issue Fee | \$50 |
| English Language Testing Fee | \$70 |
| Final Degree Audit Application Fee | \$100 |
| Late Registration Fee | \$100 |
| Official Transcript Fee per Copy - online | \$13 |
| Official Transcript Fee per Copy - on-site | \$18 |
| Unpaid Bill Carrying Cost Fee | 1% |

*Inquire with an advisor about non-U.S. and Canadian locations.

Academic Policy

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. 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.

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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.

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.

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. The 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. CityU reserves the right to determine to what extent the language of instruction is English at institutions of education where applicants have studied.

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 the list of recognized standardized tests in Table 2.0.

Students who do not meet the required minimum 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.

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 30 quarter degree credits (or 20 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).
5. 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.
6. An undergraduate or graduate degree from an accredited or CityU-recognized institution where the language of instruction was English.

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

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

1. An iTEP score of at least 4.0 or an equivalent (refer to Table 1.0 for the iTEP English Proficiency measurements).
2. An undergraduate or graduate degree from an accredited or CityU-recognized institution where the language of instruction was English.

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 an equivalent (see test score equivalents below).
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 an equivalent (see test score equivalents below).
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.

English Language Program, Levels 0-8

Placement into the CityU English Language Program (ELP) will be based on the Test of English Proficiency (iTEP®) Plus Exam for internal English proficiency placement as defined by the chart below.

iTEP Plus Exam tests Reading, Listening, Grammar, Writing, and Speaking.

City University of Seattle ENGLISH PROFICIENCY MEASUREMENTS

| CityU Level Placement | iTEP Plus® Internet-based | TOEFL iBT® Internet-based | TOEFL PBT® |
|----------------------------------|---------------------------|---------------------------|------------|
| Graduate Programs | 4.5 or above | 87 | 65 |
| Assisted Graduate; Undergraduate | 4.0 | 76 | 56 |
| Level 8 | 4.3 | 80 | 57 |
| Level 7 | 4.0 | 76 | 55 |
| Level 6; Assisted Undergraduate | 3.5 | 64 | 48 |
| Level 5 | 3.0 | 55 | 40 |
| Level 4 | 2.5 | 46 | 34 |
| Level 3 | 2.0 | 37 | 27 |
| Level 2 | 1.5 | 20 | 14 |
| Level 1 | 1.0 | Below 20 | Below 14 |
| Novice | 0.5-0.9 | Below 20 | Below 14 |

Table 1.0

ACADEMIC POLICIES

*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.

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

City University of Seattle English Exam Score Table Reference

| Standardized Test | Language Assisted Undergraduate Programs | Undergraduate Programs | Language Assisted Graduate Programs | Graduate Programs |
|---|--|---|---|-------------------------------------|
| iTEP Plus | 3.5 | 4.0 | 4.0 | 4.5 |
| TOEFL iBT | 65 | 76 | 76 | 87 |
| University of Cambridge ESOL Exams | FCE First Certificate in English | FCE First Certificate in English | FCE First Certificate in English | CAE Certificate in Advanced English |
| IELTS (International English Language Testing System) | Band 6.0 | Band 6.0 | Band 6.0 | Band 6.5 |
| CAEL (Canadian Academic English Language) | N/A | Overall 60; Writing 60 | Overall 60; Writing 60 | Overall 70; Writing 70 |
| PTE (Pearson Test of English) | 46 | 51 | 51 | 59 |
| The EIKEN Test in Practical English Proficiency | N/A | EIKEN Grade Pre-1 | EIKEN Grade Pre-1 | EIKEN Grade 1 |
| WEST-B (Washington Educator Basic Skills Test) | N/A | OSPI passing scores on Reading & Writing Sections | OSPI passing scores on Reading & Writing Sections | N/A |

Table 2.0

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). Student 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.)

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

Definition of Degree, Degree Program and Program Plan

A **degree** defines the academic level at which the student has studied (e.g., bachelor, master), 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 and concentration 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, Emphasis, and Concentration

- **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. 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 30 quarter credits.
- **Emphasis (undergraduate programs)** – A designated group of courses directly related to the student's major field.

ACADEMIC POLICIES

The emphasis requires completion of at least 25 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)** – A designated group of courses directly related to the student's major field. The emphasis requires completion of at least 12 quarter credits. The courses identified for the emphasis area are listed on the student's program plan. Some graduate degree programs require completion of an emphasis and others do not.
- **Concentration (doctoral programs)** – At the doctoral level this term designates the student's 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. At the associate degree level, CityU will accept up to 65 credits in transfer. At the bachelor's degree level, 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 Programs

- **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** – 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

Definition of Residency - 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, available to active duty service members only, 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 25 percent of the program, up to maximum of 12 quarter credits 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, a maximum of 12 credits may be transferred, and all remaining credits must be taken in residence, regardless of the exact number needed to complete the program. Some exceptions may be granted by the school dean as outlined in the specific Transfer Policies for Graduate and Doctoral Degrees and Certificate Programs policy, with prior approval.

Definition of Certificate, Certificate Program and Certification

A City University of Seattle **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 City University of Seattle:

- Undergraduate Certificate in Project Management
- 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.

Enrollment Credit Load Definition

City University of Seattle Recognizes the following quarter credits and enrollment levels per term:

| Enrollment | Undergraduate | Graduate | Doctoral |
|--------------------|---------------|----------|----------|
| Full-time | 10-15* | 6-12* | 6-9* |
| 3/4 time | 7-9 | 4-5 | 4-5 |
| 1/2 time | 5-6 | 3 | 3 |
| Less than 1/2 time | 1-4 | 1-2 | 1-2 |

*See the overload policy regarding credit maximums per term.

Undergraduate students wish to use their U.S. military educational benefits are subject to a different enrollment level.

Credit Load for Students Receiving U.S. Veterans Benefits

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

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

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

Credit Load for Students Receiving Institutional Scholarships

Both undergraduate and graduate students receiving financial scholarships may have differing enrollment requirements. Consult the Financial Aide Office to determine whether they are subject to different definitions of full-time load and different limitations on maximum credit enrollment.

Credit Load for International Students

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

Undergraduate students must enroll in fifteen (15) quarter credits per term to be considered full-time. Graduate and Doctoral students must enroll in six (6) quarter credits per term to be considered full-time.

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

Credit Overload Consideration

The maximum credit load per term is fifteen (15) quarter credits for undergraduate students, twelve (12) quarter credits per term for graduate students and nine (9) quarter 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 quarter credits at City University of Seattle and are in at least the third term of study. Graduate and doctoral students must have a cumulative GPA of at least 3.25 and have earned at least (9) nine quarter credits and must be at least in the third term of study at City University of Seattle.

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

Students Receiving Financial Assistance

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

Course Information/Attendance

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. There 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)

ACADEMIC POLICIES

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 not 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.

Attendance/Contact Policy for Mixed Mode and Distance Learning Classes

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

The U.S. Department of Veterans Affairs (VA) requires documentation of course attendance/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 and are seeking a refund.

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

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 inclass 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 with 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.

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 course 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 managements 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.

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.

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.

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.

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 do count in course substitution, waiver, or direct equivalency calculations.

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.

ACADEMIC POLICIES

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.

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.

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.

| Degree/Certificate Type | Category | Length of Teach-out |
|----------------------------|------------------------|---------------------|
| Undergraduate Certificates | All | 2 years |
| Associate Degrees | All | 3 years |
| Bachelor Degrees | All | 4 years |
| Graduate Certificates | All | 2 years |
| Graduate Degrees | 60 credits or less | 3 years |
| Graduate Degrees | 60 credits and greater | 4 years |
| Doctoral Degrees | All | 6 years |

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.

Degree Requirements

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.

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 dean.

Undergraduate General Education Requirements

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

The distribution requirements for students pursuing an Associate degree:

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

The distribution requirements for students pursuing a baccalaureate degree are:

| | |
|---------------------|-------------------|
| College Composition | 5 quarter credits |
| College Mathematics | 5 quarter credits |

ACADEMIC POLICIES

| | |
|------------------------------|---------------------|
| Humanities | 15 quarter credits* |
| Social Sciences | 15 quarter credits* |
| Natural Sciences/Mathematics | 15 quarter credits* |

Undergraduate Certificates:

The University may require all candidates for undergraduate certificates to satisfy one or both of the following minimum general education requirements:

| | |
|---------------------|-------------------|
| College Composition | 5 quarter credits |
| College Mathematics | 5 quarter credits |

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

Programs requiring higher level math as a prerequisite to upper-division study are noted in the program section, with the specific program.

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

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

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 course work.
2. Courses completed at other recognized institutions.
3. Standardized examinations in appropriate subjects.
4. Prior Learning Assessment (PLA).

General Education:

A course fulfilling the college composition requirement must stress written communication and be equivalent to the University's designated college composition course and must be taught in English. A course fulfilling the college mathematics requirement must be equivalent to the University's designated college mathematics course. Students must also complete courses in at least two separate disciplines within the humanities, social sciences, and natural sciences/mathematics. Examples of course areas with each discipline include:

Humanities

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

Social Sciences

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

Natural Sciences/Mathematics

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

*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 Learning Outcomes and Skill Development

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

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

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

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

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

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

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

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

City University of Seattle graduates demonstrate diverse and global perspectives.

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

City University of Seattle graduates are lifelong learners.

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

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

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 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.

Program Information

Change of Major

Students may request a change of major by contacting an advisor. Students must meet any additional admissions requirements that differ from the original program of study. Since courses function differently in the fulfillment of different majors, students who request a change of major should be aware that the resulting redistribution may result in additional course requirements. Students enrolled under U.S. veterans benefits should note that a change of major must be reported by the University to the U.S. Department of Veterans Affairs.

Second Major in an Undergraduate Degree Program

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

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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.

Grading System

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

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

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.

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

X (Audit)

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

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

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

Certain courses are designed to extend beyond one term, or in rare instances are permitted to do so. In such cases a Y is posted for each term in which the course is ongoing. 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.

Transcripts

Official transcripts of all grades may be obtained by sending a signed, written request and \$10 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" in the Finance Policy section of this catalog.

Student Receipt of Grades

Students have the ability to view and print out a copy of their grades at any time by going to the 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.

Grade Point Average (GPA)

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

Forgiveness for Grades from a Previous Program

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

| Percentage | Decimal Grade |
|---------------|---------------|
| 100.0 - 98.75 | 4.0 |
| 98.74 - 97.50 | 3.9 |
| 97.49 - 96.25 | 3.8 |
| 96.24 - 95.00 | 3.7 |
| 94.99 - 93.75 | 3.6 |
| 93.74 - 92.50 | 3.5 |
| 92.49 - 91.25 | 3.4 |
| 91.24 - 90.00 | 3.3 |
| 89.99 - 88.75 | 3.2 |
| 88.74 - 87.50 | 3.1 |
| 87.49 - 86.25 | 3.0 |
| 86.24 - 85.00 | 2.9 |
| 84.99 - 83.75 | 2.8 |
| 83.74 - 82.50 | 2.7 |

| | |
|---------------|---|
| 82.49 - 81.25 | 2.6 |
| 81.24 - 80.00 | 2.5 Minimum passing grade - Doctoral level |
| 79.99 - 78.75 | 2.4 Failing grade Doctoral |
| 78.74 - 77.50 | 2.3 |
| 77.49 - 76.25 | 2.2 |
| 76.24 - 75.00 | 2.1 |
| 74.99 - 73.75 | 2.0 Minimum passing grade - graduate level |
| 73.74 - 72.50 | 1.9 Failing grade - graduate |
| 72.49 - 71.25 | 1.8 |
| 71.24 - 70.00 | 1.7 |
| 69.99 - 68.75 | 1.6 |
| 68.74 - 67.50 | 1.5 |
| 67.49 - 66.25 | 1.4 |
| 66.24 - 65.00 | 1.3 |
| 64.99 - 63.75 | 1.2 |
| 63.74 - 62.50 | 1.1 |
| 62.49 - 61.25 | 1.0 |
| 61.24 - 60.00 | 0.9 |
| 59.99 - 58.75 | 0.8 |
| 58.74 - 57.50 | 0.7 Minimum passing grade - undergraduate level |
| 57.49 - 56.25 | 0.6 Failing grade - undergraduate level |
| 56.24 - 55.00 | 0.5 |
| 54.99 - 53.75 | 0.4 |
| 53.74 - 52.50 | 0.3 |
| 52.49 - 51.25 | 0.2 |
| 51.24 - 50.00 | 0.1 |
| 49.99 - 0.00 | 0.0 |

Performance

Scholastic Achievement Honored

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

Bachelor's Degree Programs – Latin Honors

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.

- **summa cum laude** (with highest honor/praise) **3.900**
- **magna cum laude** (with great honor/praise) **3.800**
- **cum laude** (with honor/praise) **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 his or her first major was completed, he or she is eligible for honors for the second program, and may attend Commencement a second time.

To have Latin honors recognized at Commencement, students must have completed all program coursework prior to Commencement or be in their final term. All grades for decimally graded courses must have been submitted before the ceremony (i.e., only the grades from P/NP courses may remain outstanding), and students must have earned Latin honors (a cumulative GPA in the top ten (10) percent of the class). Honors are announced when 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 3.9 or higher are awarded President's honors. If a student has earned two degrees in one academic year, each degree is evaluated separately for honors eligibility. In such cases, the cumulative GPA for each degree is posted separately and honors are awarded accordingly. If a student completes a second major in a different year from the one in which the first major was completed, he or she is eligible for honors for the second program, and may attend Commencement a second time.

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

ACADEMIC POLICIES

- 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 graduate quarter credits.
- Undergraduate students must achieve at least a 3.50 term GPA; graduate students at least a 3.80.

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.

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.

Internships

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

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

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

Requirements for Research Involving Human Subjects

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

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

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

Commencement Exercises

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

Students who completed their degree requirements during the preceding summer, fall, winter or spring term are eligible to participate. A student who by the end of the current spring term is within 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.

STUDENT RIGHTS & 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.

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

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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 Rights and Privacy Act of 1974 (FERPA).

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

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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 aids may include taped texts, readers, interpreters, note-takers, tape recorders, adaptive classroom equipment and other similar services or equipment. If necessary or appropriate, modification of academic requirements may include a change in the length of time permitted for completion of degree requirements, and adaptations in the manner courses are conducted or teaching is demonstrated. Requirements essential to the program of instruction or related to licensing requirements are not regarded as discriminatory.

Examples of reasonable academic accommodations are:

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

Policy of Non-Discrimination

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/Non-Discrimination in Education and the Grievance Process

Regarding student recruitment and admission, City University of Seattle subscribes to the principles and laws of the State of Washington and the federal government, including applicable Executive Orders that pertain to civil rights, equal opportunity, and affirmative action.

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

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

Grievance Process

City University of Seattle has created the following procedure to

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

The grievance filing procedure is as follows:

1. The aggrieved party contacts the Vice President of Student Services or designee as soon as a problem is recognized.
2. The aggrieved party and the Vice President of Student Services or designee meet and an appropriate form is provided for the aggrieved party.
3. Once the form is completed, the Vice President of Student Services or designee conducts an investigation and prepares a report of findings.
4. The Vice President of Student Services or designee reviews the findings with the aggrieved party's department head and the University's executive team.
5. Within ten days the outcome of these reviews will be shared with the aggrieved party.
6. In the event of any apparently irreconcilable conflict, a three person board comprised of non-involved faculty, staff and a member of 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 Services or designee for compliance with this procedure.

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

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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 Harrassment 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 filled 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

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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 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

STUDENT RIGHTS & RESPONSIBILITIES

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. Please see other sections of the Student Rights and Responsibilities section of this catalog for more details.

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 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 Technology Committee 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 Principle

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

Definitions

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

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

User: Any person who has been provided with an account or who uses City University of Seattle 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 in direct violation of the code.
6. Users shall use appropriate standards of civility when accessing the University's information technology resources. Users have the right to expect communication that is respectful and ethical. The transmittal of personally or intentionally abusive content is expressly prohibited in written documents or in communication transmitted over the University networks and the Internet.
7. Users are prohibited from sending unsolicited, unofficial communication not limited to spam mail, junk mail, chain letters, and other such documents to other City University of Seattle users or to outside recipients.
8. Users will honor the privacy of other users of University provided technology resources. Accordingly, users will not distribute the email addresses of other University users unless approved by City University of Seattle management.
9. The downloading, copying or installing of software applications requiring licensing on University computers may only be done by authorized City University of Seattle personnel. The Information Technology department will maintain an inventory and backup media of all City University of Seattle purchased licensed software.
10. Users are prohibited from altering the setup or configuration of any City University of Seattle technology resource unless authorized by University management.
11. City University of Seattle technology resources are the property of City University of Seattle and are to be used for University related business. These resources are not to be used for personal commercial purposes or for personal financial or other gain including unauthorized use of consumables.
12. Users are prohibited from downloading or copying materials

STUDENT RIGHTS & RESPONSIBILITIES

where it infringes on the copyright protection of those materials. This includes music, videos and other information that is protected by copyright laws.

Privacy Statement

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

Enforcement and Sanctions

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

Peer-to-Peer File Sharing

City University of Seattle provides access to its computing facilities and equipment, its information technology system, and connectivity to the internet, for the purpose of advancing and enhancing the educational objectives of its programs. Systems usage is restricted to educational activities directly tied to program objectives and incidental personal communications. Use of 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.

Scholastic Honesty

Scholastic honesty in students, faculty and staff requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. The University holds students individually responsible for understanding and exercising standards of scholastic honesty in every aspect of study and in all work submitted. Various methods of plagiarism detection may be used by any faculty member in any City University of Seattle course.

Definitions

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

1. Cheating:

- Using unauthorized materials such as books or notes to answer examination questions.
- Copying another student's homework, written assignments, examination answers, electronic media, or other data.
- Assisting or allowing someone else to cheat.

2. Plagiarism:

- Presenting another person's work as your own.
- Paraphrasing or condensing ideas from another person's work without proper citation.
- Failing to document direct quotations with a proper citation.
- Word-for-word copying, use of select phrases from another's work or simply failing to properly cite all sources from which data, examples, ideas, words, or theories are found.

3. Other forms of scholastic dishonesty:

- Changing examination solutions after the fact, inventing, changing or falsifying data or research.
- Reproducing or duplicating images, designs, or web pages without giving credit to the developer, artist, or designer.
- Submitting work created for another course without prior approval from the instructor.
- Misrepresenting oneself or one's circumstance to gain an unfair advantage.
- Collaborating with another person(s) without prior approval from the instructor.
- Selling or providing term papers, course work, or assignments to other City University of Seattle students and/or to 3rd parties outside the institution knowing that the intention is to plagiarize.
- Bribing or attempting to bribe an instructor.

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

An instructor or staff member may file a formal Violation of Scholastic Honesty Allegation by following the instructions found in the Faculty Handbook or the City University of Seattle Catalog for the current academic year. The Scholastic Honesty Board will be convened and a review of the allegation will commence in a fair and impartial manner. A student may not withdraw from a course after being informed that a scholastic honesty allegation has been filed for that course, whether the communication was by letter, email, or some other means.

Violation Sanctions

In cases where a violation is found to have occurred, disciplinary actions may include, but are not necessarily limited to, the following:

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

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

Student's Right to Appeal

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

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.



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 Writing5 Credits
College Composition II (ENG 102)

Humanities20 Credits
College Composition all others
Oral Communications - Speech
Creative Arts I

Social Sciences 15 Credits
General Psychology
Developmental Psychology
US History or World Civilization

Natural Sciences/Math20 Credits
Life Science
Physical Science
Lab

Natural Science Elective
College Mathematics
Math for Elementary Teachers **

Academic Content Area: HU, SS or NS *** 30 Credits

Theory & Practice in Education..... 1 Credit

** This Program requires MAT252 (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.

Bachelor of Arts in Education

Elementary Education - 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 Core Requirements 11 Credits

EDE 307 Special Education & Special Programs
EDE 325 Sustainability and the Social Sciences
EDE 403 Health & Fitness Methods
EDE 370A Content: Creative Arts Concepts

Combined Requirements43 Credits

EDE 433 Content: Mathematics I
EDE 439 Content: Mathematics II
EDU 308 American School Law & Issues in Special Populations
EDU 313 Multicultural Education
EDU 320A Content: Instructional Strategies P-12
EDU 329 Science, Technology, Engineering and Math
EDU 383A Content: Classroom Management
EDU 404A Content: Student Assessment & Evaluation
EDU 495 Positive Impact on Student Learning: Project
ERL 436 Literacy Instruction and Assessment I
ERL 438 Literacy Instruction and Assessment II
ERL 440 Language Arts and Literacy Integration
ESP 423 Curriculum Modifications & Adaptation

Upper Division Electives21 Credits

Internship and Student Teaching Requirements15 Credits

EDU 349 September Experience
EDU 350 Introduction to Field Experience
EDU 351 Internship I
EDU 352 Internship II
EDU 353 Internship III
EDU 480 Student Teaching in Elementary Education

Bachelor of Arts in Education

Elementary Education and Early Childhood - 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 Core Requirements 11 Credits

- EDE 307** Special Education & Special Programs
- EDE 325** Sustainability and the Social Sciences
- EDE 403** Health & Fitness Methods
- EDE 370A** Content: Creative Arts Concepts

Early Childhood K-3 Core Requirements 20 Credits

- ECE 301** Foundations in Early Childhood Education
- ECE 302** Cognitive Development and Brain Research
- ECE 306** Family, Culture and Community Connections
- ECE 308** Creativity, Play and Early Learning
- ECE 400** Pre-Primary and Primary Curriculum and Instruction
- ECE 412** Developmentally Appropriate Practices for Infants and Toddlers

Combined Requirements 43 Credits

- EDE 433** Content: Mathematics I
- EDE 439** Content: Mathematics II
- EDU 308** American School Law & Issues in Special Populations
- EDU 313** Multicultural Education
- EDU 320A** Content: Instructional Strategies P-12
- EDU 329** Science, Technology, Engineering and Math
- EDU 383A** Content: Classroom Management
- EDU 404A** Content: Student Assessment & Evaluation
- EDU 495** Positive Impact on Student Learning: Project
- ERL 436** Literacy Instruction and Assessment I
- ERL 438** Literacy Instruction and Assessment II
- ERL 440** Language Arts and Literacy Integration
- ESP 423** Curriculum Modifications & Adaptation

Internship and Student Teaching Requirements 16 Credits

- EDU 337** Practicum
- EDU 349** September Experience
- EDU 350** Introduction to Field Experience
- EDU 351** Internship I
- EDU 352** Internship II
- EDU 353** Internship III
- EDU 480** Student Teaching in Elementary Education

Bachelor of Arts in Education

Elementary Education and English Language Learners - 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 Core Requirements 11 Credits

- EDE 307** Special Education & Special Programs
- EDE 325** Sustainability and the Social Sciences
- EDE 403** Health & Fitness Methods
- EDE 370A** Content: Creative Arts Concepts

English Language Learners Core Requirements 17 Credits

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

Combined Requirements 46 Credits

- ECE 302** Cognitive Development and Brain Research
- EDE 433** Content: Mathematics I
- EDE 439** Content: Mathematics II
- EDU 308** American School Law & Issues in Special Populations
- EDU 313** Multicultural Education
- EDU 320A** Content: Instructional Strategies P-12
- EDU 329** Science, Technology, Engineering and Math
- EDU 383A** Content: Classroom Management
- EDU 404A** Content: Student Assessment & Evaluation
- EDU 495** Positive Impact on Student Learning: Project
- ERL 436** Literacy Instruction and Assessment I
- ERL 438** Literacy Instruction and Assessment II
- ERL 440** Language Arts and Literacy Integration
- ESP 423** Curriculum Modifications & Adaptation

Internship and Student Teaching Requirements 16 Credits

- EDU 337** Practicum
- EDU 349** September Experience
- EDU 350** Introduction to Field Experience
- EDU 351** Internship I
- EDU 352** Internship II
- EDU 353** Internship III
- EDU 480** Student Teaching in Elementary Education

Bachelor of Arts in Education

Elementary Education and Reading - Washington

Total Required Credits..... 181 Credits

Lower – Division Requirements.....90 Credits

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

Elementary Education Core Requirements 11 Credits

| | |
|-----------------|--|
| EDE 307 | Special Education & Special Programs |
| EDE 325 | Sustainability and the Social Sciences |
| EDE 403 | Health & Fitness Methods |
| EDE 370A | Content: Creative Arts Concepts |

Reading Core Requirements 14 Credits

| | |
|----------------|--|
| ERL 413 | Integrating Literacy in the Content Areas |
| ERL 414 | Literacy Applications in the Classroom |
| ERL 417 | Literacy Instructions: Meeting the Needs of All Learners |

Combined Requirements 50 Credits

| | |
|-----------------|---|
| EDE 433 | Content: Mathematics I |
| EDE 439 | Content: Mathematics II |
| EDU 308 | American School Law & Issues in Special Populations |
| EDU 313 | Multicultural Education |
| EDU 320A | Content: Instructional Strategies P-12 |
| EDU 329 | Science, Technology, Engineering and Math |
| EDU 383A | Content: Classroom Management |
| EDU 404A | Content: Student Assessment & Evaluation |
| EDU 495 | Positive Impact on Student Learning: Project |
| ERL 436 | Literacy Instruction and Assessment I |
| ERL 438 | Literacy Instruction and Assessment II |
| ERL 440 | Language Arts and Literacy Integration |
| ESP 423 | Curriculum Modifications & Adaptation |
| ESP 370A | Content: Exceptionality in Special Education |
| ESP 409A | Content: Fundamentals of the IEP Process |

Internship and Student Teaching Requirements 16 Credits

| | |
|----------------|--|
| EDU 337 | Practicum |
| EDU 349 | September Experience |
| EDU 350 | Introduction to Field Experience |
| EDU 351 | Internship I |
| EDU 352 | Internship II |
| EDU 353 | Internship III |
| EDU 480 | Student Teaching in Elementary Education |

Bachelor of Arts in Education

Elementary Education and Middle Level Mathematics - 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 Core Requirements 11 Credits

| | |
|-----------------|--|
| EDE 307 | Special Education & Special Programs |
| EDE 325 | Sustainability and the Social Sciences |
| EDE 403 | Health & Fitness Methods |
| EDE 370A | Content: Creative Arts Concepts |

Mathematics Core Requirements 18 Credits

| | |
|----------------|---|
| EML 435 | Mathematics: Number Sense and Theory |
| EML 445 | Mathematics: Geometry and Measurement |
| EML 481 | Standards of Mathematics Practice |
| EML 482 | Algebra and Functions |
| EML 485 | Mathematics: Probability and Statistics |
| EML 490 | Teaching Math: Bringing it all Together |

Combined Requirements 43 Credits

| | |
|-----------------|---|
| EDE 433 | Content: Mathematics I |
| EDE 439 | Content: Mathematics II |
| EDU 308 | American School Law & Issues in Special Populations |
| EDU 313 | Multicultural Education |
| EDU 320A | Content: Instructional Strategies P-12 |
| EDU 329 | Science, Technology, Engineering and Math |
| EDU 383A | Content: Classroom Management |
| EDU 404A | Content: Student Assessment & Evaluation |
| EDU 495 | Positive Impact on Student Learning: Project |
| ERL 436 | Literacy Instruction and Assessment I |
| ERL 438 | Literacy Instruction and Assessment II |
| ERL 440 | Language Arts and Literacy Integration |
| ESP 423 | Curriculum Modifications & Adaptation |

Internship and Student Teaching Requirements 22 Credits

| | |
|----------------|--|
| EDU 349 | September Experience |
| EDU 350 | Introduction to Field Experience |
| EDU 351 | Internship I |
| EDU 352 | Internship II |
| EDU 353 | Internship III |
| EDU 480 | Student Teaching in Elementary Education |
| EDU 493 | Student Teaching |

Bachelor of Arts in Education

Elementary Education and Special Education - 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 Core Requirements 11 Credits

| | |
|-----------------|--|
| EDE 307 | Special Education & Special Programs |
| EDE 325 | Sustainability and the Social Sciences |
| EDE 403 | Health & Fitness Methods |
| EDE 370A | Content: Creative Arts Concepts |

Special Education Core Requirements 15 Credits

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

Combined Requirements 43 Credits

| | |
|-----------------|---|
| EDE 433 | Content: Mathematics I |
| EDE 439 | Content: Mathematics II |
| EDU 308 | American School Law & Issues in Special Populations |
| EDU 313 | Multicultural Education |
| EDU 320A | Content: Instructional Strategies P-12 |
| EDU 329 | Science, Technology, Engineering and Math |
| EDU 383A | Content: Classroom Management |
| EDU 404A | Content: Student Assessment & Evaluation |
| EDU 495 | Positive Impact on Student Learning: Project |
| ERL 436 | Literacy Instruction and Assessment I |
| ERL 438 | Literacy Instruction and Assessment II |
| ERL 440 | Language Arts and Literacy Integration |
| ESP 423 | Curriculum Modifications & Adaptation |

Internship and Student Teaching Requirements 25 Credits

| | |
|----------------|--|
| EDU 349 | September Experience |
| EDU 350 | Introduction to Field Experience |
| EDU 351 | Internship I |
| EDU 352 | Internship II |
| EDU 353 | Internship III |
| EDU 480 | Student Teaching in Elementary Education |
| ESP 485 | Student Teaching in Special Education |
| ESP 465 | Transitions, Teaming and Collaboration |

Bachelor of Arts in Education

Special Education and Middle Level Mathematics - Washington

Total Required Credits..... 192 Credits

Lower – Division Requirements..... 90 Credits

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

Special Education Core Requirements 19 Credits

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

Mathematics Core Requirements 18 Credits

| | |
|----------------|---|
| EML 435 | Mathematics: Number Sense and Theory |
| EML 445 | Mathematics: Geometry and Measurement |
| EML 481 | Standards of Mathematics Practice |
| EML 482 | Algebra and Functions |
| EML 485 | Mathematics: Probability and Statistics |
| EML 490 | Teaching Math: Bringing it all Together |

Combined Requirements 43 Credits

| | |
|-----------------|--|
| EDU 308 | American School Law & Issues in Special Populations* |
| EDU 313 | Multicultural Education |
| ERL 436 | Literacy Instruction and Assessment I |
| ERL 438 | Literacy Instruction and Assessment II |
| EDU 320A | Content: Instructional Strategies P-12 |
| EDU 383A | Content: Classroom Management |
| EDU 404A | Content: Student Assessment & Evaluation |
| EDU 495 | Positive Impact on Student Learning: Project |
| EDE 433 | Content: Mathematics I |
| EDE 439 | Content: Mathematics II |
| ERL 440 | Language Arts and Literacy Integration |
| EDU 329 | Science, Technology, Engineering and Math |
| ESP 423 | Curriculum Modifications & Adaptation |

Internship and Student Teaching 22 Credits

| | |
|----------------|---|
| EDU 350 | Introduction to Field Experience |
| EDU 351 | Internship I |
| EDU 352 | Internship II |
| EDU 353 | Internship III |
| EDU 349 | September Experience |
| ESP 485 | Student Teaching in Special Education |
| EDU 493 | Student Teaching |
| ESP 465 | Transitions, Teaming, and Collaboration |

Bachelor of Arts in Education

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

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

Upper Division Electives37 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.

Master of Education in Curriculum and Instruction*

Total Required Credits..... 39 Credits

Foundation Core 12 Credits

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

Emphasis Requirements24 Credits

Curriculum and Instruction Emphasis

| | |
|----------------|----------------------------------|
| ECU 542 | Instructional Theory and Design |
| ECU 552 | Assessment for Student Learning |
| ECU 561 | Curriculum Design and Evaluation |
| ECU 562 | Differentiated Instruction |

Specialized Study Emphasis

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

Master Thesis Project3 Credits

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

Master of Education in Reading and Literacy*

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

Foundation Core 12 Credits

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

Reading and Literacy Core 24 Credits

| | |
|----------------|--|
| ERL 501 | Language Acquisition and Literacy |
| ERL 502 | Literacy Assessment and Analysis of Learning |
| ERL 503 | Literacy Leadership and Professional Development |
| ERL 546 | Reading and Writing Integration |

Master Thesis Project 3 Credits

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

Master of Education in Special 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 |
| ECU 506 | Practice of Diversity and Global Education |
| ECU 508 | School and Community Engagement |

Special Education Core..... 22 Credits

| | |
|----------------|--|
| ESP 670 | Exceptionality |
| ESP 671 | Student Assessment for Special Education |
| ESP 672 | IEP Process |
| ESP 673 | Behavior Analysis |
| ESP 674 | Low Incidence |
| ESP 675 | Curriculum Modifications and Collaboration |
| ESP 555 | Classic Autism/High Functioning |
| ETC 608 | Practicum |

Master Thesis Project 3 Credits

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

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.

Master in Teaching

Elementary Education – Washington

Total Required Credits.....54 Credits

Elementary Education Core Requirements7 Credits

| | |
|----------------|---|
| ETC 585 | Special Education and Special Programs |
| ETC 508 | Concepts of Sustainability and Social Sciences |
| ETC 595 | Classroom Management, Assessment and Evaluation |

Common Core Requirements 27 Credits

| | |
|----------------|--|
| ETC 501 | Human Growth and Development |
| ETC 506 | Integrated Instruction - Arts, Health and Fitness, Content Areas |
| ETC 509 | Diversity in Schools and Society |
| ETC 513 | Mathematics Methods I |
| ETC 514 | Mathematics Methods II |
| ETC 519 | Curriculum and Instructional Methods |
| ETC 553 | Public School Law |
| ETC 538 | Science, Technology, Engineering and Math Concepts |
| ETC 680 | Teacher Research I |
| ETC 683 | Teacher Research II |
| ETC 692 | Master Project: Introduction |
| ETC 693 | Master Project: Capstone |
| ESP 525 | Behavior Analysis and Management |

Literacy Block 9 Credits

| | |
|----------------|---|
| ETC 567 | Instruction and Assessment in Literacy I |
| ETC 570 | Instruction and Assessment in Literacy II |
| ETC 577 | Literacy, Language Arts and Children's Literature |

Internship and Student Teaching 11 Credits

- ETC 609 September Experience
- ETC 610 Internship I
- ETC 625 Internship II
- ETC 627 Internship III
- ETC 675 Student Teaching in Elementary Education

Master in Teaching

Elementary Education and English Language Learners – Washington

Total Required Credits.....69 Credits

Elementary Education Core Requirements7 Credits

- ETC 585 Special Education and Special Programs
- ETC 508 Concepts of Sustainability and Social Sciences
- ETC 595 Classroom Management, Assessment and Evaluation

English Language Learners Core Requirements 14 Credits

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

Common Core Requirements 27 Credits

- ETC 506 Integrated Instruction - Arts, Health and Fitness,
- ETC 501 Human Growth and Development
- ETC 509 Diversity in Schools and Society
- ETC 519 Curriculum and Instructional Methods
- ETC 513 Mathematics Methods I
- ETC 514 Mathematics Methods II
- ETC 680 Teacher Research I
- ETC 683 Teacher Research II
- ETC 692 Master Project: Introduction
- ETC 693 Master Project: Capstone
- ETC 553 Public School Law
- ETC 538 Science, Technology, Engineering and Math Concepts
- ESP 525 Behavior Analysis and Management

Literacy Block 9 Credits

- ETC 567 Instruction and Assessment in Literacy I
- ETC 570 Instruction and Assessment in Literacy II
- ETC 577 Literacy, Language Arts and Children's Literature

Internship and Student Teaching 12 Credits

- ETC 610 Internship I
- ETC 625 Internship II
- ETC 627 Internship III
- ETC 608 Practicum
- ETC 609 September Experience
- ETC 675 Student Teaching in Elementary Education

Master in Teaching

Elementary Education and Reading - Washington

Total Required Credits.....61 Credits

Elementary Education Core Requirements 7 Credits

- ETC 585 Special Education and Special Programs
- ETC 508 Concepts of Sustainability and Social Sciences
- ETC 595 Classroom Management, Assessment and Evaluation

Reading Core Requirements6 Credits

- ERL 557 Content Area Literacy Instruction
- ERL 558 Research in Literacy Application

Common Core Requirements27 Credits

- ETC 506 Integrated Instruction - Arts, Health and Fitness , Content Areas
- ETC 501 Human Growth and Development
- ETC 509 Diversity in Schools and Society
- ETC 519 Curriculum and Instructional Methods
- ETC 513 Mathematics Methods I
- ETC 514 Mathematics Methods II
- ETC 680 Teacher Research I
- ETC 683 Teacher Research II
- ETC 692 Master Project: Introduction
- ETC 693 Master Project: Capstone
- ETC 553 Public School Law
- ETC 538 Science, Technology, Engineering and Math Concepts
- ESP 525 Behavior Analysis and Management

Literacy Block9 Credits

- ETC 567 Instruction and Assessment in Literacy I
- ETC 570 Instruction and Assessment in Literacy II
- ETC 577 Literacy, Language Arts and Children's Literature

GORDON ALBRIGHT SCHOOL OF EDUCATION

Internship and Student Teaching 12 Credits

| | |
|---------|--|
| ETC 610 | Internship I |
| ETC 625 | Internship II |
| ETC 642 | Internship III |
| ETC 608 | Practicum |
| ETC 609 | September Experience |
| ETC 675 | Student Teaching in Elementary Education |

Master in Teaching

Elementary Education and Special Education - Washington

Total Required Credits.....69 Credits

Elementary Education Core Requirements7 Credits

| | |
|---------|---|
| ETC 585 | Special Education and Special Programs |
| ETC 508 | Concepts of Sustainability and Social Sciences |
| ETC 595 | Classroom Management, Assessment and Evaluation |

Special Education (P-12) Core Requirements9 Credits

| | |
|---------|-----------------------------------|
| ESP 529 | Fundamentals of the IEP Process |
| ESP 540 | Teaming and Transitions |
| ESP 528 | Student Assessment and Evaluation |
| ESP 535 | Low Incidence Disabilities |

Common Core Requirements 27 Credits

| | |
|---------|--|
| ETC 506 | Integrated Instruction - Arts, Health and Fitness, Content Areas |
| ETC 501 | Human Growth and Development |
| ETC 509 | Diversity in Schools and Society |
| ETC 519 | Curriculum and Instructional Methods |
| ETC 513 | Mathematics Methods I |
| ETC 514 | Mathematics Methods II |
| ETC 680 | Teacher Research I |
| ETC 683 | Teacher Research II |
| ETC 692 | Master Project: Introduction |
| ETC 693 | Master Project: Capstone |
| ETC 553 | Public School Law |
| ETC 538 | Science, Technology, Engineering and Math Concepts |
| ESP 525 | Behavior Analysis and Management |

Literacy Block9 Credits

| | |
|---------|---|
| ETC 567 | Instruction and Assessment in Literacy I |
| ETC 570 | Instruction and Assessment in Literacy II |
| ETC 577 | Literacy, Language Arts and Children's Literature |

Internship and Student Teaching 17 Credits

| | |
|---------|--|
| ETC 610 | Internship I |
| ETC 625 | Internship II |
| ETC 627 | Internship III |
| ETC 609 | September Experience |
| ETC 675 | Student Teaching in Elementary Education |
| ESP 642 | Student Teaching in Special Education |

Master in Teaching

Elementary Education with Culturally and Linguistic Diverse Learners - Washington

Total Required Credits.....49 Credits

Elementary Education Core Requirements4 Credits

| | |
|---------|--|
| ETC 508 | Concepts of Sustainability and Social Sciences |
| ETC 511 | Educational Testing, Assessment and Evaluation |

English Language Learners 5 Credits

| | |
|---------|--|
| ESL 541 | Linguistics for ELL Teachers |
| ESL 551 | Researching: History of Bilingual Educational and Advocacy |

Common Core Requirements 22 Credits

| | |
|---------|--|
| ETC 501 | Human Growth and Development |
| ETC 509 | Diversity in Schools and Society |
| ETC 513 | Mathematics Methods I |
| ETC 514 | Mathematics Methods II |
| ETC 519 | Curriculum and Instructional Methods |
| ETC 534 | Public School and Special Education Law |
| ETC 538 | Science, Technology, Engineering and Math Concepts |
| ETC 680 | Teacher Research I |
| ETC 683 | Teacher Research II |
| ETC 692 | Master Project: Introduction |
| ETC 693 | Master Project: Capstone |

Literacy Block 9 Credits

| | |
|---------|---|
| ETC 567 | Instruction and Assessment in Literacy I |
| ETC 570 | Instruction and Assessment in Literacy II |
| ETC 577 | Literacy, Language Arts and Children's Literature |

Residency and Student Teaching 9 Credits

| | |
|---------|------------------------------------|
| ETC 694 | Residency I |
| ETC 695 | Residency II |
| ETC 696 | Residency III and Student Teaching |

Master in Teaching

Elementary Education and Special Education - Low Incidence Disabilities - Washington

Total Required Credits..... 49 Credits

Elementary Education Core Requirements 5 Credits

- ETC 508** Concepts of Sustainability and Social Sciences
- ETC 595** Classroom Management, Assessment and Evaluation

Special Education (P-12) Core Requirements 2 Credits

- ESP 535** Low Incidence Disabilities

Common Core Requirements 24 Credits

- ETC 501** Human Growth and Development
- ETC 509** Diversity in Schools and Society
- ETC 513** Mathematics Methods I
- ETC 514** Mathematics Methods II
- ETC 519** Curriculum and Instructional Methods
- ETC 534** Public School and Special Education Law
- ETC 538** Science, Technology, Engineering and Math Concepts
- ETC 680** Teacher Research I
- ETC 683** Teacher Research II
- ETC 692** Master Project: Introduction
- ETC 693** Master Project: Capstone
- ETC 553** Public School Law
- ESP 525** Behavior Analysis and Management

Literacy Block 9 Credits

- ETC 567** Instruction and Assessment in Literacy I
- ETC 570** Instruction and Assessment in Literacy II
- ETC 577** Literacy, Language Arts and Children's Literature

Residency and Student Teaching 9 Credits

- ETC 694** Residency I
- ETC 695** Residency II
- ETC 696** Residency III and Student Teaching

Master in Teaching - Performance Based

Elementary Education - Washington

Total Required Credits..... 51 Credits

- ETC 588** The Learner, the Learning Community
- ETC 589** The Law and Special Education
- ETC 593** Social Sciences and Sustainability
- ETC 595** Classroom Management, Assessment and Evaluation
- ETC 602** Integrated Instruction in Arts, Health and Fitness
- ETC 603** Instructional Design and Curriculum
- ETC 604** Mathematics I
- ETC 605** Mathematics II
- ETC 683** Teacher Research II
- ETC 692** Master Project: Introduction
- ETC 693** Master Project: Capstone
- ETC 606** Science, Technology, Engineering and Math Concepts
- ETC 612** Literacy I: Instruction and Assessment
- ETC 613** Literacy II: Instruction and Assessment
- ETC 614** Literacy III: Language Arts, and Children's Literature
- ETC 610** Internship I
- ETC 625** Internship II
- ETC 642** Internship III
- ETC 609** September Experience
- ETC 675** Student Teaching in Elementary Education

Master in Teaching - Performance Based

Elementary Education and English Language Learners - Washington

Total Required Credits..... 66 Credits

- ETC 588** The Learner, the Learning Community
- ETC 589** The Law and Special Education
- ETC 593** Social Sciences and Sustainability
- ETC 595** Classroom Management, Assessment and Evaluation
- ETC 602** Integrated Instruction in Arts, Health and Fitness
- ETC 603** Instructional Design and Curriculum
- ETC 604** Mathematics I
- ETC 605** Mathematics II

GORDON ALBRIGHT SCHOOL OF EDUCATION

| | |
|----------------|--|
| ETC 683 | Teacher Research II |
| ETC 692 | Master Project: Introduction |
| ETC 693 | Master Project: Capstone |
| ETC 606 | Science, Technology, Engineering and Math Concepts |
| ETC 612 | Literacy I: Instruction and Assessment |
| ETC 613 | Literacy II: Instruction and Assessment |
| ETC 614 | Literacy III: Language Arts, and Children's Literature |
| ESL 541 | Linguistics for ELL Teachers |
| ESL 554 | Learning Strategies and Assessment for Language Learners |
| ESL 525 | ELL Reading Instructional Strategies |
| ESL 526 | Writing Strategies for ESL Learners |
| ESL 551 | Researching: History of Bilingual Education and Advocacy |
| ETC 610 | Internship I |
| ETC 625 | Internship II |
| ETC 642 | Internship III |
| ETC 608 | Practicum |
| ETC 609 | September Experience |
| ETC 675 | Student Teaching in Elementary Education |

| | |
|----------------|--|
| ESP 528 | Student Assessment and Evaluation |
| ESP 535 | Low Incidence Disabilities |
| ETC 610 | Internship I |
| ETC 625 | Internship II |
| ETC 642 | Internship III |
| ETC 609 | September Experience |
| ETC 675 | Student Teaching in Elementary Education |
| ETC 642 | Student Teaching in Special Education |

Master in Teaching - Performance Based

Elementary Education and Special Education - Washington

Total Required Credits.....69 Credits

| | |
|----------------|--|
| ETC 588 | The Learner, the Learning Community |
| ETC 589 | The Law and Special Education |
| ETC 593 | Social Sciences and Sustainability |
| ETC 595 | Classroom Management, Assessment and Evaluation |
| ETC 602 | Integrated Instruction in Arts, Health and Fitness |
| ETC 603 | Instructional Design and Curriculum |
| ETC 604 | Mathematics I |
| ETC 605 | Mathematics II |
| ETC 683 | Teacher Research II |
| ETC 692 | Master Project: Introduction |
| ETC 693 | Master Project: Capstone ETC 606 Science, Technology, Engineering and Math Concepts |
| ETC 612 | Literacy I: Instruction and Assessment |
| ETC 613 | Literacy II: Instruction and Assessment |
| ETC 614 | Literacy III: Language Arts, and Children's Literature |
| ESP 525 | Behavior Analysis and Management |
| ESP 529 | Fundamentals of the IEP Process |
| ESP 540 | Teaming and Transitions |

Graduate Certificates: Education

Contemporary School Leadership

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

Transformational School Leadership

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

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

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:

K-8 Elementary Endorsement.....41 Credits

| | |
|-----------------|--|
| ESP 423 | Curriculum Modifications and Adaptations (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 Endorsement23 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 Certified Teachers (1) |

English Language

Learners Endorsement.....21 Credits

| | |
|----------------|--|
| ESL 421 | Linguistics and Language Acquisition (5) |
| ESL 434 | Learning Strategies and Assessment (5) |
| ESL 415 | Methodology: Reading (4) |
| ESL 431 | History of Bi-Lingual Education and Advocacy (3) |
| ESL 418 | Internship (4) |

Education-Mathematics

Endorsement (grades 4-9) 18 Credits

| | |
|----------------|---|
| EML 481 | Standards of Mathematics Practice (3) |
| EML 435 | Mathematics: Number Sense and Theory (3) |
| EML 445 | Mathematics: Geometry and Measurement (3) |
| EML 482 | Algebra and Functions (3) |
| EML 485 | Mathematics: Probability and Statistics (3) |
| EML 490 | Teaching Math: Bringing It All Together (3) |

Education-Middle Level Mathematics

Endorsement (grades 5-12) 24 Credits

| | |
|----------------|---|
| EML 481 | Standards of Mathematics Practice (3) |
| EML 435 | Mathematics: Number Sense and Theory (3) |
| EML 445 | Mathematics: Geometry and Measurement (3) |
| EML 482 | Algebra and Functions (3) |
| EML 465 | Mathematics: Calculus (3) |
| EML 475 | Mathematics: Discrete Mathematics (3) |
| EML 485 | Mathematics: Probability and Statistics (3) |
| EML 490 | Teaching Math Bringing It All Together (3) |

Reading Endorsement.....28 Credits

| | |
|----------------|---|
| ERL 410 | Language Acquisition & Literacy Development (5) |
| ERL 416 | Literacy Assessment and Instruction Topics (5) |
| ERL 417 | Literacy Instruction: Meeting the Needs of All Learners (4) |
| ERL 413 | Integrating Literacy in the Content Areas (5) |
| ERL 414 | Literacy Applications In The Classroom (5) |
| ERL 418 | Reading Internship (4) |



Associate of Science in Business***

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

Program Courses 65 Credits

Foundation 30 Credits

| | |
|----------|---------------------------------------|
| ENG 101 | English Composition I |
| ENG 102 | English Composition II |
| HUM 105 | Introduction to Critical Thinking |
| MATH 138 | College Algebra (<i>or</i>) |
| MATH 141 | Precalculus (<i>or</i>) |
| MATH 151 | Calculus |
| SSC 107 | Introduction to International Studies |
| SCI 215 | Environmental Science |

Business Major 35 Credits

| | |
|---------|--|
| SSC 220 | Principles of Microeconomics (<i>or</i>) |
| SSC 221 | Principles of Macroeconomics |
| MTH 110 | Introduction to Statistics |
| AC 215 | Fundamentals of Accounting |
| CS 201 | Information Technologies for Managers |
| MG 201 | Introduction to Functions of Management |
| MK 205 | Introduction to Marketing |
| BSM 205 | Introduction to Operations |

Lower Division Electives 20 Credits

Capstone Course 5 Credits

| | |
|---------|--------------------------------|
| BSM 295 | Associate in Business Capstone |
|---------|--------------------------------|

***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.

Bachelor of Arts in Management

The Bachelor of Arts in Management (B.A.M.) degree program is specifically designed for anyone seeking a broad management background focusing on the organizational and human 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 MATH107 (Mathematical Reasoning and its Applications) or higher.

Upper Division Requirements 90 Credits

Management Core 50 Credits

| | |
|---------|---|
| BC 301 | Critical Thinking |
| BC 306 | Ethics and Leadership |
| BSM 304 | Organizational Communications |
| BSC 407 | The Effective Organization |
| BSM 414 | International Management |
| HR 405 | Strategic Management of Human Resources |
| MG 495 | Management Strategy |
| MK 300 | Principles of Marketing |
| PM 401 | Introduction to Project Management |
| MG 360 | Financial Fundamentals for Managers |

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.

Bachelor of Arts in Management - Performance Based

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 MATH107 (Mathematical Reasoning and its Applications) or higher.

Upper Division Requirements 90 Credits

Management Core50 Credits

| | |
|----------------|---|
| BAM 400 | Organizational Communication |
| BAM 405 | Organizational Leadership |
| BAM 410 | Business Operations |
| BAM 495 | Strategic Business Management Degree Capstone |

Upper-Division Electives40 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.

| | |
|----------------|---|
| BAM 450 | Human Resource Management |
| BAM 455 | Project and Change Management |
| BAM 465 | Manufacturing Operations |
| BAM 470 | Training and Organizational Development |

(or)

Specialized Study Courses40 Credits

Choose 40 credits of upper-division undergraduate level specialized study coursework. These courses must be approved by the Program Director.

Bachelor of Science in Business Administration

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 MATH138 (College Algebra) or higher

Upper-Division Requirements...90 Credits

Foundations of Business Operations Core 25 Credits

| | |
|----------------|--|
| BUS 310 | Business Communications |
| BUS 315 | Financial Accounting |
| BUS 317 | Finance |
| BUS 320 | Technology and Operations Management |
| BUS 330 | Economic Analysis for Business Decisions |

Emerging Technologies, Methods, and Markets Core ...20 Credits

| | |
|----------------|--|
| BUS 420 | Artificial Intelligence (AI) Business Applications |
| BUS 424 | Fundamentals of AI |
| BUS 426 | Business Analytics for Decision Making |
| BUS 430 | Marketing and Competitive Analysis |

Organizational Systems, Complexity, and Strategy Core.....20 Credits

| | |
|----------------|--|
| BUS 300 | Business Dynamics |
| BUS 402 | Managing Organizational Systems and Complexity |
| BUS 304 | Organizational Behavior and Leadership |
| BUS 495 | Strategic Management |

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.

| | |
|----------------|---|
| BUS 440 | Introduction to Data Science |
| BUS 442 | Advanced Tools in Business Analytics |
| BUS 444 | Advanced Tools in Artificial Intelligence |
| BUS 446 | AI Challenges and Research Directions |
| BUS 448 | Strategic Decision Making under Uncertainty |

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,

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entrepreneurship, organizational behavior and leadership, change management, healthcare, project management, and operations and production.

- PM 444** Negotiation and Competitive Decision Making
- BUS 462** Strategic Consulting
- BUS 464** Design of Effective Teams and Organizations
- BUS 466** Entrepreneurship and Small Business Management
- PM 401** Introduction to Project 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.

Europe

Total Required Credits.....180 Credits

Lower-Division Requirements90 Credits

Required Lower Division Courses.....45 Credits

- ENG 102** English Composition II
- MATH 138** College Algebra (*or*)
- MATH 141** Pre-calculus (*or*)
- MATH 151** Calculus

- SSC 220** Principles of Microeconomics
- SSC 221** Principles of Macroeconomics
- MTH 110** Introduction to Statistics
- 1 SCI Course** Student's Choice
- AC 215** Fundamentals of Accounting
- CS 201** Information Technologies for Managers
- MG 201** Introduction to Functions of Management

Lower Division Electives.....45 Credits

Upper-Division Requirements.....90 Credits

Undergraduate Core.....20 Credits

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

Business Core45 Credits

- BSC 401** Interpretation of Financial Statements
- BSC 402** Financing Organizations
- BSC 403** Legal Issues in the Workplace
- BSC 407** The Effective Organization
- BSM 405** Operations Management
- BSM 495** Business Strategy
- INT 302** International Economics
- IS 330** Information Systems
- MK 300** Principles of Marketing

Emphasis Area25 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.

- BSC 400** Decision Modeling and Analysis
- BSM 404** International Business
- PM 401** Introduction to Project Management

Choice of two Approved Electives

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
- HR 406** Employee Relations
- HR 407** Employment Law
- HR 411** Employee Benefits
- HR 440** Human Resource Development

Individualized Study Emphasis

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

Information Systems Management Emphasis

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

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

International Management Emphasis

The International Management emphasis provides students with a wide range of knowledge and skills to enable them to function effectively in the world of international business. Students may choose to concentrate on a geopolitical region of interest throughout the emphasis courses, or use each course to broaden their knowledge of different regions of the world.

| | |
|----------------|------------------------------------|
| BSM 411 | Introduction to Geopolitics |
| BSM 412 | International Financial Management |
| BSM 413 | International Trade and Logistics |
| BSM 414 | International Management |
| MK 388 | Global Marketing |

Marketing Emphasis

The Marketing emphasis provides students with a solid foundation in general business as well as marketing fundamentals. Students explore global marketing and marketing research, as well as advertising and consumer behavior. Internet marketing is also a key element of the program.

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

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 |
| PM 404 | Project Scheduling and Cost Management |

| | |
|---------------|---|
| PM 406 | Project Risk and Change Management |
| PM 407 | Introduction to Cost Management in Projects |
| PM 408 | People and Communication in Projects |

Bachelor of Science in Criminal Justice

This is a multi-disciplinary degree program that combines aspects of public and business administration with the narrative and practice of justice. Our approach purposely gives students credible education with an eye toward applications into either traditional public sector careers such as law enforcement, criminal investigations, inspector general, or juvenile justice; or, towards the private sector, for careers involving corporate investigations and risk mitigation-including cyber forensic investigations.

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

- **Analyze** ethical issues of leadership, administration, investigation, and prosecution.
- **Analyze** theories and policies associated with criminal/unwanted behavior and/or approaches to reducing unwanted behaviors in both public and private sector settings.
- **Evaluate** contemporary issues in justice administration through evidence-based methods.
- **Evaluate** contemporary issues of domestic, international, and/or translational crime or justice and the administration thereof.
- **Examine** the administration, leadership, and management of effective organizations using a systems approach.
- **Participate** productively in the field.

Total Required Credits..... 180 Credits

| | |
|-----------------------------------|----|
| College Composition | 5 |
| College Mathematics*** | 5 |
| Humanities* | 15 |
| Social Sciences* | 15 |
| Natural Science/Math* | 15 |
| Lower – Division Electives | 15 |

| | |
|----------------|--|
| SSC 202 | Introduction to Criminal Justice Systems |
| SSC 204 | Criminal Procedural Law |
| HUM 210 | Justice and Ethics |
| CJ 211 | Criminal Investigation |

*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 MATH107 (Mathematical Reasoning and its Applications) or higher.

Criminal Justice Core 45 Credits

| | |
|----------------|---|
| PSY 240 | Critical Thinking and Writing Skills in Social Sciences (or) |
| SSC 220 | Principles of Microeconomics (or) |
| CJ 240 | Research Methods and Practice |

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| | |
|---------------|---|
| CJ 403 | Enterprise Risk Management |
| CJ 318 | Fundamentals of Criminology |
| CJ 330 | Management and Leadership |
| CJ 333 | Planning and Policy Analysis |
| CJ 335 | Organizational Analysis |
| CJ 350 | Globalization and Crime |
| CJ 360 | Cybercrime, Technology, and Social Change |
| CJ 365 | Applied Criminology and Crime Prevention |

Emphasis Area 25-50 Credits

Choose one of the emphasis areas listed below:

Corporate Security and Investigation Emphasis 35 Credits

This emphasis augments the core criminal justice curriculum for students who want to obtain a nuanced understanding of applying the skills of the traditional 'detective' so he or she can prepare for a career in risk management, internal affairs, auditing, compliance, or corporate investigations. The coursework bridges the gap between business and the particular kinds of risk assessments and investigations critical to these professions. Students within this emphasis will develop skills such as conducting a risk analysis study and risk management plan to specialized classes in corporate investigation, white collar crime, and corporate and state-based espionage.

| | |
|----------------|---|
| CJ 363 | Business Investigation and Fraud Examination |
| CJ 410 | Risk Assessment and Prevention |
| CJ 422 | Organizational and White-Collar Crime |
| CJ 424 | Homeland Security and Espionage |
| BSC 401 | Interpretation of Financial Statements |
| COM 461 | Communicating Crisis, Emergency and Social Change |
| BSC 402 | Financial Organizations (or) |
| BSC 403 | Legal Issues in the Workplace (or) |
| CJ 361 | Cyber and Surveillance Law and Governance |

Cyber Forensic Investigation Emphasis 45 Credits

The emphasis in Cyber Forensic Investigations prepares students for a career as a cybercrime investigator in either the public or private sectors. Cybercrime investigations require a unique combination of legal, detective, and technology knowledge and skills. This unique emphasis combines core and advanced courses from the Criminal Justice and Information Security programs and covers a range of topics from cyber-espionage and warfare to hacktivism and digital privacy law. Students interested in this emphasis do not need to have a prior background in computer programming or technology, as the necessary skills will be taught in the classes.

| | |
|---------------|---|
| CJ 361 | Cyber and Surveillance Law and Governance |
| CJ 362 | Investigation of Cyber Crime |
| CJ 410 | Risk Assessment and Prevention |
| IS 330 | Information Systems |
| IS 350 | Systems Analysis and Design |
| IS 464 | Policy and Audits |
| IS 468 | Tools and Techniques |
| IS 472 | IT Compliance |
| IS 345 | Information Security |

Justice Administration Emphasis 25 Credits

This emphasis offers students advanced coursework informed by industry professionals in topics related to effective leadership and management within criminal justice and public sector agencies. The coursework combines leading edge curriculum in criminal justice with aspects of business and public administration and is oriented towards students who want to enter into or further their career in the public sector.

| | |
|----------------|---|
| CJ 341 | Contemporary Justice Administration Issues |
| CJ 410 | Risk Assessment and Prevention |
| BSC 401 | Interpretation of Financial Statements |
| COM 461 | Communicating Crisis, Emergency and Social Change |
| HUM 215 | History of Punishment and Prisons (or) |
| CJ 340 | Introduction to Forensic Criminalistics (or) |
| CJ 422 | Organizational and White Collar Crime (or) |
| CJ 424 | Homeland Security and Espionage (or) |
| CJ 351 | Global Criminal Justice |

Required for all Emphasis areas.

Capstone 5 Credits

| | |
|---------------|-----------------|
| CJ 465 | Bureaupathology |
|---------------|-----------------|

Bachelor of Science in Healthcare Administration

The Bachelor of Science in Healthcare Administration (B.S.H.A.) degree program is design to prepare students seeking employment in the rapidly expanding health administration fields. 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 health care 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 Credits180 Credits

Lower-Division Requirements90 Credits

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

Upper Division Requirements90 Credits

Undergraduate Core..... 10 Credits

- BC 301 Critical Thinking
- BC 306 Ethics & Leadership

Healthcare Administration Core.....50 Credits

- HL 300 Foundations of Healthcare Leadership
- HL 310 Legal and Ethical Issues in Healthcare Administration
- HL 320 Issues and Trends in Healthcare Administration
- HL 330 Healthcare Informatics
- HL 340 Healthcare Administration Human Resource Management
- HL 400 Healthcare Administration Quality Assurance Management
- HL 410 Healthcare Administration Budgeting and Finance
- HL 420 Healthcare Planning and Evaluation
- HL 430 Healthcare Marketing
- HL 440 Healthcare Politics and Policy

Capstone5 Credits

- HL 495 Healthcare Practicum/Capstone

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.

Bachelor of Science in Project Management

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 Requirements90 Credits

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

Preparatory Course5 Credits

- IS 201 Fundamentals of Computing

Upper-Division Requirements.....90 Credits

Core..... 60 Credits

- BC 301 Critical Thinking
- BC 302 Professional Communication
- BSC 407 The Effective Organization
- PM 401 Introduction to Project Management
- PM 404 Project Scheduling and Cost Management
- PM 406 Project Risk and Change Management
- PM 408 People and Communication in Projects
- PM 409 Leadership and Teams
- PM 410 Project Initiation, Scope and Stakeholder Management
- PM 413 Project Performance and Quality Assurance
- PM 414 Project Resources and Procurement Management
- PM 415 Agile/Scrum Methodologies

Capstone5 credits

- PM 480 Project Integration Action Learning Project

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.

| | |
|---------------|---|
| IS 306 | Data Management Communications and Networking |
| IS 330 | Information Systems |
| IS 350 | Systems Analysis and Design |
| IS 450 | Software Process Management |
| IS 470 | IT Service 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.

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

The Undergraduate Project Management Certificate provides the student with a solid foundation in how to organize, lead, and schedule projects in a variety of disciplines. Our courses are based on the Project Management Institute's (PMI®) Body of Knowledge (PMBOK®). All of our Project Management courses qualify for PMI's Professional Development educational/training Units (PDU®), which are a crucial qualification part of PMI's coveted Project Management Professional (PMP®) certification.

Total Required Credits.....25 Credits

| | |
|---------------|--|
| PM 401 | Introduction to Project Management |
| PM 404 | Project Scheduling and Cost Management |
| PM 406 | Project Risk and Change Management |
| PM 408 | People and Communication in Projects |
| PM 409 | Leadership and Teams |

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

MBA 11 Common Professional Components

Business Core Required Courses 36 Credits

| | |
|----------------|--|
| MBA 500 | Essentials of Business Management |
| MBA 501 | Global Business Communication and Research |
| MBA 511 | Law for Global Business |
| MBA 515 | Project Management and Prioritization |
| MBA 520 | Managing with Technology |
| MBA 525 | Applied Marketing |
| MBA 531 | Applied Managerial Economics |
| MBA 535 | Managerial Accounting |
| MBA 540 | Strategic Financial Management |
| MBA 545 | People and Systems in Organizations |
| MBA 550 | Business Operations |
| MBA 555 | Business Strategy |

Emphasis Area or 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.

Accounting Emphasis

The MBA with an accounting emphasis 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. In addition to the CPA Review courses, you will choose one additional course in your choice of sustainable accounting or finance.

*Requirements: Students must have completed a major in accounting at the undergraduate or graduate level before registering for this emphasis area. 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 530 CPA Review - Financial Accounting & Reporting (FAR)

Choose a minimum of three courses from the list below:

AC 531 CPA Review - Regulation (REG)

AC 532 CPA Review - Auditing & Attestation (AUD)

AC 533 CPA Review - Business Environment & Concepts (BEC)

AC 625 Accounting Internship

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.

MAL 535 Leading Change in Diverse Organizational Cultures

Choose a minimum of three courses from the list below:

MAL 530 Adaptive Leadership

MAL 532 Thought Leadership and Creativity

MAL 538 Social and Environmental Change

MAL 625 Change Leadership Internship

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

ENT 620 Economics of Entrepreneurship

ENT 630 Start-up Plan Development

ENT 640 New Venture Implementation

ENT 625 Entrepreneurship Internship

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.

FIN 543 Equity Markets and Debt Instrument Management

Choose a minimum of three courses from the list below:

FIN 541 Capital Formation and Corporate Management

FIN 542 Banking and the Movement of Capital

FIN 544 Financial Management of Public and Not-for-Profit Organizations

FIN 625 Finance Internship

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.

MC 585 International Human Resource Management

Choose a minimum of three courses from the list below:

MC 573 International Business

MBA 546 European Union

MAL 560 Global Leadership (*or*)

MAL 545 Ethical Leadership

MC 625 Global Management Internship

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 and Management

Choose a minimum of three courses from the list below:

MK 527 Consumer Behavior

MK 528 Marketing Metrics

MK 529 Marketing Communications

MK 625 Marketing Internship

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

SCHOOL OF MANAGEMENT

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 Practical Application I |
| MBA 566 | Hospitality Management Business Practical Application II |
| MBA 605 | Hospitality and Organizational Management |
| MBA 606 | High Performance Hospitality Management |

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.

| | |
|---------------|---------------------------|
| MC 584 | Human Resource Management |
|---------------|---------------------------|

Choose a minimum of three courses from the list below:

| | |
|---------------|--|
| HR 508 | Employee Staffing, Training, and Development |
| HR 510 | Employment and Labor Law |
| HR 512 | Compensation and Benefits |
| HR 625 | Human Resource Management Internship |

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 |
|---------------|------------------------------|

Choose a minimum of three courses from the list below:

| | |
|---------------|---|
| PM 507 | Project Financial Management |
| PM 511 | Measuring Project Performance for Success |
| PM 514 | Project Integration |
| PM 625 | Project Management Internship |

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:

| | |
|----------------|-----------------------------|
| SCM 610 | Supply Chain Collaboration |
| SCM 620 | Strategic Supply Management |
| SCM 630 | Supply Chain Planning |

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

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.

The Language-Assisted Master of Business Administration

The M.B.A. is also offered in a language-assisted format for those students whose first language is not English. The program is designed to support students in building their English skills while taking academic courses. In addition to academic courses, students enroll in ELP courses which help advanced learners of English improve the quality of their academic and professional English abilities. Research and critical thinking skills are also emphasized. After completion of the required ELP courses students fulfill City University of Seattle's graduate English proficiency requirements.

Note: The English proficiency requirement for the Language-Assisted MBA program is slightly lower than that of the regular MBA. However, if a student cannot meet the English proficiency requirement or would prefer a refresher course, City University of Seattle also offers a University Preparation English Language Program.

Master of 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 Required20 Credits

| | |
|---------------|--|
| AC 215 | Fundamentals of Accounting |
| AC 301 | Intermediate Accounting I (Prereq: AC 215 or equivalent) |
| AC 302 | Intermediate Accounting II (Prereq: AC 301 or equivalent) |
| AC 303 | Intermediate Accounting III (Prereq: AC 302 or equivalent) |

Program Core 21 Credits

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

Depth Block.....24 Credits

Each student takes two blocks.

Public Accounting..... 12 Credits

| | |
|---------------|--|
| AC 530 | CPA Review - Financial Accounting & Reporting (FAR) |
| AC 531 | CPA Review - Regulation (REG) |
| AC 532 | CPA Review - Auditing & Attestation (AUD) (Prereq: AC 550) |

AC 533 CPA Review - Business Environment & Concepts (BEC)
Information Security Audit..... 12 Credits

| | |
|-------------------|---|
| ISEC 500 | Information Security Overview |
| AC 540 | Auditing Techniques |
| ISEC 605 | Information Security Auditing |
| ITMGMT 570 | Maintaining the Technology Infrastructure |

Finance 12 Credits

| | |
|----------------|---|
| FIN 543 | Equity Markets and Deb Instrument Management |
| FIN 541 | Capital Formation and Corporate Management |
| FIN 542 | Banking and the Movement of Capital |
| FIN 544 | Financial Management of Public and Not-for-Profit Organizations |

Global Management..... 12 Credits

| | |
|----------------|---|
| MC 585 | International Human Resource Management |
| MBA 546 | European Union (Prereq: MBA 500; MBA 501 prereq - waived) |
| MC 573 | International Business |
| MAL 558 | High-Performing Global Teams |

Management Accounting Applications 12 Credits

| | |
|-----------------|---|
| ISEC 500 | Information Security Overview |
| FIN 544 | Financial Management of Public and Not-For-Profit Organizations |
| AC 501 | Applied Management Accounting Concepts I |
| AC 502 | Applied Management Accounting Concepts II |

Master of Science in Project Management

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.

SCHOOL OF MANAGEMENT

- **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

Core Courses 15 Credits

PM 504 Project Planning and Control

PM 507 Project Financial Management

PM 508 Managing Risks: Project and Business

PM 511 Measuring Project Performance for Success

PM 514 Project Integration

Mastery Courses 27 Credits

PM 502 Applied Project Management in Situational Business Context

PM 540 Communications and Stakeholder Management for Project Success

PM 505 Mastering Portfolios and Programs

PM 506 Leading Domestic and Global Teams

PM 509 Business Fundamentals for Project Managers

PM 512 Applying Advanced Project Management Tools and Methods

PM 513 Project Managers as Change Agents

PM 630 Action Learning Project I

PM 635 Action Learning Project II

Master of Science In Healthcare Administration

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

Healthcare Administration Core Courses 33 Credits

HL 511 Healthcare Leadership

HL 500 U.S. Healthcare Delivery System

HL 546 Healthcare Strategic Planning and Implementation

HL 530 Foundations of Healthcare Administration

HL 550 Healthcare Policy and Economics

HL 537 Healthcare Financial Management

HL 543 Healthcare Law and Ethics

HL 560 Human Resource Management in Healthcare

HL 570 Operations Analysis in Healthcare

HL 580 Quality Assessment and Improvement in Healthcare

HL 514 Healthcare Informatics and Technology

Elective Courses 9 Credits

*Must be approved by the Program Director

Capstone Courses 3 Credits

HL 660 Healthcare Administration Capstone

Doctor of Business Administration

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.

Pre-Entry Requirement 1 Credit

DBA 600 Introduction to Doctoral Program

Total Required Credits..... **91 Credits**

Business Administration Core 36 Credits

DBA 605 Organizational Development Theories and Trends
DBA 610 Financial Decision Making
DBA 615 Organizational Identity and Culture
DBA 620 Technology Implementation and Change Management
DBA 625 Industry Analysis and Market Innovation
DBA 630 Business Process Analysis and Strategic Management

Research Core 15 Credits

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

Dissertation..... 18 Credits

RESR 694A Dissertation 1
RESR 694B Dissertation 2
RESR 694C Dissertation 3
RESR 694D Dissertation 4
RESR 694E Dissertation 5
RESR 694F Dissertation 6
RESR 99 Continuing Dissertation Services - Optional course used for continuing enrollment and services as needed beyond provided Dissertation courses.

Residencies 3 Credits

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

Application Block 18 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. All students must complete DBA 670.

DBA 670 Organizational Development Project

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

Total Required Credits..... **91 Credits**

Business Administration Core 42 Credits

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

Research Core 15 Credits

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

Specialized Study Concentration* 12 Credits

SCHOOL OF MANAGEMENT

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 |
| RESR 694B | Dissertation 2 |
| RESR 694C | Dissertation 3 |
| RESR 694D | Dissertation 4 |
| RESR 694E | Dissertation 5 |
| RESR 694F | Dissertation 6 |
| RESR 99 | Continuing Dissertation Services - Optional course used for continuing enrollment and services as needed beyond provided Dissertation courses. |

Residencies 3 Credits

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

Graduate Certificates

For those who do not require a degree in its entirety, City University of Seattle offers several certificate programs at the graduate level. Certificate programs require a shorter time commitment than degree programs but are every bit as rigorous. Courses completed in most certificate programs can be applied toward degree requirements. Not every certificate program is available at every instructional site. However, most of the programs are available online. For more information, contact a City University of Seattle advisor.

Accounting

The graduate certificate in accounting prepares students for the professional challenges of becoming a Certified Public Accountant (CPA). 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.*

Total Required Credits..... 15 Credits

| | |
|----------------|---|
| AC 530 | CPA Review - Financial Accounting & Reporting (FAR) |
| AC 531 | CPA Review - Regulation (REG) |
| AC 532 | CPA Review - Auditing & Attestation (AUD) |
| AC 533 | CPA Review - Business Environment & Concepts (BEC) |
| MBA 535 | Managerial Accounting |

Finance

The graduate certificate in Finance is designed for students who are interested in a career in finance or who simply seek greater understanding of finance issues as they pursue a general

management career. This program will teach 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.

Total Required Credits..... 18 Credits

| | |
|----------------|---|
| FIN 541 | Capital Formation and Corporate Management |
| FIN 542 | Banking and the Movement of Capital |
| FIN 543 | Equity Markets and Debt Instrument Management |
| FIN 544 | Financial Management of Public and Not-for-Profit Organizations |
| MBA 535 | Managerial Accounting |
| MBA 540 | Strategic Financial Management |

Marketing

The graduate certificate in Marketing is designed for individuals seeking to deepen their understanding of marketing specifics and advance their career into a marketing leadership role. Upon successful completion of the program, you will have gained an in-depth understanding of marketing issues such as branding, consumer behavior, channel management and public relations. Because we focus on sustainability practices and principles, you'll also gain the knowledge you need to market products and services responsibly and successfully in the 21st century.

Total Required Credits..... 18 Credits

| | |
|----------------|---|
| MK 526 | Strategic Brand Creation and Management |
| MK 527 | Consumer Behavior |
| MK 528 | Marketing Metrics |
| MK 529 | Marketing Communications |
| MK 575 | Marketing in the New Economy |
| MBA 525 | Applied Marketing |

Project Management

The graduate certificate in Project Management is designed to give students the advanced knowledge to organize and lead projects in a variety of different settings and disciplines. Activities include a combination of individual and team experiences. Students participate on real and virtual teams throughout the program. Students should be able to apply their newly learned skills and fundamental project management concepts immediately within their organizational environment. All project management courses are eligible for PMI® PDUs.

Total Required Credits..... 18 Credits

| | |
|---------------|---|
| PM 501 | Introduction to Project Management |
| PM 504 | Project Planning and Control |
| PM 507 | Project Financial Management |
| PM 508 | Managing Risks: Project and Business |
| PM 511 | Measuring Project Performance for Success |
| PM 514 | Project Integration |



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 choose to take either a Master of Science in Information Security or a Master of Science in Computer Science.

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 Courses20 Credits

| | |
|----------|----------------------------|
| IS 201 | Fundamentals of Computing |
| MATH 146 | Foundational Statistics |
| CS 151 | Programming with Python |
| CS 225 | Introduction to Web Design |

Core Requirements45 Credits

| | |
|--------|---|
| BC 301 | Critical Thinking |
| CS 302 | Human Computer Interaction |
| IS 306 | Data Management Communications and Networking |
| IS 330 | Information Systems |
| IS 340 | Operating Systems |
| IS 350 | Systems Analysis and Design |
| IS 345 | Information Security |
| PM 401 | Introduction to Project Management |
| IS 471 | Information Technology Ethics |

Capstone5 Credits

| | |
|--------|---------------------|
| CS 497 | Technology Capstone |
|--------|---------------------|

Bachelor of Science Cybersecurity and Information Assurance

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

| | |
|------------------------|----|
| College Composition | 5 |
| College Mathematics | 5 |
| Humanities* | 15 |
| Social Sciences | 15 |
| Natural Science/Math** | 15 |

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

| | |
|---------------|----------------------------|
| AC 215 | Fundamentals of Accounting |
| CS 225 | Introduction to Web Design |

Choose two from below

| | |
|----------------|-------------------------------|
| SSC 204 | Criminal Procedural Law |
| HUM 210 | Justice and Ethics |
| SSC 220 | Principles of Microeconomics |
| CJ 240 | Research Methods and Practice |

Governance, Risk Management and Compliance Core 45 Credits

| | |
|---------------|---|
| CJ 361 | Cyber and Surveillance Law and Government |
| CJ 362 | Investigation of Cyber Crime |
| IS 464 | Policy and Audits |
| IS 472 | IT Compliance |
| CJ 360 | Cybercrime, Technology, and Social Change |

| | |
|---------------|--|
| CJ 365 | Applied Criminology and Crime Prevention |
| CJ 403 | Enterprise Risk Management |
| CJ 424 | Homeland Security and Espionage |

Choose one from below

| | |
|---------------|--|
| CJ 410 | Risk Assessment and Prevention |
| CJ 363 | Business Investigation and Fraud Examination |

Cybersecurity Technology Core..... 40 Credits

| | |
|---------------|---|
| CS 481 | Network Security |
| IS 306 | Data Management Communications and Networking |
| IS 308 | Internet Technologies |
| IS 330 | Information Systems |
| IS 345 | Information Security |
| CS 330 | Network Communications Basics |
| CS 151 | Programming with Python (or) |
| CS 131 | Computer Science I - C++ |
| IS 468 | Tools and Techniques |

Required Electives 10 Credits

Choose two from below

| | |
|----------------|---|
| CJ 422 | Organizational and White-Collar Crime |
| BSC 403 | Legal Issues in the Workplace |
| BSM 405 | Operations Management |
| COM 461 | Communicating Crisis, Emergency and Social Change |
| CJ 318 | Fundamental of Criminology |
| CJ 363 | Business Investigation and Fraud Examination* |
| IS 350 | Systems Analysis and Design |

*May only be used in the Required Electives if not already used in the Investigation and Audit Core.

Capstone 5 Credits

| | |
|---------------|-----------------|
| CJ 465 | Bureaupathology |
|---------------|-----------------|

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:

- **Successfully compete** as professionals throughout careers in information systems.
- **Demonstrate** competency in the analysis, software development life-cycle, integration, implementation and management of information systems in a global environment.
- **Appropriately integrate** the most appropriate technologies to meet business requirements.
- **Effectively contribute** as a technical member or leader of a multi-functional team.
- **Communicate** well with both technical and business partners orally and in writing.
- **Engage** in life-long learning, remain current in their field, and uphold high ethical standards.

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 |
| MATH 141 | Precalculus |
| MATH 146 | Foundational Statistics |
| MATH 151 | Calculus |
| CS 225 | Introduction to Web Design |
| CS 131 | Computer Science - C++ |
| MG 201 | Introduction to Functions of Management |
| MK 205 | Introduction to Marketing |

Business Core30 Credits

| | |
|---------|--|
| BC 301 | Critical Thinking |
| IS 330 | Information Systems |
| BSC 401 | Interpretation of Financial Statements |
| PM 401 | Introduction to Project Management |
| BSM 405 | Operations Management |
| BSM 407 | Business Economics |

Technology Core30 Credits

| | |
|--------|---|
| IS 306 | Data Management Communications and Networking |
| IS 375 | C++ - Intermediate |
| IS 345 | Information Security |
| IS 350 | Systems Analysis and Design |
| IS 470 | IT Service Management |
| IS 471 | Information Technology Ethics |

Depth of Study in Systems Development and Management

25 Credits

| | |
|--------|-----------------------------|
| IS 308 | Internet Technologies |
| IS 360 | Database Technologies |
| IS 430 | Web Programming |
| IS 440 | Quality Assurance |
| IS 450 | Software Process Management |

Capstone5 Credits

| | |
|--------|---------------------|
| CS 497 | Technology Capstone |
|--------|---------------------|

Bachelor of Science in Information Technology

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

| | |
|-----------------|----------------------------|
| IS 201 | Fundamentals of Computing |
| MATH 146 | Foundational Statistics |
| MATH 141 | Precalculus |
| MATH 151 | Calculus |
| CS 225 | Introduction to Web Design |
| CS 131 | Computer Science - C++ |

Core Requirements 55 Credits

| | |
|---------------|---|
| BC 301 | Critical Thinking |
| IS 306 | Data Management Communications and Networking |
| CS 302 | Human Computer Interaction |
| CS 330 | Network Communications Basics |
| IS 340 | Operating Systems |
| IS 350 | Systems Analysis and Design |
| PM 401 | Introduction to Project Management |
| IS 345 | Information Security |
| IS 470 | IT Service Management |
| IS 471 | Information Technology Ethics |
| IS 375 | C++ - Intermediate |

Depth of Study 25 Credits

| | |
|---------------|---|
| CJ 360 | Cybercrime, Technology, and Social Change |
| IS 464 | Policy and Audits |
| IS 468 | Tools and Techniques |
| IS 472 | IT Compliance |
| CS 481 | Network Security |

Capstone 5 Credits

| | |
|---------------|---------------------|
| CS 497 | Technology Capstone |
|---------------|---------------------|

Master of Science in Computer 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.

Preparatory Courses 20 Credits

| | |
|---------------|---|
| CS 131 | Computer Science I - C++ |
| IS 375 | C++ - Intermediate |
| IS 306 | Data Management Communications and Networking |
| IS 340 | Operating Systems |

Computer Science Core Requirements 27 Credits

| | |
|---------------|------------------------------------|
| CS 504 | Principles of Software Engineering |
| CS 510 | Compilers for Computer Learning |
| CS 519 | Intro to Cloud Computing |
| CS 533 | Computer Architecture |
| CS 555 | C++ for Programmers |
| CS 570 | Software Testing |

| | |
|--------------------------------------|--|
| CS 612 | Data Exploration and Visualization |
| ITMGMT 510 | Managing the Technology Project |
| ITMGMT 575 | Technology Implementation and Change |
| Depth-of-Study Sequence | 9 Credits |
| ISEC 500 | Information Security Overview |
| ISEC 505 | System Administration for Information Security |
| ISEC 520 | Ethical Obligations in Information Security |
| Capstone | 3 Credits |
| CS 687 | Computer Science Capstone |

Master of Science in Information Security

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

| | |
|-----------------|--|
| ISEC 500 | Information Security Overview |
| ISEC 505 | System Administration for Information Security |
| ISEC 510 | The Senior Manager and Information Security |
| ISEC 515 | Privacy and Open Systems |
| ISEC 520 | Ethical Obligations in Information Security |

Depth Block..... 21 Credits

Cyber Security Environment

| | |
|-----------------|-------------------------------------|
| ISEC 530 | Cybercrime |
| ISEC 540 | Cyber Warfare |
| ISEC 550 | E-Government |
| ISEC 560 | Intellectual Property and Espionage |

Information Security Audit

| | |
|-------------------|---|
| AC 540 | Auditing Techniques |
| ISEC 605 | Information Security Auditing |
| ITMGMT 570 | Maintaining the Technology Infrastructure |

Capstone Project/Thesis 3 Credits

| | |
|-----------------|---------------------------|
| ISEC 660 | Computer Science Capstone |
|-----------------|---------------------------|



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.

Associate of Science in General Studies

General Studies students earn degrees by studying a broad, interdisciplinary series of courses rather than a defined departmental curriculum. The design of the general studies degree programs allows students to assemble their own interdisciplinary academic program, which may be narrowly focused or contain a wide spectrum of curricular elements. The curriculum is designed to provide maximum flexibility and meet the particular educational objectives of each student. These degrees give a unique

opportunity to develop a multi-disciplinary and carefully focused course of study, which fulfills traditional university requirements while meeting each student's specific goals for a college degree.

The Associate of Science in General Studies is a flexible, two-year program that introduces students to a given field and prepares them for entry-level positions or seamless continuation to a Bachelor's degree program at City University of Seattle. No prior post-secondary study is necessary to enroll in the program, and it is wholly compatible with, and transferable to, further undergraduate study at City University of Seattle and elsewhere.

A substantial exposure to general education is required. Students with prior college credits or formal non-collegiate training are provided the opportunity to transfer up to 65 lower-division credits.

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.

GENERAL STUDIES

- **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 Education30 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

*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 MATH107 (Mathematical Reasoning and its Applications) or higher.

Associate of Science in General Studies: Military Only

Requirements are the same as the A.S. General Studies Degree, however of the 90 credits needed for the degree, only 5 credits (GS 295) must be taken from City University of Seattle. CityU of Seattle accepts credits for military education and training and follows the recommendations of the ACE guide. Check with your advisor for details.

Capstone Course 5 Credits

GS 295 Associate Degree Capstone

*** This program requires MATH107 (Mathematical Reasoning and its Applications) or higher.

Bachelor of Science in General Studies

General Studies students earn degrees by studying a broad, interdisciplinary series of courses rather than a defined departmental curriculum. The design of the general studies degree programs allows students to assemble their own interdisciplinary academic program, which may be narrowly

focused or contain a wide spectrum of curricular elements. The curriculum is designed to provide maximum flexibility and meet the particular educational objectives of each student. These degrees give a unique opportunity to develop a multi-disciplinary and carefully focused course of study, which fulfills traditional university requirements while meeting each student's specific goals for a college degree.

The Bachelor of Science in General Studies provides students with the opportunity to organize an individualized program that meets their needs for degree completion or professional preparation. Students should work closely with an advisor to construct an appropriate choice and sequence of courses. Students enrolled in the B.S. in General Studies may transfer a maximum of 135 approved credits from other recognized institutions. Of these credits, 90 may be lower-division and 45 must be approved upper-division credits. The upper-division credits do not have to be direct equivalents of City University of Seattle courses.

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 90Credits

| | |
|------------------------|----|
| College Composition | 5 |
| College Mathematics*** | 5 |
| Humanities* | 15 |
| Social Sciences* | 15 |
| Natural Science/Math* | 15 |
| Electives | 35 |

*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 MATH107 (Mathematical Reasoning and its Applications) or higher.

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 Credits



Bachelor of Arts in Applied Psychology

The B.A. in Applied Psychology program is designed to provide a thorough grounding in behavioral science at a practical level that will allow students entry into human services professions. 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.

SCHOOL OF ARTS & SCIENCES

- **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

| | |
|----------------------------|----|
| College Composition | 5 |
| College Mathematics*** | 5 |
| Humanities* | 15 |
| Social Sciences* | 15 |
| Natural Science/Math* | 15 |
| Lower – Division Electives | 25 |

Preparatory Courses

| | |
|----------------|---------------------------------|
| PSY 201 | Introduction to Psychology |
| PSY 202 | Understanding Human Development |

*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 MATH107 (Mathematical Reasoning and its Applications) or higher.

Applied Psychology Core60 Credits

| | |
|----------------|---|
| PSY 240 | Critical Thinking and Writing Skills in Social Sciences |
| PSY 209 | Fundamentals of Research Methods in Social Sciences |
| PSY 313 | Ethics |
| PSY 314 | Personality Theory |
| PSY 315 | Learning Theory |
| PSY 316 | Psychology of Difference |
| PSY 245 | Introduction to Social Psychology |
| PSY 411 | Organizational Behavior |
| PSY 413 | Neuropsychology |
| PSY 220 | Fundamentals of Abnormal Psychology |
| SOC 412 | Sociology of the Family |
| PSY 498 | Senior Seminar |

Upper Division Elective..... 5 Credits

BAAP Specialized Study25 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

Bachelor of Arts in Human Services

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

| | |
|----------------------------|----|
| College Composition | 5 |
| College Mathematics*** | 5 |
| Humanities* | 15 |
| Social Sciences* | 15 |
| Natural Science/Math* | 15 |
| Lower – Division Electives | 35 |

Preparatory Courses30 Credits

| | |
|-----------------|---|
| HSVC 200 | Introduction of Human Services |
| PSY 201 | Introduction to Psychology |
| PSY 202 | Understanding Human Development |
| PSY 209 | Fundamentals of Research Methods in Social Sciences |
| PSY 220 | Fundamentals of Abnormal Psychology |
| PSY 240 | Critical Thinking and Writing Skills in Social Services |

*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

| | |
|----------|--|
| PSY 313 | Ethics |
| PSY 411 | Organizational Behavior |
| SOC 412 | Sociology of Families |
| PSY 324 | Introduction to Behavioral Pharmacology |
| HSVC 470 | Social Justice in Human Services |
| HSVC 370 | Providing Services for Clients with Disabilities |
| HSVC 410 | Assessment and Intervention with Diverse Populations |
| HSVC 420 | Advocacy for Diverse Communities |
| HSVC 472 | Change Theory and Motivational Interviewing Skills |
| HSVC 455 | Trauma Recovery |
| HSVC 491 | Internship and Practicum in Human Services (<i>or</i>) |
| HSVC 492 | Human Services Culminating Project |

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

Master of Arts in Counseling: Clinical Mental Health Counseling - 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

| | |
|----------|---|
| COUN 501 | Introduction to Counseling Practice |
| COUN 502 | Systemic Theory: Multicultural Counseling |
| COUN 503 | Human Growth and Development |
| COUN 510 | Professional Ethics and Law |
| COUN 512 | Systemic Theory: Marriage, Couple and Family Counseling |
| COUN 514 | Research Methods and Statistics |
| COUN 516 | Career Counseling |
| COUN 525 | Testing and Assessment |
| COUN 526 | Counseling Theory |
| COUN 527 | Group Counseling |
| COUN 528 | Professional Counseling Orientation |

Other Required Courses 20 Credits

| | |
|----------|---|
| COUN 519 | Foundations of Mental Health Services |
| COUN 520 | Psychopathology and Psychopharmacology I |
| COUN 521 | Psychopathology and Psychopharmacology II |
| COUN 522 | Systemic Theory: Crisis, Disaster and Trauma Counseling |
| COUN 529 | Addictions and Co-Occurring Perspectives |
| COUN 550 | Comprehensive Examination |
| COUN 690 | Integrative Portfolio Project |

Additional Required Depth Coursework 8 Credits

Choose eight credits from the list below.

| | |
|----------|--|
| COUN 511 | Loss and Grief Counseling |
| COUN 513 | Brief Therapy Models |
| COUN 600 | Systemic Theory: Child and Adolescent Counseling |
| COUN 604 | Counseling Older Adults |
| COUN 605 | Systemic Theory in Couples Counseling |
| COUN 609 | Systemic Theory: Human Sexuality |

Internships/Practica 13 Credits

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| | |
|-----------------|----------------|
| COUN 621 | Practicum I |
| COUN 622 | Practicum II |
| COUN 632 | Practicum III |
| COUN 633 | Practicum IV |
| COUN 651 | Internship I |
| COUN 652 | Internship II |
| COUN 653 | Internship III |

Master of Arts in Counseling: Marriage, Couple and Family Counseling - 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-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

| | |
|-----------------|---|
| COUN 501 | Introduction to Counseling Practice |
| COUN 502 | Systemic Theory: Multicultural Counseling |
| COUN 503 | Human Growth and Development |
| COUN 510 | Professional Ethics and Law |
| COUN 512 | Systemic Theory: Marriage, Couple and Family Counseling |
| COUN 514 | Research Methods and Statistics |
| COUN 516 | Career Counseling |
| COUN 525 | Testing and Assessment |
| COUN 526 | Counseling Theory |
| COUN 527 | Group Counseling |
| COUN 528 | Professional Counseling Orientation |

Other Required Courses.....28 Credits

| | |
|-----------------|---|
| COUN 519 | Foundations of Mental Health Services |
| COUN 520 | Psychopathology and Psychopharmacology I |
| COUN 521 | Psychopathology and Psychopharmacology II |
| COUN 522 | Systemic Theory: Crisis, Disaster and Trauma Counseling |
| COUN 529 | Addictions and Co-Occurring Perspectives |
| COUN 600 | Systemic Theory: Child and Adolescent Counseling (or) |
| COUN 604 | Counseling Older Adults |
| COUN 605 | Systemic Theory in Couples Counseling |
| COUN 609 | Systemic Theory: Human Sexuality |
| COUN 690 | Integrative Portfolio Project |
| COUN 550 | Comprehensive Examination |

Internships/Practica13 Credits

| | |
|-----------------|----------------|
| COUN 621 | Practicum I |
| COUN 622 | Practicum II |
| COUN 632 | Practicum III |
| COUN 633 | Practicum IV |
| COUN 651 | Internship I |
| COUN 652 | Internship II |
| COUN 653 | Internship III |

Master of Arts in Counseling: Professional School Counseling

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

Core CACREP Areas..... 45 Credits

| | |
|-----------------|---|
| COUN 501 | Introduction to Counseling Practice |
| COUN 502 | Systemic Theory: Multicultural Counseling |
| COUN 503 | Human Growth and Development |
| COUN 510 | Professional Ethics and Law |
| COUN 514 | Research Methods and Statistics |
| COUN 562 | Systemic Theory: Trauma Counseling and Disaster Mental Health |
| COUN 525 | Testing and Assessment |
| COUN 526 | Counseling Theory |
| COUN 527 | Group Counseling |

Required Courses Outside of the Core 33 Credits

| | |
|-----------------|---|
| COUN 523 | ASCA Model |
| COUN 512 | Systemic Theory: Marriage, Couple and Family Counseling |
| COUN 560 | Introduction to School Counseling Models |
| COUN 564 | Career Counseling in School Settings |
| COUN 567 | Advanced Child Development and Play Therapy |
| COUN 569 | Child and Adolescent Psychopathology and Psychopharmacology |
| COUN 511 | Loss and Grief Counseling (or) |
| COUN 513 | Brief Therapy Models |
| COUN 692 | Capstone Project and Comprehensive Examination |

Internships/Practica 12 Credits

| | |
|-----------------|----------------------------------|
| COUN 570 | School Counseling Practicum I |
| COUN 572 | School Counseling Practicum II |
| COUN 574 | School Counseling Practicum III |
| COUN 660 | School Counseling Internship I |
| COUN 662 | School Counseling Internship II |
| COUN 664 | School Counseling Internship III |

Master of Education in Professional School Counseling

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

SCHOOL OF ARTS & SCIENCES

| | |
|-------------------------------|---|
| EGC 501 | Introduction to School Counseling |
| EGC 502 | Societal Issues in Counseling |
| EGC 503 | Child/Adolescent Growth and Development |
| EGC 504 | Counseling Theory and Practice |
| EGC 505 | Group Counseling |
| EGC 506 | Family Structures |
| EGC 507 | Career Counseling/Information Systems |
| EGC 508 | Counseling Testing and Appraisal |
| EGC 509 | Health Issues in Schools |
| EGC 510 | Leadership for Change |
| EGC 514 | Counseling Practicum |
| EGC 516 | Tools for Academic Inquiry |
| EGC 526 | Current Issues in Education |
| EGC 596 | Multicultural Counseling |
| EGC 620 | Counseling Practicum |
| Elective Credits | 7 Credits |

Choice of 7 elective credits from a list of approved courses by the program.

Master of Education in Professional School Counseling with ESA Certification

Total Required Credits..... 54 Credits

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

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

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

| | |
|----------|--|
| COUN 680 | Survey of Addictions: Pharmacology and the Physiology of Addictions |
| COUN 684 | Substance Use Disorder Law and Ethics |
| COUN 687 | Treatment of Addictions: Individual, Group, and Family Addictions Counseling using ASAM Criteria |

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



CITYU 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 program go to the Admissions and Advanced Standing section of the catalog.

City U Programs: British Columbia School of 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 MATH107 (Mathematical Reasoning and its Applications) or higher.

Upper Division Requirements 90 Credits

Management Core50 Credits

| | |
|----------------|---|
| BC 301 | Critical Thinking |
| BC 306 | Ethics and Leadership |
| BSM 304 | Organizational Communications |
| BSC 407 | The Effective Organization |
| BSM 414 | International Management |
| HR 405 | Strategic Management of Human Resources |
| MG 495 | Management Strategy |
| MK 300 | Principles of Marketing |
| PM 401 | Introduction to Project Management |
| MG 360 | Financial Fundamentals for Managers |

Specialized Study Courses40 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 British Columbia, Canada Master of Counselling

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

| | |
|----------------|---|
| CPC 501 | Introduction to Counselling Psychology Practice |
| CPC 502 | Systemic Theory - Diversity and Cultural Psychology |
| CPC 510 | Professional Ethics and Law |
| CPC 511 | Psychology of Loss and Grief |
| CPC 512 | Family Systems Therapy |
| CPC 513 | Brief Therapy Models |
| CPC 514 | Research Methods and Statistics |
| CPC 522 | Psychology of Trauma and Interpersonal Violence |
| CPC 523 | Psychology of Sexuality and Human Development |
| CPC 524 | Psychopathology and Psychopharmacology |
| CPC 525 | Testing and Assessment |
| CPC 526 | Counselling Psychology Theory |
| CPC 527 | Group Counselling Psychology |
| CPC 529 | Psychology of Addictions |
| CPC 550 | Comprehensive Exam |

Additional Required Courses..... 16 Credits

| | |
|----------------|----------------------------------|
| CPC 600 | Child and Adolescent Counselling |
| CPC 604 | Psychology of Aging |
| CPC 603 | Research Project/Thesis |
| CPC 606 | Couples Counselling |
| CPC 610 | Clinical Supervision |

Internships/Practica 6 Credits

| | |
|----------------|--------------|
| CPC 651 | Practicum I |
| CPC 652 | Practicum II |

| | |
|----------------|---------------|
| CPC 653 | Practicum III |
| CPC 633 | Internship* |

*Internship must be repeated until internship requirements are completed.

Elective Courses..... Optional

| | |
|----------------|---|
| CPC 599 | Graduate Seminar/Independent Study..... 1-5 Credits |
|----------------|---|

*Special topics in counselling psychology will be explored in seminar, workshop or independent study formats.)

**The term "university" is used under the written consent of the Minister of Advanced Education effective April 11, 2007 having undergone a quality assessment process and been found to meet the criteria established by the minister.

Gordon Albright School of Education

Master of Education Leadership in 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.

CITYU PROGRAMS: CANADA

- **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
- ECC 510 Technology Tools and Information Literacy
- ECC 511 Research Methods in Education

School Leadership and Interpersonal Core 12 Credits

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

Leadership and Instruction Concentration 21 Credits

- EEA 532 Instructional Leadership: Curriculum, Instruction and Assessment
- EEA 534 Technologies for Learning
- EEA 535 Dimensions of Educational Leadership
- EEA 536 School Finance and Operations
- EEA 538 Human Resource Management in Education
- EEA 539 Supervision of Instruction
- EEA 545 Change Management with Global Perspectives

Internship Courses..... 8 Credits

- EEA 641 Leadership Internship I in Student Services
- EEA 642 Leadership Internship II
- EEA 644 Leadership Internship III

Master of Education Project or Thesis..... 3 Credits

- EEA 650 Project and Portfolio Presentation (or)
- EEA 655 Thesis and Portfolio Presentation

Master of Education in School Counselling

Canada

The M.Ed. in School Counselling is tailored for teachers who want to pursue a master's degree specializing in school counselling while continuing to teach. The program is designed to empower future school counsellors with the knowledge, skills and dispositions necessary to assist student development in the areas of social relationships, emotional issues, career development, and academic success. Classes are instructed by leading Canadian practitioners and the program is delivered in local districts. Through the effective combination of theoretical and experiential learning, candidates

implement new concepts in their classrooms and schools as part of their internships. Educators complete a master project and create a professional portfolio based on coursework and internship experience.

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 8 Credits

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

School Leadership and Counselling Core 15 Credits

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

School Counselling Emphasis 18 Credits

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

Internship Courses..... 8 Credits

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

- EGC 609 School Counselling Internship III
 EGC 611 School Counselling Internship Portfolio
Master of Education Project or Thesis..... 3 Credits
 EGC 640 Project in School Counselling and Presentation (or)
 EGC 641 Thesis in School Counselling and Presentation

Exit Requirement

- EGC 650 Comprehensive Examination

Graduate Certificates: Education

Applied School Counselling - 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 broader clinical intervention experience.

Total Required Credits..... 12 Credits

- EGC 660 Applied Child and Adolescent Individual Counselling Practices
 EGC 670 Applied Group Counselling in Schools
 EGC 680 Counselling in Context
 EGC 651 Community Practicum

Graduate Certificate: Industrial Arts and Applied Design Instruction

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

- ECC 509 Preparation for Professional Growth
 ECC 510 Technology Tools and Information Literacy
 EEA 534 Technologies for Learning
 TCI 550 Skills and Pedagogy in Industrial Arts and Applied Design
 EEA 532 Instructional Leadership: Curriculum, Instruction and Assessment
 ECC 515 Leadership and Counselling Diverse Cultures in Education
 ECC 511 Research Methods in Education
 TCI 650 Applied Project in Industrial Arts and Applied Design

*Program for BC, Canada Providence only.

Graduate Certificate in Teaching, Learning and Leading in a 21st Century Global Society

This certificate program is designed to be a part of the innovation strategy supporting the new British Columbia Education Plan by assisting teachers in understanding and implementing the guidelines of the new plan in the classroom. The program will help teachers in developing meaningful curricular elements and effective pedagogy. It is also designed to prepare aspiring leaders to guide implementation of the plan in schools.

Total Required Credits..... 16 Credits

- EEA 532 Instructional Leadership: Curriculum, Instruction and Assessment
 EEA 517 Best Practices for Personalized Learning
 EEA 534 Technologies for Learning
 ECU 502 Diverse and Global Educational Practice

City U Programs: Alberta School of Arts and Sciences

Alberta, Canada Master of Counselling

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.

Total Required Credits..... 72 Credits

Core Courses 55 Credits

- CPC 501 Introduction to Counselling Psychology Practice
 CPC 502 Systemic Theory - Diversity and Cultural Psychology
 CPC 510 Professional Ethics and Law
 CPC 511 Psychology of Loss and Grief
 CPC 512 Family Systems Therapy
 CPC 513 Brief Therapy Models
 CPC 520 Qualitative Research Methods in Counselling Psychology
 CPC 514 Research Methods and Statistics
 CPC 522 Psychology of Trauma and Interpersonal Violence
 CPC 523 Psychology of Sexuality and Human Development
 CPC 524 Psychopathology and Psychopharmacology
 CPC 556 Assessment in Counselling Psychology
 CPC 526 Counselling Psychology Theory

CITYU PROGRAMS: CANADA

- CPC 527** Group Counselling Psychology
- CPC 529** Psychology of Addictions
- CPC 551** Comprehensive Exam

Additional Required Courses 11 Credits

- CPC 600** Child and Adolescent Counselling
- CPC 606** Couples Counselling
- CPC 695** Counselling Psychology: Research Project (**or**)
- CPC 696** Counselling Psychology: Thesis

Internships/Practica 6 Credits

- CPC 654** Practicum I: Case Conceptualization & Counselling Psychology Treatment**
- CPC 655** Practicum II: Ethical Issues in Counselling Psychology Practice**
- CPC 633** Internship*

*Internship must be repeated until internship requirements are completed.

**Students must be enrolled in Practicum and Internship concurrently.

Elective Courses Optional

- CPC 599** Graduate Seminar/Independent Study* 1-5 Credits

*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).

Gordon Albright School of Education

Master of Education Leadership in 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
- ECC 510** Technology Tools and Information Literacy
- ECC 511** Research Methods in Education

School Leadership and Interpersonal Core 12 Credits

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

Leadership and Instruction Concentration 21 Credits

- EEA 532** Instructional Leadership: Curriculum, Instruction and Assessment
- EEA 534** Technologies for Learning
- EEA 535** Dimensions of Educational Leadership
- EEA 536** School Finance and Operations
- EEA 538** Human Resource Management in Education
- EEA 539** Supervision of Instruction
- EEA 545** Change Management with Global Perspectives

Internship Courses 8 Credits

- EEA 641** Leadership Internship I in Student Services
- EEA 642** Leadership Internship II
- EEA 644** Leadership Internship III

Master of Education Project or Thesis 3 Credits

- EEA 650** Project and Portfolio Presentation (**or**)
- EEA 655** Thesis and Portfolio Presentation

Graduate Certificates: Education

Applied School Counselling - 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

- EGC 660** Applied Child and Adolescent Individual Counselling Practices
- EGC 670** Applied Group Counselling in Schools
- EGC 680** Counselling in Context
- EGC 651** Community Practicum



SCHOOL OF APPLIED 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 |
| MAL 510 | Ethics in Leadership |
| MAL 530 | Adaptive Leadership |
| MAL 532 | Thought Leadership and Creativity |
| MAL 535 | Leading Change in Diverse Organizational Cultures |
| MAL 538 | Social and Environmental Change |

Leadership Practice Core6 Credits

| | |
|----------------|-------------------------------|
| MAL 558 | High-Performance Global Teams |
| MAL 592 | Applied Leadership Analysis |

Leadership Mastery Core or Emphasis..... 12 Credits

| | |
|--------------------|---|
| MAL 594 | Applied Leadership Project |
| Electives - | Choose two 3 credit graduate level elective courses (or) |

*Choose Emphasis Area from Master of Business Administration Program (**or**)*

Nonprofit Leadership Emphasis

| | |
|----------------|---|
| MAL 561 | Leadership in the Nonprofit sector |
| MAL 563 | Philanthropy and Strategic Fund Development |
| MAL 566 | Board Governance and Leadership |
| MAL 568 | Financial Management of Nonprofit Organizations |

Master of Education in Adult Education

The Master of Education in Adult Education (MEDAE) is designed for educators, trainers, human resource professionals, and others who seek to prepare for (or advance in) a career serving adult learners. The program is transdisciplinary; examining both education and organizational settings. The MEDAE program

fosters a design mindset that prepares graduates for roles as trainers, teachers, instructors, curriculum developers, program designers, and/or training administrators. Classes build on a solid foundation in adult learning theory and program design, which includes a substantial emphasis on the use of technology to support learning and teaching in diverse multicultural environments both online and in class.

The Master of Education in Adult Education will prepare students to:

- **Assess** the alignment of learning outcomes in training or educational courses to program and organizational outcomes.
- **Demonstrate** a design mindset that utilizes client collaboration, reflective feedback, communication, and a systemic understanding of the cultures, communities, organizations programs will serve.
- **Integrate** educational research and applied educational practice to model an effective adult-learning environment.
- **Apply** the highest ethical standards of adult education and training to specific organizational, cultural, and individual contexts.
- **Evaluate** program's instruction and design for industry best practices that are proven effective in a diverse multicultural environment.
- **Design** and implement programs serving adult learners through: the application of foundational knowledge in adult education; the integration of theory and reflective practice; and the cultivation of continuous quality improvement.

Total Required Credits.....36 Credits

Core..... 30 Credits

| | |
|----------------|---|
| EAD 505 | Adult Learning Theory |
| EAD 507 | Instructional Strategies for Adult Learners |
| EAD 523 | Instructional Technology and Online Education |
| EAD 527 | Program Design, Assessment and Evaluation |
| EAD 529 | Curriculum Development and Instructional Design |

Capstone.....6 Credits

| | |
|----------------|--|
| EAD 611 | Capstone: Adult Education and Service Learning (or) |
| EAD 612 | Capstone: Training in Organizations |

Master of Education in Adult Education: Teaching English to Speakers of Other Languages (TESOL)

The Master of Education in Adult Education with a TESOL emphasis is designed for educators who seek to prepare for or advance a career in serving adult learners in Teaching English to Speakers of Other Languages (TESOL) programs at colleges, independent agencies, and in organizational settings (including corporate training divisions, human resources, nonprofit and governmental agencies). The program prepares graduate for roles as instructors, curriculum developers, program designers, and/or training administrators. Classes build on a solid foundation in adult learning theory and program design, which includes a substantial emphasis on the use of technology to support learning and teaching in diverse multicultural environments in both online and in class.

Total Required Credits..... 47 Credits

Core..... 30 Credits

| | |
|----------------|---|
| EAD 505 | Adult Learning Theory |
| EAD 507 | Instructional Strategies for Adult Learners |
| EAD 523 | Instructional Technology and Online Education |
| EAD 527 | Program Design, Assessment and Evaluation |
| EAD 529 | Curriculum Development and Instructional Design |

Emphasis 14 Credits

| | |
|------------------|--|
| TESOL 510 | Principles of Language Learning and Teaching |
| TESOL 525 | Methods of Teaching Language |
| TESOL 530 | Teaching Grammar |
| TESOL 540 | Strategies for Teaching the Four Skills |
| TESOL 580 | Introduction to Applied Linguistics |

Internship..... 3 Credits

| | |
|------------------|-----------------------------|
| TESOL 590 | Field Experience Internship |
|------------------|-----------------------------|

Master of Education in Leadership

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

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 |
| EEA 514 | Current and Historical Educational Perspectives |
| EEA 509 | Leadership for Diverse Learners |

Educational Leadership Core..... 18 Credits

| | |
|----------------|--|
| EEA 521 | Educational Leadership |
| EEA 524 | School Law |
| EEA 525 | School Finance/Operations |
| EEA 527 | Human Resource Management in Education |

| | |
|----------------|---|
| EEA 533 | Supervision of Instruction |
| EEA 537 | Conflict Management and Community Relations |

Educational Leadership Specialization* 15 Credits

Educational Leadership Capstone 3 Credits

| | |
|----------------|---|
| EEA 601 | Educational Leadership Portfolio, Presentation, and Action Research |
|----------------|---|

*Program Director approval required

Master of Education in Educational Leadership with Administrator Certification

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

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

| | |
|----------------|---|
| EEA 512 | Academic Inquiry and Action Research |
| EEA 514 | Current and Historical Educational Perspectives |
| EEA 509 | Leadership for Diverse Learners |

Educational Leadership Core 18 Credits

| | |
|----------------|---|
| EEA 521 | Educational Leadership |
| EEA 524 | School Law |
| EEA 525 | School Finance/Operations |
| EEA 527 | Human Resource Management in Education |
| EEA 533 | Supervision of Instruction |
| EEA 537 | Conflict Management and Community Relations |

Educational Leadership Specialization* 6 Credits

*Program Director approval required

Internship..... 12 Credits

SCHOOL OF APPLIED LEADERSHIP

| | |
|---------|---------------------------|
| EEA 670 | Internship IA |
| EEA 672 | Internship IB |
| EEA 674 | Internship II |
| EEA 676 | Internship III |
| EEA 605 | Fall Reflective Seminar |
| EEA 606 | Winter Reflective Seminar |
| EEA 607 | Spring Reflective Seminar |

Master of Science in Management and Leadership

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

| | |
|--------|--|
| ML 511 | Communication and Influence |
| ML 521 | Organizational Management and Strategy |
| ML 533 | Leadership and Development |
| ML 552 | Data Analytics and Visualization |

Emphasis area..... 12 Credits

Management and Leadership Capstone.....6 Credits

| | |
|--------|---|
| ML 643 | Applied Research in Management and Leadership |
|--------|---|

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 |
| MAL 563 | Philanthropy and Strategic Fund Development |
| MAL 566 | Board Governance and Leadership |
| MAL 568 | Financial Management of Nonprofit Organizations |

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 |
| MAL 532 | Thought Leadership and Creativity |
| MAL 535 | Leading Change in Diverse Organizational Cultures |
| MAL 538 | Social and Environmental Change |

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 |
| HR 508 | Employee Staffing, Training, and Development |
| HR 510 | Employment and Labor Law |
| HR 512 | Compensation and Benefits |

Doctor of Education in Leadership

The Doctor of Education (Ed.D.) in Leadership program offers working professionals the opportunity to develop advanced skills in strategic thinking, critical analysis, change management, adult learning, international education, and organizational development.

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

LDRD 600 Introduction to Doctoral Program

Total Required Credits..... **90 Credits**

Leadership Core 24 Credits

LDRD 606 Leadership Theories and Analysis
LDRD 607 Cultural Competence in a Diverse Society
LDRD 609 Leading Organizational Change
LDRD 613 Socially and Environmentally Responsible Leadership
LDRD 630 Ethical Organizational Leadership
LDRD 640 Strategic Thinking
LDRD 646 Developing Leaders of the Future

Research Core 15 Credits

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

Comprehensive Exams 6 Credits

LDRD 682 Comprehensive Exam

Dissertation..... 18 Credits

RESR 694A Dissertation 1
RESR 694B Dissertation 2
RESR 694C Dissertation 3
RESR 694D Dissertation 4
RESR 694E Dissertation 5
RESR 694F Dissertation 6
RESR 99 Continuing Dissertation Services - Optional course used for continuing enrollment and services as needed beyond provided Dissertation courses.

Residencies 3 Credits

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

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
LDRD 657 Academic Governance and Resource Allocation
LDRD 662 Student Populations and Experiences
LDRD 664 The Future of Higher Education

12 graduate transfer credits or 12 graduate elective credits from CityU

Organizational Leadership Concentration

The Organizational Leadership concentration prepares current and future leaders to meet the challenges facing their organizations in a complex globalized workplace. Areas within the concentration teach leaders the skills they will need to generate trust, empower others, and implement innovative and strategic solutions. Through scholarly research, students will apply theoretical leadership models with collaborative decision-making to promote ethical and sustainable organizations. A broad knowledge of systems-thinking will prepare students to lead diverse organizational change that uses internal and external resources through stakeholder collaboration.

LDRD 632 Collaborative Coaching
LDRD 634 Leading in a Global Environment
LDRD 642 Organizational Design and Culture
LDRD 644 Managing Complexity in Organizations

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

SCHOOL OF APPLIED LEADERSHIP

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

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

| | |
|----------------|---|
| MAL 530 | Adaptive Leadership |
| MAL 532 | Thought Leadership and Creativity |
| MAL 535 | Leading Change in Diverse Organizational Cultures |
| MAL 538 | Social and Environmental Change |

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

| | |
|-----------------|---|
| EDLD 649 | Executive Academy for Visionary Leadership and Educational Reform |
| EDLD 670 | Entry and Pre-Assessment Seminar <i>(or)</i> |
| EDLD 680 | Pre-Internship Assessment and Assessment Seminar |

Block 2 - Instructional Leadership..... 6 Credits

| | |
|-------------------------|---|
| EDLD 641 | Reflective Seminar I |
| EDLD 681 | Internship I |
| EDLD 652 | |
| Advanced Seminar | in Supervision and Instructional Leadership <i>(or)</i> |
| EDLD 671 | Practicum I (and) |
| EDLD 672 | Practicum II (and) |
| EDLD 673 | Practicum II |

Block 3 - Organizational Leadership..... 6 Credits

| | |
|-----------------|---|
| EDLD 642 | Reflective Seminar II |
| EDLD 654 | Organizational Leadership and Resource Management |
| EDLD 682 | Internship II |

Block 4 - Political and Community Leadership..... 6 Credits

| | |
|-----------------|----------------------------------|
| EDLD 643 | Reflective Seminar III |
| EDLD 656 | Policy, Governance and Community |
| EDLD 683 | Internship III |

Block 5 - 21st Century Educational Leadership..... 5 Credits

| | |
|-----------------|--|
| EDLD 659 | Executive Academy in Transformational Leadership |
| EDLD 674 | Culminating Seminar <i>(or)</i> |
| EDLD 684 | Culminating Seminar and Certification Portfolio Presentation |

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

| | |
|-----------------|---|
| EDLD 670 | Entry and Pre-Internship Assessment Seminar |
| EDLD 671 | Practicum I |
| EDLD 672 | Practicum II |
| EDLD 673 | Practicum III |
| EDLD 674 | Culminating Seminar |

Educational Leadership: Administrator Certification

Educators who have a master's degree from an accredited institution, and who meet admission requirements for the Educational Leadership program, are eligible to pursue Washington state P-12 Principal and/or Program Administrator Residency Certification. This program involves 36 credits of emphasis courses, internships, and reflective seminars that are a subset of the M.Ed. Degree program. Out-of-state applicants should consult their state department of education for transferability of course work and/or certificate as Washington has reciprocity agreements with some other states. Certificates include a City University of Seattle Graduate Certificate and, likely, a Washington state residency certificate for principal and/or program administrator.

Total Required Credits..... 36 Credits

Educational Leadership 24 Credits

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

Internship 12 Credits

| | |
|----------------|-------------------------------|
| EEA 670 | Internship IA |
| EEA 672 | Internship IB |
| EEA 605 | Fall Reflective Seminar |
| EEA 674 | Internship II |
| EEA 606 | Winter Reflective Seminar |
| EEA 676 | Internship III |
| EEA 607 | Spring Reflective Seminar III |



Undergraduate Certificate

English Language Program Certificate (ELP)

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 & Writing
- ELP 10A Novice: Introduction to Listening & Speaking
- ELP 9B Novice: Introduction to Reading & Writing
- ELP 10B Novice: Introduction to Listening & 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
- ELP 21B Elementary B Reading & Writing
- ELP 22B Elementary B 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: Reading & Writing
- ELP 52A College Prep IA: Listening & Speaking
- ELP 51B College Prep IB: Reading & Writing
- ELP 52B College Prep IB: 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 & Composition
- ELP 74A Advanced Communications I: Discourse Analysis & Presentation
- ELP 73B Advanced Communications I: Introduction to Literature & Composition
- ELP 74B Advanced Communications I: Discourse Analysis & Presentation

LEVEL 8

- ELP 83A Advanced Communications II: Introduction to Literature & Composition
- ELP 84A Advanced Communications II: Discourse Analysis & Presentation
- ELP 83B Advanced Communications II: Introduction to Literature & Composition
- ELP 84B Advanced Communications II: Discourse Analysis & Presentation

Graduate Certificates

Graduate Certificate in TESOL

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

- TESOL 510 Principles of Language Learning and Teaching
- TESOL 525 Methods of Teaching Language
- TESOL 530 Teaching Grammar
- TESOL 540 Strategies for Teaching the Four Language Skills
- TESOL 555 TESOL Materials Development and Selection

Graduate Certificate in TESOL - Advanced

The Advanced TESOL Certificate offers experienced ESL professionals additional training in current methodology and language teaching practices in specific areas of interest. This certification will not only be attractive to employers abroad, but can also meet some of the TESOL Emphasis area in the Master of Education in Adult Education Program.

Program entry requires completion of Graduate Certificate Teaching English to Speakers of Other Languages or equivalent.

Total Required Credits..... 9 Credits

- TESOL 560 Teaching English to the Young Learner
- TESOL 570 Classroom Management, Grading and Assessment
- TESOL 580 Introduction to Applied Linguistics
- TESOL 590 Field Experience Internship



COURSE DESCRIPTIONS

ACCOUNTING (AC)

Fundamentals Of Accounting

AC 215 5 Credits

AC 215, Fundamentals of Accounting, emphasizes the preparation and recording of accounting information and is intended for students majoring in accounting. Students will learn about the accounting cycle, the measuring process and the classification of data, and the accounting terminology that is essential to the preparation and effective use of financial principles that apply to statements. This course introduces basic accounting concepts and techniques; fundamentals of the accounting process and preparation of basic financial statements; accounting principles involved in the measurement and reporting of assets and liabilities; elements of consolidated statements and statement of cash flows; and using and interpreting financial statements for decision-making.

Course Entry Requirements: Strong math and algebra skills in addition to logical thinking are required to succeed in this course.

Intermediate Accounting I

AC 301 5 Credits

AC 301 provides an in-depth examination of the theory and practice of financial accounting, including the accounting environment and underlying conceptual framework. Students will learn about Generally Accepted Accounting Principles (GAAP) and the application of those principles in the preparation of financial information. This course includes the detailed study of the four major financial statements, cash, receivables, inventories, and applications of time value of money concepts.

Course Entry Requirement: AC 215 Fundamentals of Accounting or the equivalent.

Intermediate Accounting II

AC 302 5 Credits

AC 302 is the second of three intermediate accounting courses and continues the in-depth examination of the theory and practice of financial accounting. This course concentrates on the accounting for non-current assets, current and long-term liabilities, contributed capital, retained earnings, temporary and long-term investments, and Earnings Per Share (EPS) calculations. Students will learn to account for these items through researching and applying Generally Accepted Accounting Principles (GAAP).

Course Entry Requirement: AC 301.

Intermediate Accounting III

AC 303 5 Credits

Intermediate Accounting III is the third of three intermediate accounting courses which continues to expand the in-depth examination of theory and practice of financial accounting. This course concentrates on the preparation and analysis of the statement of cash flows, financial statement analysis, treatment of accounting changes and error analysis, disclosure requirements, revenue recognition, accounting for income taxes, leases, pensions, and post-retirement benefits. Students will focus on the accounting principles and concepts governing the reporting of these items according to Generally Accepted Accounting Principles (GAAP).

Course Entry Requirement: AC 302.

Management Accounting

AC 312 5 Credits

Management Accounting focuses on the production of financial information to support a company's internal managers and influence related economic decisions. Students will learn to create information and organize reports that will aid in the competent planning and control of business operations. Emphasis is placed on the investigation of different methods of product costing, cost behaviors, budgeting, and pricing and how this information affects company operations, product mix, planning, and direction. A basic understanding of statistics and quantitative methods is recommended but not required.

Course Entry Requirement: AC 215

Advanced Accounting

AC 405 5 Credits

Advanced Accounting, AC 405, will take the student through an in-depth study of financial accounting and accounting research. Emphasis is placed on the preparation and analysis of consolidated financial statements using various methods, accounting for minority ownership and equity investments including the treatment of goodwill, disaggregation of financial reports into operating segment information, restatement of foreign currency transactions and translation of financial statements to reflect international monetary differences, partnership admission, dissolution, and liquidation,

and accounting for state and local governments. This course also includes a brief overview of private not-for-profit organizations. Students will learn the concepts and techniques underlying the seven technical areas of accounting.

Course Entry Requirement: AC 303 Intermediate Accounting III, or equivalent coursework.

Auditing

AC 411 5 Credits

This course, AC 411 Auditing, focuses on the methodology for examining public company financial statements in an attest function engagement according to generally accepted auditing standards. The course covers audit planning, risk assessment, tests of internal controls, substantive testing of transactions, audit opinions and report writing, ethics and the legal liability of the independent auditor. Students will learn to apply the concepts and techniques underlying the auditing profession that are essential to the competent performance of a professional audit.

Course Entry Requirement: AC 303.

Business Law for Accountants

AC 412 5 Credits

This course is a survey of the concepts and principles affecting business organizations and commercial transactions, contracts, agency and employment relationships. Emphasis is given to the Uniform Commercial Code's provisions regarding sales, commercial paper and transactions involving security interests. The course also covers dispute resolution alternatives, torts, common law contracts, personal property, real property and bankruptcy. The course focuses on areas tested on the CPA examination.

Federal Income Tax Concepts

AC 420 5 Credits

AC 420, Federal Income Tax Concepts, provides an overview of federal taxation principles, application, and research. The course focuses on federal tax law, income tax liability calculation, the tax effects of property transactions, income, deductions, and payments. Students will learn to recognize, differentiate, and analyze federal tax issues and to present tax-planning options to decision-makers.

Course Entry Requirements: AC 215, AC 301 or other college course in financial accounting.

Business Ethics for Accountants

AC 430 (HU) or (SS) 5 Credits

Business Ethics for Accountants provides the ethical framework for success as an accountant in the increasingly complex global business environment where ethical issues have negatively impacted 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.

Course Entry Requirement: AC 312, AC 405, AC 411, AC 412, and AC 420.

Accounting Internship

AC 498 5 Credits

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.

Course Entry Requirements: Must be currently enrolled at City University with an overall GPA of 3.0 or higher. Must be within five courses of graduation.

Applied Management Accounting Concepts I

AC 501 3 Credits

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.

Course Entry Requirements and Prerequisites: 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.

Applied Management Accounting Concepts II

AC 502 3 Credits

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.

Course Entry Requirements and Prerequisites: 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.

CPA Review - Financial Accounting & Reporting (FAR)

AC 530 3 Credits

This course provides a review of technical accounting materials and helps students explore the opportunities and challenges of being a CPA. Technical coverage of topics historically addressed in the "Financial Accounting & Reporting" section of the Uniform Certified Public Accounting (CPA) examination is addressed using Becker materials. Students gain knowledge and understanding of Generally Accepted Accounting Principles (GAAP) in relation

to business entities, government entities, and not-for-profit organizations and apply knowledge using analytical skills and evaluation techniques. Professional development is encouraged through student interaction.

Course Entry Requirements and Prerequisites: Students must have completed a major in accounting at the undergraduate or graduate level before registering for this course. A major in accounting consists of courses in the intermediate accounting series, audit, business law, tax, and management accounting. Courses must be, at a minimum, at the 300 level or higher if undergraduate courses or MBA courses. Courses should begin with the letters "AC" or "ACC" and be intended for accounting majors.

CPA Review - Regulation (REG)

AC 531 3 Credits

This course provides a review of technical materials and helps students explore the opportunities and challenges of being a CPA. Technical coverage of topics historically addressed in the "Regulation" section of the Uniform Certified Public Accounting (CPA) examination is addressed using Becker materials. Students gain knowledge and understanding of business law, professional ethics, legal responsibilities, and federal taxation and apply knowledge using analytical skills and evaluation techniques. Professional development is encouraged through student interaction.

Course Entry Requirements: Students must have completed a major in accounting at the undergraduate or graduate level before registering for this course. A major in accounting consists of courses in the intermediate accounting series, audit, business law, tax, and management accounting. Courses must be, at a minimum, at the 300 level or higher if undergraduate courses or MBA courses. Courses should begin with the letters "AC" or "ACC" and be intended for accounting majors.

CPA Review - Auditing & Attestation (AUD)

AC 532 3 Credits

This course provides a review of technical auditing materials and helps students explore the opportunities and challenges of being a CPA. Technical coverage of topics historically addressed in the "Auditing and Attestation" section of the Uniform Certified Public Accounting (CPA) examination are addressed using Becker materials. Students gain knowledge and understanding of Generally Accepted Auditing Standards (GAAS) in relation to auditing and attestation engagements and apply

COURSE DESCRIPTIONS

knowledge using analytical skills and evaluation techniques. Professional development is encouraged through student interaction.

Course Entry Requirements: Students must have completed a major in accounting at the undergraduate or graduate level before registering for this course. A major in accounting consists of courses in the intermediate accounting series, audit, business law, tax, and management accounting. Courses must be, at a minimum, at the 300 level or higher if undergraduate courses or MBA courses. Courses should begin with the letters "AC" or "ACC" and be intended for accounting majors.

CPA Review - Business Environment & Concepts (BEC)

AC 533 **3 Credits**

This course provides a review of technical auditing materials and helps students explore the opportunities and challenges of being a CPA. Technical coverage of topics historically addressed in the "Business Environment and Concepts" section of the Uniform Certified Public Accounting (CPA) examination is addressed using Becker materials. Students gain knowledge and understanding of business environment as a whole in conjunction with analyzing the specific operations of a business and apply knowledge using analytical skills and evaluation techniques. Professional development is encouraged through student interaction.

Course Entry Requirements: 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.

Auditing Techniques

AC 540 **3 Credits**

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 the 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.

Auditing Theory and Practice

AC 550 **3 Credits**

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.

Advanced Accounting Strategy I

AC 553 **3 Credits**

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.

Advanced Accounting Strategy II

AC 555 **3 Credits**

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.

Corporate Taxation

AC 557 **3 Credits**

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.

Business Law for Accountants

AC 559 **3 Credits**

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.

Capstone - Ethics and Leadership in the Practice of Accounting

AC 563 **3 Credits**

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.

Course Entry Requirements: This Capstone should be the last course taken in the Master of Professional Accounting program core.

Accounting Internship

AC 625 **3 Credits**

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.

Course Entry Requirements: Graduate MBA students must (at time of internship): 1) Have completed all core requirements (36 credits) in the MBA; 2) Be currently enrolled with a cumulative GPA of 3.25 or higher; and 3) Have successfully completed MBA 535.

ARABIC (ARA)

Elementary Arabic I

ARA 101 (HU) 5 Credits

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. 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.

Elementary Arabic II

ARA 102 (HU) 5 Credits

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.

Course Entry Requirements: ARA 101 or placement test.

Elementary Arabic III

ARA 103 (HU) 5 Credits

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.

Course Entry Requirements: ARA 102 or placement test.

BACHELOR OF ARTS MANAGEMENT (BAM)

Organizational Communications

BAM 400 (HU - 15 cr.) 15 Credits

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.

Course Entry Requirement: Must be admitted into the Performance-based BA in Management.

Organizational Leadership

BAM 405 (SS - 5 cr.) 15 Credits

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.

Course Entry Requirement: Must be admitted into the Performance-based BA in Management.

Business Operations

BAM 410 15 Credits

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.

Human Resource Management

BAM 450 20 Credits

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.

Course Entry Requirements: Must have completed BAM 405 or HR 405 or the equivalent.

Project and Change Management

BAM 455 20 Credits

Under the guidance of a mentor, students will work independently to demonstrate competence on the outcomes and core concepts, knowledge and skills associated with this block. 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

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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.

Course Entry Requirements: Must be admitted into the Performance-based BA in Management.

Manufacturing Operations

BAM 465 20 Credits

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.

Training and Organizational Development

BAM 470 20 Credits

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.

Course Entry Requirements: Must be admitted into the Performance-based BA in Management.

Strategic Business Management Capstone

BAM 495 5 Credits

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.

Course Entry Requirements: 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 Independent Study

BAM 499 1-10 Credits

This course is intended solely for the use of students in the performance-based BA in Management. Independent learning only.

Course Entry Requirements: This course requires department approval.

BASIC CORE (BC)

Critical Thinking

BC 301 (HU) 5 Credits

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.

Professional Communication

BC 302 (HU) 5 Credits

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.

Statistics

BC 303 (NS) 5 Credits

BC 303, Statistics focuses on the usefulness and limitations of statistical processes and their present day applications. Topics include: descriptive statistics, probability theory and distributions, sampling, hypothesis testing, regression, and correlation

models. Students will focus on problem formulation, technique selection and results interpretation. It is strongly recommended that College Math be taken prior to this course.

Ethics and Leadership

BC 306 (SS) 5 Credits

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.

Corporate Social Responsibility

BC 307 5 Credits

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.

BUSINESS COMPETENCY (BSC)

Decision Modeling and Analysis

BSC 400 (NS) 5 Credits

Decision Modeling and Analysis is an examination of the analytical tools used to make optimal business decisions. Topics include: decision analysis, linear programming, waiting line models and project scheduling. There is strong emphasis on understanding business problems and how model building will assist the decision maker in making better decisions. Students will practice building, using and modifying business analysis models. It is strongly recommended that College Math be taken prior to this course.

Interpretation of Financial Statements

BSC 401 **5 Credits**

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.

Financing Organizations

BSC 402 **5 Credits**

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.

Course Entry Requirements: BSC 401.

Legal Issues In The Workplace

BSC 403 **5 Credits**

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.

The Effective Organization

BSC 407 **5 Credits**

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.

BUSINESS MAJOR (BSM)

Introduction to Operations

BSM 205 **5 Credits**

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.

Course Entry Requirements: MATH 107 or MATH 138 or MATH 141 or their equivalent or higher.

Associate in Business Capstone

BSM 295 **5 Credits**

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.

Course Entry Requirements: BSM 205, MK 205, AC 215, SSC 220, SSC 221, MG 201.

Independent Study

BSM 299 **1 Credits**

Independent Study.

Research, Reflection, and Applied Practices

BSM 300 **2 Credits**

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.

Organizational Communications

BSM 304 (HU) **5 Credits**

This course covers internal and external communication in the contemporary evolving organization. Students will assess their management communication style and identify areas for improvement. Topics include interpersonal and small group dynamics, use of communications technology, motivation, conflict resolution, and communicating with diverse audiences.

International Business

BSM 404 **5 Credits**

The course examines the forces 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.

Operations Management

BSM 405 **5 Credits**

BSM 405, Operations Management explores operations management in the manufacturing and service environments. Topics include: cost accounting information for improving efficiency, product and service quality, total quality management, project management, materials resource planning, value creation, supply chain management

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and economic value. Students will focus on how to apply these concepts to real world operation functions of both manufacturing and services.

Course Entry Requirements: It is strongly recommended that College Math and Quantitative Methods be taken prior to this course.

Business Economics

BSM 407 (SS) 5 Credits

BSM 407, Business Economics, applies micro and macro-economic theories to the real world. Topics include: supply and demand; market structure; policy issues such as income distribution, government regulation, and the environment; business cycles; money and monetary policy; and the international economy. Students will learn how to examine economic issues in their personal and professional lives.

Introduction to Geopolitics

BSM 411 (SS) 5 Credits

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.

International Financial Management

BSM 412 5 Credits

In this course, students will learn how to manage the finances of companies that operate internationally. Looking at particular geopolitical regions of the world, they will investigate how financial managers of firms, subsidiaries, or operations across national borders need special knowledge and techniques to cope with a variety of economic and political risks, regulations, and business practices. The course will also cover currency exchange rates and their associated risks, financing alternatives for different types of cross-border entities, and how distinct methods for capital budgeting and the valuation and management of assets may be required for international operations.

International Trade and Logistics

BSM 413 5 Credits

BSM 413, International Trade and Logistics will explore the buying and selling process between parties in two or more countries. Topics include: logistics,

transportation, inventory management, purchasing, warehousing and customer service and the complexities of these in an international marketplace. Students will learn practical applications and uses of contracts, dispute resolution, pricing terms, negotiation terms and communication, transportation, documentation, insurance, information resources, government regulations and international trade organizations.

International Management

BSM 414 5 Credits

BSM 414 International Management introduces students to the global economy. Students will investigate the internal business environment and its complexity in the international setting. Understanding and practical application of concepts and processes of globalization; the political, legal, and technological environment; ethical behavior and decision-making; the role of culture and its impact on behavior; and management of international strategies will be emphasized. Cross-cultural management and problem-solving techniques will be examined.

Strategic Logistics Management

BSM 415 5 Credits

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.

Internship

BSM 485 5 Credits

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 the School of Business is a planned new learning activity which provides the student with a business-related learning experience designed to enhance the understanding of business practices within a given field.

Business Strategy

BSM 495 5 Credits

This is a capstone course that provides the student an opportunity to integrate discrete skills gained from prior coursework in general business, accounting, marketing, management, business law, communications, operations, human relations, and information systems. Students address business finance, growth and management issues, and problems, viewing them from multiple perspectives.

Course Entry Requirements: 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. Pre-requisite courses are BSM 405, BSC 402, MK 300, or equivalents.

Business Major Independent Study

BSM 499 1-5 Credits

Independent learning only. Requires department approval. Variable credit course.

BUSINESS (BUS)

Business Dynamics

BUS 300 5 Credits

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.

Organizational Behavior and Leadership

BUS 304 (SS) 5 Credits

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.

Business Communications

BUS 310 (HU) 5 Credits

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.

Financial Accounting

BUS 315 5 Credits

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.

Finance

BUS 317 5 Credits

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.

Technology and Operations Management

BUS 320 5 Credits

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.

Economic Analysis for Business Decisions

BUS 330 (SS) 5 Credits

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.

Artificial Intelligence (AI) Business Applications

BUS 420 5 Credits

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.

Fundamentals of AI

BUS 424 5 Credits

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 work, and in what situations they can be

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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.

Business Analytics for Decision Making

BUS 426 (NS)

5 Credits

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.

Marketing and Competitive Analysis

BUS 430

5 Credits

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 1) position themselves relative to their competitors, 2) define their target markets, and 3) execute successful marketing programs.

Introduction to Data Science

BUS 440

5 Credits

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.

Advanced Tools in Business Analytics

BUS 442

5 Credits

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.

Advanced Tools in Artificial Intelligence

BUS 444

5 Credits

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 implement AI

models. By focusing on key concepts, this course makes sophisticated AI techniques accessible to students, enabling them to implement and deploy AI-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.

AI Challenges and Research Directions

BUS 446

5 Credits

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.

Strategic Decision Making under Uncertainty

BUS 448

5 Credits

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 results into insights for decision-making. Key topics include deterministic and network optimization, linear programming, characterizing uncertainty and risk to optimize decisions, payoffs and losses, utility and

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.

Introduction to Complexity

BUS 450 **5 Credits**

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.

Anifragility: Gaining from Chaos and Uncertainty

BUS 452 **5 Credits**

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.

Evolutionary Engineering

BUS 454 **5 Credits**

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 adaptation 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.

The Self-Organizing Enterprise

BUS 456 **5 Credits**

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.

Meta-Conditions: Evolving Desired Collective Behaviors

BUS 458 **5 Credits**

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 recommendations based on purchasing

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.

Strategic Consulting

BUS 462 **5 Credits**

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.

Design of Effective Teams and Organizations

BUS 464 **5 Credits**

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.

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Entrepreneurship and Small Business Management

BUS 466 5 Credits

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.

Strategic Management

BUS 495 5 Credits

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?

CHINESE (CHN)

Elementary Chinese I

CHN 101 (HU) 5 Credits

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.

Elementary Chinese II

CHN 102 (HU) 5 Credits

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.

Course Entry Requirements: CHN 101 or placement test.

Elementary Chinese III

CHN 103 (HU) 5 Credits

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.

Course Entry Requirements: CHN 102 or placement test.

CRIMINAL JUSTICE (CJ)

Criminal Investigation

CJ 211(NS) or (SS) 5 Credits

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."

Research Methods and Practice

CJ 240 (NS) or (SS) 5 Credits

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.

Applied Research Methods

CJ 314 (NS) 5 Credits

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.

Fundamentals of Criminology

CJ 318 (HU) or (SS) 5 Credits

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.

Crime, Punishment and Corrections

CJ 320 (SS) 5 Credits

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.

Management and Leadership

CJ 330 (HU) or (SS) 5 Credits

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.

Planning and Policy Analysis

CJ 333 (SS) 5 Credits

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.

Organizational Analysis

CJ 335 (SS) 5 Credits

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.

Introduction to Forensic Criminalistics

CJ 340 (NS) or (SS) 5 Credits

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.

Contemporary Justice Administration Issues

CJ 341 (SS) 5 Credits

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.

Course Entry Recommended: CJ 333.

Globalization and Crime

CJ 350 (HU) or (SS) 5 Credits

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.

Global Criminal Justice

CJ 351 (SS) 5 Credits

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.

Cybercrime, Technology and Social Change

CJ 360 (SS) 5 Credits

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.

Cyber and Surveillance Law and Governance

CJ 361 (SS) or (HU) 5 Credits

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.

Investigation of Cyber Crime

CJ 362 (NS) or (SS) 5 Credits

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 life cycle 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.

Course Entry Recommended: CJ 361.

Investigation of Business Crimes

CJ 363 (NS) or (SS) 5 Credits

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.

Course Entry Recommended: CJ 361.

Applied Criminology and Crime Prevention

CJ 365 (SS) 5 Credits

The course addresses crime prevention in diverse environments such as public spaces, offices, homes, factories, and

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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.

Enterprise Risk Management

CJ 403 **5 Credits**

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.

Operations Research

CJ 405 (NS) **5 Credits**

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.

Risk Assessment and Prevention

CJ 410 (NS) or (SS) **5 Credits**

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.

Organizational and White-Collar Crime

CJ 422 (SS) **5 Credits**

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.

Homeland Security and Espionage

CJ 424 (SS) **5 Credits**

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.

Bureaupathology

CJ 465 **5 Credits**

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.

COMMUNICATIONS **(CO & COM)**

Written Communication **For Managers**

CO 205 (HU) **5 Credits**

An introductory course that approaches written communication from a business and management perspective; introduces students to basic strategies and techniques for effective business writing, including planning and

writing effective letters, memos and short reports. This course can be applied toward the general education requirement in Humanities.

Oral Communication For Managers **CO 210 (HU)** **5 Credits**

This course addresses formal and informal communications as they are applied to managerial responsibilities. It includes development of oral skills in organization leadership, techniques of briefing, and one-to-one communication skills.

Speech and Presentation Skills

COM 101 (HU) **5 Credits**

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.

Introduction to Communications

COM 201 (HU) **5 Credits**

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.

Critical Thinking in **Communications**

COM 307 (HU) **5 Credits**

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.

Media and Society in the Digital Age **COM 315 (HU) 5 Credits**

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

Communication Research Methods and Ethics

COM 316 (SS) 5 Credits

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.

Writing for Communications

COM 317 (HU) 5 Credits

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.

Power of Speaking and Listening **COM 318 (HU) 5 Credits**

Public speaking is both an art form and specific skill. Inherent in public speaking is the power to foster and promote ideas through the formation and delivery of content-specific messages. Understanding cultural and gender-specific contexts is also key to effective public speaking. This course assists students in developing a critical understanding and awareness of message construction, listening, and delivery, with emphasis on situational, gender, and cultural implications and consequences. Students will learn public-speaking skills and strategies in order to effectively articulate both verbal and non-verbal messages to a particular audience for a particular purpose.

Interpersonal Communication

COM 319 (HU) or (SS) 5 Credits

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.

Internal Communications

COM 320 (HU) or (SS) 5 Credits

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.

Mass and Niche Communications **COM 321 (HU) 5 Credits**

Advertising conveys compelling messages in order to sell goods and services. Due to its effectiveness as a means of influencing opinion and behavior, the methods and strategies of advertising have come to be deployed in other forms of mass communication. During this course students will closely observe, analyze, and interpret advertising to discover how persuasive messages are constructed and operate. Students will explore the methods and the practices of advertising, marketing and propaganda as persuasive messaging. This approach will give students an understanding of advertising and persuasion in mass communications.

Consumer Behavior and New Media

COM 361 (HU) 5 Credits

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.

Practicum Preparation and Presentation Skills

COM 397 (HU) 5 Credits

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.

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Public Relations

COM 418 (HU) 5 Credits

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 fund-raising purposes in a variety of traditional, online, and new technology venues.

Intercultural Communication

COM 419 (HU) or (SS) 5 Credits

Cultures develop their own patterns and rules of behavior, values, and communication. The meanings that people attach to their experiences and their basic assumptions about the world are learned and shared within their culture. When people from different cultures come into contact with each other, their views of the world and ways of acting and living may collide, coexist, or change. Communicating across cultural boundaries is the topic of this course. This course looks at how culture affects and shapes communication, explores the varied ways of communicating in different cultures, and helps students develop communication skills to competently engage in intercultural communication.

Wonders of the Web:

Communicating in the Digital Age

COM 455 (HU) 5 Credits

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.

Communicating Crisis, Emergency and Social Change

COM 461 (HU) or (SS) 5 Credits

This course investigates the development and implications of crisis communications in today's world. Students will develop a

framework for a communication plan in the event of a crisis or emergency, as well as learn how to manage issues that might develop into a crisis or negative story or event, examine issues of risk management and crisis recognition, and understand how to factor the social and psychological implications of a crisis or emergency into a communications plan. Through case studies and theory, this course helps students develop the critical thinking skills, analysis, and ethical grounding required to handle the communication of crises and emergencies.

Contemporary Social Media

Tools and Applications

COM 465 (HU) or (SS) 5 Credits

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.

Integrating Social Media Marketing

COM 478 (HU) or (SS) 5 Credits

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.

Practicum

COM 497 (HU) 5 Credits

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.

Independent Study

COM 499 1-5 Credits

Guided investigation of theoretical or applied topics selected individually and approved as complementary to an emphasis or field of study. Students create an 'Independent Learning Contract' (I.L.C.).

Course Entry Requirement: Permission of Program Director.

COUNSELING (COUN)

Internship Continuation

COUN 98 0 Credits

This course will be utilized when a student needs more than 3 quarters to complete their internship hours. It is a non-graded, no credit course with no registration fee attached.

Course Continuation

COUN 99 0 Credits

Required for registration each quarter a student is pursuing work on a Y graded course used for research project.

Introduction to Counseling Practice

COUN 501 5 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Systemic Theory: Multicultural Counseling

COUN 502 5 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Human Growth and Development

COUN 503 5 Credits

This course provides an overview of 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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Professional Ethics and Law

COUN 510 5 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Loss and Grief Counseling

COUN 511 2 Credits

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.

Systemic Theory: Marriage, Couple and Family Counseling

COUN 512 5 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Brief Therapy Models

COUN 513 2 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Research Methods and Statistics

COUN 514 5 Credits

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 of instruction primarily feature in-class face-to-face learning, with some online asynchronous work.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Psychopharmacology

COUN 515 5 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Career Counseling

COUN 516 3 Credits

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

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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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Psychopathology

COUN 517 **5 Credits**

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Introduction to Career Counseling

COUN 518 **5 Credits**

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Foundations of Mental Health Services

COUN 519 **1 Credit**

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Psychopathology and Psychopharmacology I

COUN 520 **5 Credits**

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..

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Psychopathology and Psychopharmacology II

COUN 521 **5 Credits**

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.

Course Entry Requirement: Admission to M.A. in Counseling Program; COUN 520.

Systemic Theory: Crisis, Disaster and Trauma Counseling

COUN 522 **3 Credits**

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program

ASCA Model

COUN 523 **1 Credit**

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.

Testing and Assessment

COUN 525 **5 Credits**

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program

Counseling Theory

COUN 526 **5 Credits**

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Group Counseling

COUN 527 **5 Credits**

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Professional Counseling Orientation

COUN 528 **1 Credit**

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Addictions and Co-Occurring Perspectives

COUN 529 **3 Credits**

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.

Course Entry Requirement: Admission to the MAC Program; COUN 520.

Comprehensive Examination

COUN 550 **0 Credits**

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.

Introduction to School Counseling Models

COUN 560 **6 Credits**

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.

Course Entry Requirement: Admission to the MAC Program.

Systemic Theory: Trauma Counseling and Disaster Mental Health

COUN 562 **5 Credits**

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Career Counseling in School Settings

COUN 564 **5 Credits**

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.

Course Entry Requirement: Admission to the MAC Program.

Advanced Child Development and Play Theory

COUN 567 **5 Credits**

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 approaches that help educators and parents understand developmentally appropriate challenges, play therapy theories and applications

COURSE DESCRIPTIONS

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.

Course Entry Requirement: Admission to the MAC Program.

Child and Adolescent Psychopathology and Psychopharmacology

COUN 569 **5 Credits**

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.

Course Entry Requirement: Admission to the MAC Program.

School Counseling Practicum I

COUN 570 **1 Credits**

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 on instruction primarily feature: in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements.

Course Entry Requirement: Admission to the MAC Program.

School Counseling Practicum II

COUN 572 **1 Credits**

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 on instruction primarily feature: in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements.

Course Entry Requirement: Admission to the MAC Program.

School Counseling Practicum III

COUN 574 **1 Credits**

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 on instruction primarily feature: in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements.

Course Entry Requirement: Admission to the MAC Program.

Graduate Seminar - Independent Study

COUN 599 **1-5 Credits**

Special topics in clinical mental health counseling or marriage, couples, and family counseling will be explored in seminar, workshop, or independent study format.

Course Entry Requirement: Instructor approval required.

Systemic Theory: Child and Adolescent Counseling

COUN 600 **2 Credits**

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.

Counseling Older Adults

COUN 604 **2 Credits**

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.

Systemic Theory in Couples Counseling

COUN 605 **3 Credits**

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.

Course Entry Requirement: Admission to the MAC Program.

Systemic Theory: Couples Counseling (course moving to teachout)

COUN 606 **2 Credits**

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program; Marriage, Couples, and Family Counseling Program Plan

Counseling Children and Adolescents

COUN 607 1 Credits

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 instructions may include online or face-to-face learning, or a combination of the two.

Course Entry Requirement: Admission to the MAC Program.

Older Adults

COUN 608 1 Credits

This courses 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.

Course Entry Requirement: Admission to the MAC Program.

Systemic Theory: Human Sexuality

COUN 609 3 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program; Marriage, Couples, and Family Counseling Program Plan

Practicum I

COUN 621 1 Credit

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Practicum II

COUN 622 1 Credit

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

Practicum I

(course moving to teachout) COUN 630 2 Credits

In the two-part practicum course sequence (COUN 630 and 631), students actively participate in 100 total hours and 40 direct hours of supervised client contact at the City University of Seattle counseling center. The student, site supervisor, and faculty supervisor will design a practicum contract that includes roles and responsibilities, schedule, supervision format and frequency, required staff meetings, and client contact arrangements. The student will become familiar with the City University of Seattle counseling manual, carry professional liability insurance, and abide by the ACA Code of Ethics. Students also engage in social justice and advocacy activities by observing and assisting underserved and disadvantaged individuals at local non-profit organizations. At these sites, students are not to lead activities of a counseling nature. At the conclusion of each quarter of practicum, students are evaluated by the faculty supervisor in consultation with the site supervisor.

Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

Practicum II

(course moving to teachout) COUN 631 2 Credits

In the two-part practicum course sequence (COUN 630 and 631), students actively participate in 100 total hours and 40 direct hours of supervised client contact at the City University of Seattle counseling center. The student, site supervisor, and faculty supervisor will design a practicum contract that includes roles and responsibilities, schedule, supervision format and frequency, required staff meetings, and client contact arrangements. The student will become familiar with the City University of Seattle counseling manual, carry professional liability insurance, and abide by the ACA Code of Ethics. Students also engage in social justice and advocacy activities by observing and assisting underserved and disadvantaged individuals at local non-profit organizations. At these sites, students are not to lead activities of a counseling nature. At the conclusion of each quarter of practicum, students are evaluated by the faculty supervisor in consultation with the site supervisor.

Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

COURSE DESCRIPTIONS

Practicum III

COUN 632

1 Credit

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Practicum IV

COUN 633

1 Credit

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program.

Internship I

COUN 651

3 Credits

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. 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.

Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

Internship II

COUN 652

3 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

Internship III

COUN 653

3 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

Internship IV - Systemic Theory and Interventions

COUN 654

3 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

Internship V - Systemic Interventions

COUN 655

3 Credits

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.

Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

School Counseling Internship I **COUN 660** **3 Credits**

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.

Course Entry Requirement: Admission to the MAC Program.

School Counseling Internship II **COUN 662** **3 Credits**

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.

Course Entry Requirement: Admission to the MAC Program.

School Counseling Internship III **COUN 664** **3 Credits**

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.

Course Entry Requirement: Admission to the MAC Program.

Survey of Addictions: Pharmacology and Physiology of Addictions

COUN 680 **5 Credits**
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.

Substance Use Disorder Law and Ethics

COUN 684 **5 Credits**
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.

Course Entry Requirement: COUN 680

Treatment of Addictions: Individual, Group, and Family Addictions Counseling using ASAM Criteria

COUN 687 **5 Credits**
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.

Course Entry Requirement: COUN 680, COUN 684

COURSE DESCRIPTIONS

Integrative Portfolio Project

COUN 690 3 Credits

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 primarily feature in-class face-to-face learning, with some additional asynchronous online work.

Course Entry Requirement: Admission to the M.A. in Counseling Program

Capstone Project and Comprehensive Examination

COUN 692 4 Credits

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.

Course Entry Requirement: Admission to the MAC Program.

COUNSELLING PSYCHOLOGY CANADA (CPC)

Course Continuation

CPC 99 0 Credits

Required for registration each quarter a student is pursuing work on a Y graded course. Used for thesis, project, and internship.

Introduction To Counselling Psychology Practice

CPC 501 5 Credits

This 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.

Course Entry Requirement: Students are not permitted to challenge this course or undertake it as an independent learning.

Systemic Theory: Diversity and Cultural Psychology

CPC 502 3 Credits

This course is an introduction to the theory, ethics and practice of diversity counseling. Students will examine the sociopolitical nature of counseling, the impact of counselor and systemic bias, the multiple dimensions of identity, and the goals of diversity counseling competence. The course develops competencies through the students personal and professional exploration of value and belief systems, factors of power and oppression, racial/cultural/gender/sexual orientation identity formation, and ethical practice.

Professional Ethics and Law

CPC 510 3 Credits

The professional practice of psychology and counselling centres on thinking, questioning, and decision-making. This course provides a comprehensive investigation of ethical, practice and legal codes and issues as they relate to the development of a professional identity. Areas of focus include multicultural issues, responsibilities and liabilities, confidentiality and its limits, duty to warn, and dual relationships. A differentiation will be made between the regulatory process that protects the public interest and the collegial association process that promotes self-interest and the profession.

Psychology of Loss and Grief

CPC 511 3 Credits

The Psychology of Loss and Grief course presents the holistic experience of loss, the varied presentations of the resulting grief and models of understanding and working with bereavement. Students will acquire knowledge, clinical skills and personal understanding of working with people who have experienced a loss, from the perspective of the individual, as well as the macrocosm of the family, culture, religion, etc.

Family Systems Therapy

CPC 512 5 Credits

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.

Brief Therapy Models

CPC 513 3 Credits

This course provides an overview of the common factors inherent in all effective psychotherapy, and provides skill development in how to plan treatment that is time-sensitive, pragmatic, and outcome-focused.

Research Methods and Statistics

CPC 514 3 Credits

This course 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.

Qualitative Research Methods in Counselling Psychology

CPC 520 3 Credits

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.

Psychology of Trauma and Interpersonal Violence

CPC 522 3 Credits

In this course, students will develop therapeutic competencies for working with survivors and perpetrators of trauma and interpersonal violence. Person-centered 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.

Note: This course may not be challenged or taken as an Independent Learning Contract (ILC).

Psychology of Sexuality and Human Development

CPC 523 3 Credits

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.

Psychopathology and Psychopharmacology

CPC 524 5 Credits

This course examines psychopathology from a socio-cultural 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 behavior are explored.

Testing and Assessment

CPC 525 3 Credits

This course presents a survey of assessment techniques and instruments for personality, intelligence, achievement, interest, and aptitude. Students learn to incorporate test results into written reports, conduct mental status examinations, perform assessment interviews, and write detailed case conceptualization reports integrating quantitative and qualitative assessments.

Course Entry Requirement: CPC 514.

Counselling Psychology Theory

CPC 526 5 Credits

This course provides an orientation on how to approach and use theory in the practice of counselling psychology, reviews a number of current issues in counselling and psychotherapy, and introduces students to both classical and contemporary models of counselling and psychotherapy. Once students acquire these competencies, they will be able to form an initial, critically informed personal theory of counselling. Course delivery will be via lecture, demonstration (live and videotape), in-class skill practice, and feedback.

Group Counselling Psychology

CPC 527 3 Credits

This course provides an experiential 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.

Psychology Of Addictions

CPC 529 3 Credits

This course seeks to critically examine the phenomenon described as "addiction" from multiple perspectives. Special emphasis will be placed on compassionate, collaborative, practices of engagement with persons struggling with substance use. Students will explore a range of frameworks and theories, considering alternative ways of understanding addiction within a sociological context.

Comprehensive Exam - British Columbia, Canada

CPC 550 0 Credits

Comprehensive Exam - British Columbia, Canada

Comprehensive Exam - Alberta, Canada

CPC 551 0 Credits

Comprehensive Exam- Alberta, Canada

Assessment in Counselling Psychology

CPC 556 5 Credits

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).

Graduate Seminar-Independent Study

CPC 599 5 Credits

Graduate Seminar-Independent Study

Child and Adolescent Counselling

CPC 600 3 Credits

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.

Research Project/Thesis

CPC 603 4 Credits

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.

Course Entry Requirement: Students in this course will have successfully completed the Comprehensive Examination.

Psychology of Aging

CPC 604 3 Credits

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.

COURSE DESCRIPTIONS

Couple's Counselling

CPC 606 **3 Credits**

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)

Introduction to Clinical Supervision

CPC 610 **3 Credits**

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.

Course Entry Requirements: Completion of Core Courses and Comprehensive Examination.

Psychoeducational Assessment of Children and Adolescents I

CPC 611 **3 Credits**

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.

Course Entry Requirement: CPC 525.

Psychoeducational Assessment of Children and Adolescents II

CPC 612 **3 Credits**

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.

Course Entry Requirements: CPC 525; CPC 611.

Internship

CPC 633 **1 Credit**

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 CityU Internship Coordinator. This course serves as a vehicle for documentation of internship hours, intern evaluations, and supervisory evaluations. This course is repeated until all 250 required client contact hours and 50 site supervision hours are completed.

Practicum I

CPC 651 **2 Credits**

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.

Course Entry Requirements: 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, passed the Comprehensive Examination, and achieved Master's Candidacy.

Practicum II

CPC 652 **2 Credits**

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.

Course Entry Requirements: 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, passed the Comprehensive Examination, and achieved Master's Candidacy.

Practicum III

CPC 653 **2 Credits**

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.

Course Entry Requirements: 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, passed the Comprehensive Examination, and achieved Master's Candidacy.

Practicum I: Case Conceptualization & Counselling Psychology Treatment

CPC 654 **3 Credits**

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.

Course Entry Requirements: 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, passed the Comprehensive Examination, and achieved Master's Candidacy.

Practicum II: Ethical Issues in Counselling Psychology Practice
CPC 655 3 Credits

The Practicum courses provide clinical experience and professional supervision beyond the student's internship setting. Students will have the opportunity to participate in group supervision, discuss internship issues, journal their client contact therapy work, and conduct professional clinical case presentations.

Course Entry Requirements: 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, passed the Comprehensive Examination, and achieved Master's Candidacy.

Advanced Seminar in Integrative Research
CPC 691 4 Credits

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.

Please note the following: Instruction for this course is offered over two quarters. The student may require a third quarter to finalize their project and have it evaluated by a University approved 'second reader.' This course requires students to participate in the institutional review board (IRB) process before proceeding to the second assignment.

Counselling Psychology: Research Project
CPC 695 5 Credits

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).

Course Entry Requirement: CPC 514, CPC 520.

Counselling Psychology: Thesis
CPC 696 5 Credits

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.

Course Entry Requirement: CPC 514, CPC 520.

COMPUTER STUDIES (CS)

Computer Science I - C++
CS 131 5 Credits

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.

Programming with Python
CS 151 5 Credits

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.

Information Technology for Managers
CS 201 5 Credits

This course provides an introduction to the world of information technology, including the Internet, software and

hardware, telecommunications, databases, and e-commerce. It examines the opportunities, challenges, and ethical questions brought by the digital age. As a preparatory course for the bachelor's degree programs in management, it develops students' skills in commonly used applications.

Introduction to Web Design
CS 225 5 Credits

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 create a dynamic website. Students completing this course will have an understanding of the operation and construction of a dynamic website.

Telecommunications
CS 300 5 Credits

This course examines the infrastructure which enables modern telecommunications systems and how that infrastructure carries voice and data around the globe. The course studies the access, transport, backbone, and switching cores of networks which carry voice and data communications. The course helps the students understand how local voice and data networks are globally interconnected.

Course Entry Requirement: CS 330.

Human Computer Interaction
CS 302 5 Credits

This course provides an introduction to the fields of human computer interaction (HCI), software design and computer supported cooperative work (CSCW). These fields draw from many others including neurobiology, psychology and sociology, as well as computer science. Students will learn to apply concepts from these fields via user inquiry, use case narration, prototype design and usability studies. At the end of the course, students will be able to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.

COURSE DESCRIPTIONS

Information Management

CS 306 5 Credits

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 to the student to work in a managed information environment.

Introduction to Medical Organizations, Operations and Terminology

CS 310 5 Credits

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.

Course Entry Requirement: IS 306 or CS 306.

Network Communications Basics

CS 330 5 Credits

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.

Course Entry Requirement: IS 306.

Switches, Routing and Protocols

CS 332 5 Credits

This course takes an in-depth look at the communications network and transport layers with a particular focus on IPv4 and IPv6. The course studies how packets are routed through networks and provides students with basis for understanding protocols. This course is a foundation for more advanced networking knowledge.

Course Entry Requirement: CS 330.

Computer Organization and Architecture

CS 370 5 Credits

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.

Course Entry Requirement: MATH 245, CS 131, IS 340 .

Database Management

CS 416 5 Credits

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.

Programming Language Survey

CS 423 5 Credits

This course is a study of the core concepts behind programming languages. The course will cover different programming paradigms including: procedural, functional, object-oriented, scripting and event-driven. The student will develop an appreciation for why different languages exist and the tools to analyze which language approach to apply to a given problem.

Course Entry Requirement: CS 131, IS 381.

Health Information Systems

CS 430 5 Credits

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.

Course Entry Requirement: CS 310.

Advanced Health Information Systems

CS 432 5 Credits

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.

Course Entry Requirement: CS 430.

Network Applications Layer

CS 436 5 Credits

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.

Course Entry Requirement: CS 332.

Systems Design

CS 454 5 Credits

This course applies software engineering methods and techniques to design and build systems. With mobile

computing becoming more common course examines the effects of mobile computing on software design and development. Students will also examine current topics in systems design and software engineering.

Course Entry Requirement: IS 350.

Secure Programming

CS 463 **5 Credits**

This course studies the principles and practices of secure programming. Students learn to develop code which avoids vulnerabilities that could be exploited for nefarious objectives. Students also learn to use security features provided by libraries, such as encryption, authentication, access control, in an effective manner.

Course Entry Requirements: IS 345, IS 375.

Network Security

CS 481 **5 Credits**

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.

Course Entry Requirement: CS 330.

Network Management

CS 492 **5 Credits**

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.

Course Entry Requirement: CS 332.

Capstone I - Project Initiation

CS 495 **5 Credits**

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.

Course Entry Requirement: Substantial completion of the BSCS/BSIS program including the majority of emphasis courses.

Capstone II - Project Implementation and Validation

CS 496 **5 Credits**

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.

Course Entry Requirement: CS 495.

Technology Capstone

CS 497 **5 Credits**

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. Student must take this course in last quarter of enrollment. May take another program requirement concurrently.

Course Entry Requirements: Student must be in BSIT or BSAPC or BSIS program and in the final term of study.

Principles of Software Engineering

CS 504 **3 Credits**

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 life cycle. 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.

Compilers for Computer Languages

CS 510 **3 Credits**

This course focuses on a practical approach for code design and systems architecture requirements when building a compiler and interpreter. Students learn how to build a compiler/interpreter for multiple programming languages using the common resources. During the course, students become familiar with several programming languages as they are intimately tied to the design and implementation of the compiler. Students learn how compilers are used to translate high level source code into machine language. Students will learn all stages involved during the compile cycle. Students will also learn component based software engineering, service orientation and global software development.

Introduction to Cloud Computing

CS 519 **3 Credits**

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.

Computational Biology

CS 531 **3 Credits**

The field of computational and systems biology represents an integration of concepts and ideas from the biological sciences, engineering disciplines, and computer science. Recent advances in biology, including the human genome project and massively parallel approaches to probing biological samples, have created new opportunities to understand biological problems from a systems perspective. This course offers a clear exposition of the algorithmic principles driving advances in bioinformatics. Accessible to students in both biology and computer science, it strikes a unique balance between rigorous mathematics and practical

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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.

Computer Architecture

CS 533 3 Credits

This course provides students with a fundamental understanding of computer architecture and components including the ALU, registers, buses, 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.

The Cloud Environment

CS 535 3 Credits

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.

Course Entry Recommendation: CS 519.

Applied Parallel Programming

CS 545 3 Credits

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.

Course Entry Recommendation: CS 555 or equivalent.

Secure Systems and Programs

CS 547 3 Credits

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, access control, which allow the creation of a secure system.

Course Entry Requirement: ISEC 500.

C++ for Programmers

CS 555 3 Credits

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.

Software Testing

CS 570 3 Credits

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.

Computer Systems Graduate

Internship

CS 598 1 Credit

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.

Course Entry Recommendation: Completed a minimum of 27 program graduate quarter credit hours at City University of Seattle; and currently enrolled in a graduate program at City University with a cumulative GPA of 3.25 or higher.

Independent Study -

Computer Systems

CS 599 1-6 Credits

Independent Study. Course credits and subject to be approved by Program Director.

Programming for Distributed Database Systems

CS 610 3 Credits

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.

Course Entry Recommendation: CS 519.

Data Exploration and Visualization

CS 612 3 Credits

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.

Programming for Cloud Computing Environment

CS 615 3 Credits

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.

Course Entry Recommendation: CS 519 and CS 555.

Computer Systems Capstone - Define

CS 651 3 Credits

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.

Course Entry Requirement: Completion of 18 credits of the program including at least 9 credits of a sequence.

Computer Systems Capstone - Process

CS 652 **3 Credits**

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.

Course Entry Requirement: CS 651.

Computer Systems Capstone: Analyze and Report

CS 653 **3 Credits**

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.

Course Entry Requirement: CS 652

Computer Science Capstone

CS 687 **3 Credits**

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.

Course Entry Requirement: Enrolled students must in their final term of study.

DOCTOR OF BUSINESS ADMINISTRATION (DBA)

Introduction to Doctoral Program DBA 600 **1 Credit**

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.

Organizational Development Theories and Trends

DBA 605 **6 Credits**

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.

Financial Decision Making

DBA 610 **6 Credits**

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.

Organizational Identity and Culture

DBA 615 **6 Credits**

This course asks students 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, and 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.

Technology Implementation and Change Management

DBA 620 **6 Credits**

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 these needs, justify selections, and create an implementation plan. Students will also assess technology implementations to determine the extent of their success.

Industry Analysis and Market Innovation

DBA 625 **6 Credits**

This course covers the practice of sustained product innovation and the process of marketing existing and future product capabilities to capture increased market shares. 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 and propose strategies to create value for a wider customer base.

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Business Process Analysis and Strategic Management

DBA 630 **6 Credits**

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.

Organizational Development Capstone

DBA 670 **6 Credits**

Using the material covered in the first four courses of the application block, 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 intended to make the organization run more efficiently. Students must also identify key performance metrics and implement a plan for tracking the long-term success of the recommended intervention.

Course Entry Requirement: Completion of DBA business core.

EDUCATION - ADULT EDUCATION (EAD)

Adult Learning Theory

EAD 505 **6 Credits**

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.

Instructional Strategies for Adult Learners

EAD 507 **6 Credits**

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.

Instructional Technology and Online Education

EAD 523 **6 Credits**

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.

Program Design, Assessment and Evaluation

EAD 527 **6 Credits**

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.

Curriculum Development and Instructional Design

EAD 529 **6 Credits**

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.

Learning Outcomes Assessment

EAD 530 **3 Credits**

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.

Legal and Ethical Dimensions of Training and Development

EAD 556 **3 Credits**

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.

Staff Development and Innovative Leadership

EAD 560 **3 Credits**

A major focus of training initiatives in all types of organizations is the development of a competent workforce with the skills of lifelong learning. This course surveys the research, models, and issues associated with improving human performance in workplace settings. Students explore methods and techniques for recognizing and analyzing performance gaps, conducting needs assessments, determining appropriate instructional and performance support interventions, and measuring the results of implemented solutions. Emphasis is placed on determining whether instructional or other performance support interventions are appropriate for addressing identified needs.

Applied Project

EAD 610 **6 Credits**

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.

Capstone: Adult Education and Service Learning

EAD 611 **6 Credits**

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.

Capstone: Training in Organizations

EAD 612 **6 Credits**

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.

E-COMMERCE (EC)

Fundamentals Of Electronic Commerce

EC 400 **5 Credits**

This course provides an overview of Electronic Commerce (E-Commerce) from a managerial perspective. Areas covered include: Business-to-Consumer, Business-to-Business, Business-to-Employee, and the E-Environment. The course also includes topics such as: E-Commerce intermediaries and business models, technologies that enable E-Commerce; consumer behavior, site design, site promotion, business challenges, and strategies. It will provide students with knowledge of web site use, challenges and strategies for reaching customers, and how E-Commerce works in the business environment today.

EDUCATION CORE - CANADA (ECC)

Preparation for Professional Growth

ECC 509 **3 Credits**

This course builds on the self-assessment carried out at the beginning of the program. Students conduct a second self-assessment of their knowledge and skills during this mid-point in the program course to create a Professional Growth Plan that will act as a guide throughout the second year on the program. Tools for professional improvement are introduced, including the skills of conducting successful research and internship experiences, reflecting on one's professional practice, and using empirical, social, philosophical, and historical knowledge to inform daily praxis.

Technology Tools and Information Literacy

ECC 510 **2 Credits**

This course introduces information literacy and the processes basic to educational research. Students will utilize accesses to scholarly journals and research, develop a problem statement, critique journal articles, and prepare an annotated bibliography to explore best practices in professional practice.

Research Methods in Education

ECC 511 **3 Credits**

In this course candidates will study a variety of research methodologies including formal research, action research, data driven instruction, and assessment. All of these forms of research are tools of the reflective practitioner. Find, evaluate, and use relevant research materials to develop skills in critiquing published research and reviewing literature and methodologies to develop a research plan.

Ethics and Law for School-based Practice

ECC 513 **3 Credits**

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.

Introduction to School Based Counselling

ECC 514 **3 Credits**

This course gives the future school counsellor and educational leader an overview of how a well-organized counselling program contributes to children's growth and a positive school climate. It provides a foundational view of the roles and responsibilities of a school counsellor in a multicultural context.

Leadership and Counselling Diverse Cultures in Education

ECC 515 **3 Credits**

The course will consider examples which increase the student's understanding of the implications of cultural and diversity issues in the school environment. Candidates will learn to understand new cultures as they are encountered. Candidates will also develop strategies that can be used in the school to promote the emotional and physical well-being of all students and the climate of the school as a place for learning.

COURSE DESCRIPTIONS

Family Systems and Conflict Management

ECC 516 **3 Credits**

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.

Counselling Field Experience

ECC 601 **1 Credit**

The field experience is a mentored, integrated, sequential experience planned by the student, the university field supervisor, and a mentoring school counsellor with training in observation and counselling skills. Candidates observe on-site counsellors at elementary and secondary levels to become familiar with the counsellor role and the emphases at different levels. As part of their observation work, candidates will conduct a case study on an individual child or adolescent within a school setting. Typical experiences with staff, students, and others will be observed and assessed. Audio or videotaping of laboratory practice is required.

Counselling Practicum

ECC 602 **2 Credits**

This is the second of two field experience courses prior to the internship. Candidates are supervised by their school-based mentor and university faculty in this pre-internship clinical experience. The focus is on the development of basic individual, age appropriate counselling skills and integration of professional knowledge. Candidates observe, gain understanding for, and practice listening skills, interviewing, conflict resolution, and de-escalation techniques in preparation for leadership and counselling roles and their internships. Audio or videotaping of laboratory practice is required.

EARLY CHILDHOOD EDUCATION (ECE)

FOUNDATIONS IN EARLY CHILDHOOD EDUCATION

ECE 301 **4 Credits**

This course provides an overview of early childhood education from historical and current perspectives. Emphasis is placed on events, philosophical theories, and people who influenced the development of early childhood programs. Students will reflect on issues and trends in early childhood education and use that information to determine the effectiveness of these contributions in recognized and accepted early childhood programs of today.

Cognitive Development and Brain Research

ECE 302 **3 Credits**

This course explores the relationship between brain development and cognitive development. The course examines how cognitive neuroscience can inform the study of development and how a developmental approach can advance progress in cognitive neuroscience. The course covers topics ranging from the embryology of the brain to the development of memory, language, and locomotion. Students will be able to create appropriate curricula for children from birth through grade three in terms of understanding developmental phases and brain growth.

Family, Culture and Community Connections

ECE 306 **3 Credits**

This course focuses on understanding the interrelationship of culture, home, language and beliefs. Emphasis is placed on examining the early learning environment including the social, emotional, cultural and intellectual variability of children from birth to age eight. Candidates reflect upon culturally and linguistically diverse differences of young children and design plans for communication and involvement of all families.

Course Entry Requirement: Per program plan, plan of study, or approval of program director.

Creativity, Play and Early Learning ECE 308

3 Credits

This course presents information on how to select and plan varied experiences in creative arts (dance, music, theater and visual art) for young learners. The course explores the use of creative art materials, activities, and environments through a variety of curriculum approaches. Candidates plan, implement and evaluate best practice approaches for teaching creative arts.

Pre-Primary and Primary Curriculum and Instruction

ECE 400 **4 Credits**

This course focuses on foundational concepts, models and rationales for developing positive, content-rich learning opportunities for young children. Topics include developmentally appropriate, aligned, and intentionally designed curriculum, methods for teaching diverse learners, multiple forms of assessment, and the importance of family outreach, professional collaboration and reflection to enhance teaching. Students will be able to design, sequence, deliver, and evaluate integrated curriculum that facilitates the physical, cognitive, social, emotional, creative and ethical growth of all children ages birth to eight.

Course Entry Requirement: Admission to BA ECE program or permission of the Director.

Developmentally Appropriate Practices for Infants and Toddlers

ECE 412 **3 Credits**

This course examines the role of the caregiver, components of high-quality caregiver-child relationships, and strategies for ensuring developmentally appropriate, individually appropriate and culturally appropriate practices. Topics include understanding and working with families of infants and toddlers, issues of attachment and separation, brain development, and the importance of continuity of care and creating nurturing environments for very young children and their families. Candidates demonstrate observation skills related to infants, toddlers and their families and design activities to meet the developmental needs of these young children based on the outcome of those observations.

Course Entry Requirement: Admission to program or permission of Director.

EDUCATION CURRICULUM & INSTRUCTION (ECI)

Methods and Design Using National Board Standards

ECI 630 6 Credits

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 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 identify points of success and areas of needed improvement to evaluate progression of student learning to inform teaching practice. Furthermore, candidates 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.

Course Entry Requirement: Program Director approval; admitted to program.

Writing for Reflective Practices

ECI 640 6 Credits

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 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 focuses 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.

Course Entry Requirement: Program Director approval; admitted to program.

Empowering Student Voice

ECI 650 6 Credits

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 develop strong unit plans containing specific goals to use for student assessment. Candidates 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.

Course Entry Requirement: Program Director approval; admitted to program

EDUCATION CORE - {GRADUATE} (ECU)

Research and Methodology

ECU 501 6 Credits

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.

Course Entry Requirement: Admittance to the M.Ed. Program or with permission of the Program Director.

Diverse and Global Educational Practice

ECU 502 6 Credits

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

COURSE DESCRIPTIONS

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.

Course Entry Requirement: Admittance to the M.Ed. Program or with permission of the Program Director.

Professional and Community Engagement

ECU 503 6 Credits

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.

Course Entry Requirement: Admittance to the M.Ed. Program or with permission of the Program Director.

Graduate Research and Methodology

ECU 504 4 Credits

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.

Course Entry Requirement: Admittance to the M.Ed. Program or with permission of the Program Director.

Practice of Diversity and Global Education

ECU 506 4 Credits

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.

Course Entry Requirement: Admittance to the M.Ed. Program or with permission of the Program Director.

School and Community Engagement

ECU 508 4 Credits

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.

Course Entry Requirement: Admittance to the M.Ed. Program or with permission of the Program Director.

Tools for Academic Inquiry

ECU 511 3 Credits

This course introduces students to the wealth of information and tools that are the foundation of graduate study. Students 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 education or training.

Technology for School Leaders

ECU 514 3 Credits

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.

Current Issues in Education

ECU 526 3 Credits

This course examines current issues in education that have and continue to emerge within the context of the philosophical, historical, and recent legislation impacting the standards for student learning and assessment, and teacher performance. Candidates analyze educational practices from multiple perspectives and consider how to communicate essential elements to diverse audiences.

Multicultural Perspectives: Increasing Family/Community Engagement and Student Achievement

ECU 535 3 Credits

This course provides candidates with the skills, perspectives and strategies to engage family and community members for the purpose of increasing 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 apply skills and strategies that are consistent with cultural competence, academic inquiry and P-12 school improvement goals.

Course Entry Requirements: This course is open to graduate-level candidates in education programs.

Instructional Theory and Design **ECU 542** **6 Credits**

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.

Course Entry Requirements: This course is open to graduate-level candidates in education programs.

Assessment for Student Learning **ECU 552** **6 Credits**

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.

Course Entry Requirements: Admission to M.Ed. Program.

Curriculum Design and Evaluation **ECU 561** **6 Credits**

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 literary and expository text selections, diagnosis, planning, assessment with analytic interpretation—all guided by current learning targets and standards.

Course Entry Requirements: Admitted to the M.Ed. program or by Program Approval.

Differentiated Instruction **ECU 562** **6 Credits**

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.

Course Recommended Entry: Complete ECU 542 and ECU 552 before this course.

Policy & Advocacy in STEM and Science Education **ECU 580** **6 Credits**

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.

Course Entry Requirements: Admitted to the M.Ed. program or by Program Approval.

Content & Resources in STEM and Science Education **ECU 582** **6 Credits**

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).

Course Entry Requirements: Admitted to the M.Ed. program or by Program Approval.

Standards and Assessment in STEM and Science Education **ECU 584** **6 Credits**

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.

Course Entry Requirements: Admitted to the M.Ed. program or by Program Approval.

Integrated Curriculum in STEM and Science Education **ECU 586** **6 Credits**

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.

Course Entry Requirements: Admitted to the M.Ed. program or by Program Approval.

Master of Education Capstone Project **ECU 601** **3 Credits**

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.

Course Entry Requirements: Program Director approval

COURSE DESCRIPTIONS

ELEMENTARY EDUCATION (EDE)

Theory and Practice in Education **EDE 249** **3 Credits**

This course introduces students to the philosophical foundations of the American educational system. Emphasis is placed on the social, historical, moral and political dimensions of school. Candidates will develop a set of values to teach by in order to establish the dispositions of a professional educator.

Special Education and Special Programs **EDE 307** **3 Credits**

This course provides general education teachers with the knowledge and skills to address the needs of students with disabilities in their classrooms. The course also surveys other special programs including ESL/Bilingual, gifted education, and federal, state, and local compensatory programs and services. The course offers a holistic perspective of the range of human experience of special needs students, attitudes of individuals and society toward these individuals, and strategies for building a sense of classroom community to engage all students in meeting academic and interpersonal goals. In addition, this course provides opportunities for learning about collaborative models for involving families as well as other professionals in planning for students with special needs. Participants use role playing, observation, interviewing, and group investigations to learn about interventions and accommodations appropriate for K-8 students with special needs.

Sustainability and the Social Sciences **EDE 325** **4 Credits**

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.

Content: Creative Arts Concepts **EDE 370A** **2 Credits**

This course focuses on the basic elements, principles, related concepts, and vocabulary of the creative arts. Emphasis is placed on developing the candidate's familiarity with a variety of art forms and how to integrate them into interdisciplinary lesson plans and unit plans. Candidates will be able to effectively integrate the arts into planning academic curricula for K-8 classrooms.

Course Entry Requirement: Admission to the BAED Program or Director's permission.

Performance: Creative Arts Concepts **EDE 370B** **0 Credits**

This course is the corresponding course to EDE 370A which focuses on the basic elements, principles, related concepts, and vocabulary of the creative arts. Emphasis is placed on the application of the variety of media and lesson planning. Candidates will be able to integrate the arts into instructing academic curricula for K-8 classrooms.

Health and Fitness Methods **EDE 403** **2 Credits**

This course provides an understanding of the potential empowering or limiting effects of health/fitness choices and habits on quality of life, health and lifespan. Topics include exploration into health-related topics as well as candidate development of teaching skills necessary for effective health education and application of physical activities that promote fitness in the K-8 student learning environment.

Content: Mathematics I **EDE 433** **4 Credits**

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.

Course Entry Requirement: Admission to the BAED Program or prior approval of the Teacher Certification Program Director

Content: Mathematics II **EDE 439** **4 Credits**

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.

Course Entry Requirement: EDE 433 or Program or Director approval

EDUCATION LEADERSHIP POST GRADUATE (EDLD)

Course Continuation **EDLD 99** **0 Credits**

This course enables continuation of work in Administrator Professional Certification and Executive Leadership (EDLD) courses that qualify for a Y grade.

Reflective Seminar I **EDLD 641** **1 Credit**

This reflective seminar is the first of three that engages the candidate in analyzing, synthesizing and evaluating progress toward mastering the entry-level knowledge, skills, dispositions, roles and responsibilities of a superintendent. The candidate focuses on the instructional aspects of a school system while continuing to develop a certification portfolio using standards-based assessment data and evidence, and reflections on professional growth experiences. Experienced school system administrators, attorneys and superintendents join with the instructor in conducting this seminar.

Reflective Seminar II **EDLD 642** **1 Credit**

This reflective seminar is the second of three that engages the candidate in analyzing, synthesizing, and evaluating progress toward mastering the entry-level knowledge, skills, dispositions, roles and responsibilities

of a superintendent. The candidate focuses on the instructional aspects of a school system while continuing to develop a certification portfolio using standards-based assessment data and evidence, and reflections on professional growth experiences. Experienced school system administrators, attorneys, and superintendents join with the instructor in conducting this seminar.

Reflective Seminar III

EDLD 643 1 Credit

This reflective seminar is the third of three that engages the candidate in analyzing, synthesizing, and evaluating progress toward mastering the entry-level knowledge, skills, dispositions, roles and responsibilities of a superintendent. The candidate focuses on the instructional aspects of a school system while continuing to develop a certification portfolio using standards-based assessment data and evidence, and reflections on professional growth experiences. Experienced school system administrators, attorneys, and superintendents join with the instructor in conducting this seminar.

Executive Academy for Visionary Leadership and Educational Reform

EDLD 649 5 Credits

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.

Course Entry Requirement: Admission to Executive Leadership Program.

Advanced Seminar in Supervision and Instructional Leadership

EDLD 652 3 Credits

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.

Organizational Leadership and Resource Management

EDLD 654 3 Credits

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.

Policy, Governance and Community

EDLD 656 3 Credits

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.

Executive Leadership Academy in Transformational Leadership

EDLD 658 6 Credits

The Summer Academy in Transformational Leadership focuses on the role of the superintendent and school district leadership in providing systemic school change in the 21st Century. Instructors and expert presenters will show how school system leaders can promote extraordinary reforms, be accountable, and achieve significant improvements in teaching and learning. Candidates will learn how to create transformational change goals, strategies and action plans. They will have "hands on" experience with valuable assessment

tools, resources, and processes that will help develop modern, creative, team-centered school systems. They will examine the work of the superintendents and school district's leadership teams as they study long-lasting change in a high-performance school systems. In this Academy, candidates will synthesize and share powerful processes for creating and implementing shared visions and strategic planning efforts that they learned during the past four quarters as participants in the internships and coursework of the Executive Leadership Program. They will share how they have applied research-based strategic planning processes that fully address student performance needs while motivating and guiding professional learning communities through the deployment of Educational Reform Initiatives. They will demonstrate how they have worked with the School System Improvement Resource Guide (SSIRG) to involve key stakeholders and facilitate processes that focus reform around the State of Washington's Nine Characteristics of High Performing Schools. They will demonstrate and explain how they have developed their own capacity for greater transformational leadership opportunities. They will dialogue with several new and experienced superintendents how they can be successful during their first year as school system administrators and superintendents.

Executive Academy in Transformational Leadership

EDLD 659 4 Credits

The Executive Academy focuses on the role of the superintendent and executive leader in 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.

Course Entry Requirements: EDLD 651, EDLD 652, EDLD 654, and EDLD 656.

COURSE DESCRIPTIONS

Entry and Pre-Assessment Seminar **EDLD 670** **2 Credits**

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 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.

Course Entry Requirements: State requirements are three (3) years of experience in a position requiring the Administrator with Principal or Program Administrator Residency Certificate.

Practicum I **EDLD 671** **1 Credit**

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 demonstrates 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.

Course Entry Requirements: EDLD 670 Entry and Pre-Assessment Seminar.

Practicum II **EDLD 672** **1 Credit**

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 demonstrates 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.

Course Entry Requirements: EDLD 670 Entry and Pre-Assessment Seminar.

Practicum III **EDLD 673** **1 Credit**

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 demonstrates 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.

Course Entry Requirements: EDLD 670 Entry and Pre-Assessment Seminar.

Culminating Seminar **EDLD 674** **1 Credit**

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.

Course Entry Requirements: EDLD 670 Entry and Pre-Assessment Seminar.

Pre-Internship Assessment and Assessment Seminar **EDLD 680** **2 Credits**

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.

Internship I **EDLD 681** **2 Credits**

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.

Internship II **EDLD 682** **2 Credits**

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.

Internship III **EDLD 683** **2 Credits**

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.

Culminating Seminar and Portfolio Presentation **EDLD 684** **1 Credit**

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.

EDUCATION (EDU)

American School Law and Issues in Special Populations

EDU 308 3 Credits

This course examines public school law with an emphasis on the rights and responsibilities of students and teachers. Candidates analyze current issues and case studies specific to public education, special education and the education of recent immigrants for positive inclusion in a public school. Candidates learn professional boundaries, procedures, and resources to maintain a safe environment for teaching and learning.

Multicultural Education

EDU 313 2 Credits

This course provides an introduction to the diversity of the American school population and the concepts, theories, and strategies that constitute multicultural education. Participants explore how children from diverse backgrounds construct knowledge within the 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.

Content: Instructional Strategies P-12

EDU 320A 5 Credits

This course examines the basic principles of quality instructional design and delivery. Topics include personalized learning as well as instructional strategies that promote learning experiences and enable both teacher and student to

monitor learning progress. Candidates develop foundational understandings of how to prepare to teach a class when they have their own classrooms.

Performance: Instructional Strategies P-12

EDU 320B 0 Credits

This course represents the companion performance task for EDU 320A Instructional Strategies P-12, taken earlier in the program. Focus topics include planning tasks, student engagement tasks, and assessment tasks aligned with the Washington State Teacher Performance Assessment. These state-required "teaching event tasks" serve to ensure all teachers entering the field of education in Washington State demonstrate an appropriate level of teaching proficiency.

Seminar Legal Issues for Teachers

EDU 321 3 Credits

This course examines public school law with an emphasis on the rights and responsibilities of students and teachers. Candidates analyze current issues and case studies specific to public education, special education and the education of recent immigrants for positive inclusion in a public school. Candidates learn professional boundaries, procedures, and resources to maintain a safe environment for teaching and learning.

Seminar Teacher Performance

Assessment

EDU 322 3 Credits

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.

Course Entry Requirements: Entry into Alternative Route Program or instructor approval.

Multicultural Impact to Public Education

EDU 323 3 Credits

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.

Seminar: Instruction and the Learning Community

EDU 324 3 Credits

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.

Science, Technology, Engineering and Math

EDU 329 4 Credits

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.

Practicum

EDU 337 1 Credit

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.

Course Entry Requirements: Pass state required endorsement test(s) and prior departmental approval.

COURSE DESCRIPTIONS

September Experience

EDU 349 **1 Credit**

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.

Course Entry Requirements: Preferred completion of the first two field internships unless approved by Director of Teacher Certification Programs.

Introduction to Field Experience

EDU 350 **1 Credit**

This course focuses on acquainting students with the resources, documents and peer interaction skills they will use during the course of their educational program. Emphasis is placed on becoming familiar with available professional resources, essential professional dispositions and collaboration skills. Practical application of this knowledge will assist students in successfully accessing needed resources during their educational program and developing professional competency.

Internship I

EDU 351 **1 Credit**

In this first field experience, candidates complete 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.

Course Entry Requirement: Admission to the Bachelor of Arts in Education Program or permission of the Director.

Internship II

EDU 352 **1 Credit**

In this second developmental field experience, candidates complete 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 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.

Course Entry Requirements: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of Internship I or equivalent.

Internship III

EDU 353 **1 Credit**

In this third developmental field experience, candidates complete 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.

Course Entry Requirements: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of Internship II or equivalent.

Content: Classroom Management

EDU 383A **3 Credits**

This course is an introduction to theories and practice of classroom management. Emphasis is placed on candidate practice of skills and strategies necessary to establish and maintain classroom communities that will support student learning and human relationships.

Performance: Classroom Management

EDU 383B **0 Credits**

This course represents the companion performance task for EDU 383A,

Classroom Management, taken earlier in the program. Focus topics include student involvement in establishing classroom norms and families as partners in the educational process. Demonstration of candidate ability to connect to both students and families as a pre-service teacher, prepares candidates for greater success when managing their own future classrooms and establishing effective learning environments.

Endorsement Practicum for Certified Teachers

EDU 390 **1 Credits**

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.

Course Entry Requirements: Pass state required endorsement test(s) and prior departmental approval.

Content: Student Assessment and Evaluation

EDU 404A **3 Credits**

This course is a required foundations course for all candidates in the Bachelor of Arts in Education Teacher Preparation Program. The course focuses on the usage of assessment in educational decision making as well as formative and summative classroom assessment and 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 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 assessing their own learning.

Course Entry Requirements: Per program plan or plan of study.

Performance: Student Assessment and Evaluation

EDU 404B 0 Credits

This course is the performance companion course to EDU 404A Content: Student Assessment & Evaluation. The course focuses on application of assessment practices in the classroom setting. Practical application of this knowledge will enable candidates to use assessment in making placement and instructional decisions, assist students in monitoring and assessing their own learning and communicate assessment results to support and enhance learning.

Course Entry Requirement: EDU 404A.

Internship IV

EDU 470 4 Credits

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.

Course Entry Requirement: Admission to the Bachelor of Arts in Education Program or permission of the Program Director; EDU 363

Seminar IV

EDU 471 4 Credits

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 pre-service teachers. Completion of this seminar course provides candidates deeper understanding of their own and other candidates' field experiences as the basis for improving performance.

Course Entry Requirement: Admission to the Bachelor of Arts in Education Program or permission of the Program Director; EDU 363.

Apprenticeship III and Student Teaching

EDU 472 4 Credits

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.

Course Entry Requirement: Successful completion of Apprenticeship I and II.

Apprenticeship Residency I

EDU 475 3 Credits

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.

Apprenticeship Residency II

EDU 476 3 Credits

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 October 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.

Course Entry Requirements: Acceptance into Alternative Route Program.

Student Teaching in Elementary Education

EDU 480 10 Credits

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 with an Elementary Education K-8 endorsement. Candidates seeking an approved second endorsement in this course must also demonstrate competencies of the second endorsement.

Course Entry Requirement: Enrolled students must have passed all state-required endorsement test(s).

COURSE DESCRIPTIONS

Seminar: Student Teaching in Elementary Education

EDU 481 **0 Credits**

In this reflective seminar course that accompanies Student Teaching, candidates prepare for the field experience and reflect upon their classroom observations and experiences. Topics include: orientation to the field experience, journaling, co-teaching, endorsement competencies, essential dispositions, family involvement, sharing and reflecting upon field experiences, theory to practice, professional development planning, quality evidence, student voice, academic language, and the State's assessment of pre-service teachers. Completion of this seminar course provides candidates deeper understandings of their own and other candidates' field experiences as the basis for improving performance.

Student Teaching in Specialized Content

EDU 485 **10 Credits**

In Student Teaching, candidates seeking a second endorsement with initial certification co-teach with a cooperating teacher for a minimum of 60 days in a school placement conducive to demonstrating the endorsement competencies. During student teaching, candidates exhibit essential dispositions; demonstrate skill in planning, engagement, assessment, and reflection upon student learning; complete performance tasks; 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 in the specialized content, candidates qualify for the additional endorsement with residency teacher certification.

Course Entry Requirements: 1. Pass the WEST-E(s) for the endorsement(s) sought and relevant to the placement; 2. Pass all course requirements with 2.0 or higher grade; 3. Pass internships leading to student teaching; 4. Achieve a 2.5 or higher cumulative GPA; 5. Accept school assignment as arranged by Placement Coordinator.

Seminar: Student Teaching in Specialized Content

EDU 486 **0 Credits**

In this reflective seminar course that accompanies Student Teaching, candidates prepare for the field experience and reflect upon their

classroom observations and experiences. Topics include: orientation to the field experience, journaling, co-teaching, endorsement competencies, essential dispositions, family involvement, sharing and reflecting upon field experiences, theory to practice, professional development planning, quality evidence, student voice, academic language, and the State's assessment of pre-service teachers. Completion of this seminar course provides candidates deeper understandings of their own and other candidates' field experiences as the basis for improving performance.

Course Entry Requirement: Enrollment in EDU 485.

Performance Portfolio I

EDU 490 **0 Credits**

Performance Portfolio I

Portfolio Review II

EDU 491 **0 Credits**

Performance Portfolio II

Performance Portfolio III

EDU 492 **0 Credits**

Performance Portfolio III

Endorsement Only Student Teaching

EDU 493 **7 Credits**

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.

Course Entry Requirements: 1. Pass the WEST-E(s) for the endorsement(s) sought and relevant to the placement; 2. Pass all course requirements with 2.0 or higher grade; 3. Pass internships leading to student teaching; 4. Achieve a 2.5 or higher cumulative GPA; 5. Accept school assignment as arranged by Placement Coordinator

Positive Impact on Student Learning: Project

EDU 495 **1 Credit**

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 sequence of lessons 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.

Course Entry Requirements: Pass state required endorsement test(s) and departmental approval.

Special Topics: Internship

EDU 498 **1-12 Credits**

Special Topics: Internship

Independent Study

EDU 499 **1-5 Credits**

Independent Study

EDUCATIONAL ADMINISTRATION (EEA)

Capstone Continuation

EEA 99 **0 Credit**

Registration course for 'continuation' to internship or thesis for system access.

0 credit and repeatable.

Leadership for Diverse Learners

EEA 509 **3 Credit**

This course explores the dynamics of difference in educational settings and implications for school leadership. Topics include culture, cultural competence, cultural proficiency, equity, world view, and leadership that is ethical, moral, and transformational. Candidates build cultural competence as well as deepen self-awareness regarding world view and its impact on school leadership.

Course Entry Requirements: Admission to graduate study.

Leadership for Diverse Learners

EEA 510 **3 Credits**

This course explores the dynamics of difference in educational settings and implications for school leadership. Topics include culture, cultural competence, cultural proficiency, equity, world view,

and leadership that is ethical, moral, and transformational. Candidates build cultural competence as well as deepen self-awareness regarding world view and its impact on school leadership.

Course Entry Requirement: Admission to graduate study.

Academic Inquiry and Action Research

EEA 512 **3 Credits**

This course introduces the research process including practical action research. Topics include reflection, practice, and analysis of information from references and formal published research, and examination of the principles of action research to determine how educators can effectively apply them in their place of work. Using technology, students will evaluate research and conduct a formal review of the literature on a selected research topic related to making a positive impact on student learning.

Current and Historical Educational Perspectives

EEA 514 **3 Credits**

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.

Professional Growth, Assessment, and Practicum

EEA 516 **3 Credits**

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.

Leadership for Student Support Services

EEA 518 **3 Credits**

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.

School Climate and Culture

EEA 519 **3 Credits**

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.

Technology for School Leaders

EEA 520 **3 Credits**

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.

Educational Leadership

EEA 521 **3 Credits**

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.

Teaching, Learning, and Assessment

EEA 523 **3 Credits**

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.

School Law

EEA 524 **3 Credits**

This course examines the legal role, responsibility, and authority of school leaders. The leader is responsible for the rights of students, parents, and personnel; responsibilities of school personnel in regard to child abuse and drug abuse; liabilities, negligence, and torts; laws governing handicapped and special needs students and personnel; equity and nondiscrimination; public disclosure; certification and contracts; collective bargaining; and program management. The candidate builds capacity to apply legal regulations to the educational setting.

School Finance/Operations

EEA 525 **3 Credits**

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, 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.

Change Management

EEA 526 **3 Credits**

This course prepares candidates to become facilitators of change management through continuous

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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.

Human Resource Management in Education

EEA 527 **3 Credits**

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.

Instructional Leadership: Curriculum, Instruction and Assessment

EEA 532 **3 Credits**

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.

Supervision of Instruction

EEA 533 **3 Credits**

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.

Technologies for Learning

EEA 534 **3 Credits**

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.

Course Entry Requirements: ECC 510.

Dimensions of Educational Leadership

EEA 535 **3 Credits**

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.

School Finance and Operations

EEA 536 **3 Credits**

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.

Conflict Management and Community Relations

EEA 537 **3 Credits**

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.

Human Resource Management in Education

EEA 538 **3 Credits**

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.

Supervision of Instruction

EEA 539 **3 Credits**

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.

Course Entry Recommended: EEA 532.

Change Management with Global Perspectives

EEA 545 **3 Credits**

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

Course Entry Recommended: Completed all other course requirements except EEA 650 and EEA 655 in the M.Ed. in Leadership program .

Special Topics: Educational Administration

EEA 596 **1-3 Credits**

This is a special course offered in the field of Educational Administration from syllabi approved by the City University Academic Curriculum Committee. Normally offered as part of a special emphasis or to respond to unique teaching/learning situations.

Graduate Seminar: Educational Administration

EEA 597 **1-3 Credits**

Graduate Seminar: Educational Administration.

Independent Study: Educational Administration

EEA 599 **1-3 Credits**

Guided investigation of theoretical or applied topics selected individually and approved as complementary to graduate study in the field of study. Students create an 'Independent Learning Contract' (I.L.C.).

Course Entry Requirement: Permission of Senior Faculty for Graduate Programs in Educational Administration.

Master's Degree Project and Presentation

EEA 600 **3 Credits**

EEA 600 is an action research project and presentation. The project for the M.Ed. degree in Educational Leadership demonstrates the application of skills and knowledge designed to address the "Problem Statement" in the professional setting.

Educational Leadership Portfolio, Presentation, and Action Research

EEA 601 **3 Credits**

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.

Fall Reflective Seminar

EEA 605 **1 Credit**

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.

Course Entry Recommended: EEA 521, EEA 533

Winter Reflective Seminar

EEA 606 **1 Credit**

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.

Course Entry Recommended: EEA 521, EEA 533

Spring Reflective Seminar

EEA 607 **1 Credit**

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.

Course Entry Recommended: EEA 521, EEA 533

Reflective Seminar

EEA 608 **1 Credit**

This reflective 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. This seminar requires the intern to demonstrate to others that she/he meets the entry level benchmarks (six ISLLC-based standards and four domains) described in Washington State standards for certification as a principal or program administrator, demonstrates reflective practice, and sets 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.

Internship I

EEA 620 **3 Credits**

Internship I engages the intern in applying and practicing the entry level knowledge, skills, and dispositions/cultural competence of the P-12 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

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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.

Course Entry Recommended: EEA 521, EEA 533.

Internship II

EEA 621 **3 Credits**
Internship II engages the intern in applying and practicing the entry level knowledge, skills, and dispositions/cultural competence of the P-12 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.

Course Entry Recommended: EEA 521, EEA 533.

Internship III

EEA 622 **3 Credits**
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.

Course Entry Recommended: EEA 521, EEA 533.

Field Experience in Educational Leadership

EEA 623 **1 - 6 Credit(s)**
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 documented in a certification portfolio. Successful completion of the internship partially completes requirements for residency certification as a principal or

program administrator. Capacity for leadership is documented in a certification portfolio. Successful completion of the internship partially completes requirements for residency certification as a principal or program administrator.

Leadership Internship I in Student Services

EEA 641 **3 Credits**
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.

Course Entry Requirements: ECC 509, EEA 535.

Leadership Internship II

EEA 642 **3 Credits**
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.

Course Entry Requirement: EEA 641.

Leadership Internship III

EEA 644 **3 Credits**
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.

Course Entry Requirement: EEA 642.

Project and Portfolio Presentation

EEA 650 **3 Credits**
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.

Course Entry Requirement: Completion of all prior program course requirements.

Thesis and Portfolio Presentation

EEA 655 **3 Credits**
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.

Course Entry Requirement: Completion of all prior program course requirements.

Internship IA

EEA 670 **1 Credits**
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.

Course Entry Requirement: Completion EEA 521 and EEA 533.

Internship IB

EEA 672 **2 Credits**

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.

Course Entry Requirement: Completion EEA 670 or equivalent.

Internship II

EEA 674 **3 Credits**

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.

Course Entry Requirement: Completion of EEA 672 or equivalent or equivalent.

Internship III

EEA 676 **3 Credits**

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 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.

Course Entry Requirement: Completion of EEA 674 or equivalent.

EDUCATION - GUIDANCE & COUNSELING (EGC)

Introduction to School Counseling **EGC 501** **3 Credits**

This foundational course provides an overview of the comprehensive school counseling model, delivery, management, and accountability systems. Emphasis is placed on the evolving role of school counselors in the areas of system support, guidance curriculum, individual planning and responsive services. Candidates will learn the roles and responsibilities of school counselors and create a Professional Growth Plan.

Societal Issues in Counseling **EGC 502** **3 Credits**

This course explores societal issues that affect children and families in our rapidly changing world. Emphasis is placed on the counselor's response to child abuse, suicide, gangs, gender identity, violence, poverty, homelessness, the achievement gap, and dropout prevention. Candidates will explore the legal and ethical responsibilities of the schools related to these issues. Candidates will integrate resilience and protective factors in the school counseling programs.

Child-Adolescent Growth and Development **EGC 503** **3 Credits**

This course describes developmental norms in children and adolescents within the context of historic and current theoretical models. Candidates will apply theories to their school counseling practice in order to foster student success and resilience, and provide guidance to parents and teachers about developmentally appropriate practices which strengthen student learning.

Strategies for optimizing learning and retention are explored and practiced in light of current brain research.

Course Entry Requirements: EGC 501 Introduction to School Counseling.

Counseling Theory and Practice **EGC 504** **4 Credits**

This course investigates major theories of counseling and their application to the 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.

Group Counseling Theory and Practice

EGC 505 **3 Credits**

This course examines the utilization of group work in K-12 school settings to support student success. Emphasis is placed on both small and large groups, classroom guidance lesson planning, implementation, and evaluation. Candidates will facilitate effective adult and student groups and identify quality guidance curriculum.

Family Structures **EGC 506** **3 Credits**

This course examines the impact of family structures and parenting on the K-12 student. Emphasis is placed on parenting theories, model parenting programs, community agency referrals, and techniques to encourage parental involvement in education. Candidates learn to view students with a systems perspective, practice healthy communication skills and identify interventions that strengthen families.

Career Counseling and Information Services **EGC 507** **3 Credits**

This course examines how to increase student motivation through self and career awareness, decision making strategies and career life planning processes. Topics include career development theory, career inventories, referral resources, career day activities and guidance presentations. Candidates will be able to develop career information units, plan career day programs, and help students discover the relevance of school work to future aspirations.

COURSE DESCRIPTIONS

Counseling Testing and Appraisal **EGC 508** **3 Credits**

This course is designed to provide candidates with measurement tools that assess academic achievement, aptitude, psychosocial norms, and career and vocational interest. Principles of assessment, interpretation of results, behavioral observations, case studies, and cumulative file evaluation are included in class studies and activities from the candidate's internship practicum. Candidates develop case studies, begin their action research, participate in child study teams at the schools and interpret cumulative files.

Course Entry Requirement: EGC 501.

Health Issues in Schools

EGC 509 **3 Credits**

This course investigates health issues that affect students in the schools. Emphasis is placed on such issues as attention-deficit/hyperactivity, autism, substance abuse, psychotic disorders, anxiety disorders and peer problems as they create barriers to learning. Candidates explore the design and application of systemic interventions which assist student learning. Related legal and ethical issues will be investigated.

Leadership for Change

EGC 510 **3 Credits**

This course provides the opportunity for candidates to understand the leadership role of the school counselor and consolidate their knowledge and skills. Emphasis is placed on the ASCA model, change theories, the school improvement process, leadership traits, and traits of highly effective schools and systems thinking. Candidates will evaluate school improvement plans and create an action plan that address the achievement gap.

Course Entry Requirements: Candidates must have completed the majority of course work in Guidance and Counseling before taking this course.

Guidance and Counseling Culminating Seminar

EGC 513 **3 Credits**

In this capstone course, candidates reflect and synthesize their learning. They assemble and present quality evidence of their knowledge, skills and dispositions related to the counseling

standards, present their action research and review school counseling scenarios. The course fosters candidates' employability skills, expand learning through reflection and mastery of the twelve school counselor standards.

Counseling Practicum

EGC 514 **1 Credit**

This course focuses on skills used in school counseling. Through guided practice, candidates translate theory into practice and expand their skill sets to include a variety of counseling approaches. Candidates will be prepared to meet the clients' needs with appropriate interventions.

Course Entry Requirements: EGC 620, EGC 515.

Counseling Practicum

EGC 515 **2 Credits**

This course focuses on the specific skills which comprise the foundation of school-based counseling. The brief counseling model is reviewed. The solution focused approach is introduced. Through guided practice, candidates will gain increasing mastery of counseling skills to use in their field experiences.

Tools for Academic Inquiry

EGC 516 **3 Credits**

This course introduces candidates to the wealth of information and tools that are the foundation of graduate study. Candidates use the inquiry process to collect evidence, evaluate interventions and become an effective researcher. They learn how to turn knowledge into useful information to inform their practice as a school counselor.

Current Issues in Education

EGC 526 **3 Credits**

This course examines both historical and current issues in education which affect student learning. Topics include pressing issues in education today such as charter schools, the achievement gap, standards and the use of technology. School counseling candidates gain a better understanding of the school context, effective teaching practices, and the controversies surrounding education. Upon successful completion, candidates earn their Issues of Abuse Certificate.

Individual Counselling Theory and Practice

EGC 530 **3 Credits**

Candidates explore theories of individual counselling applicable to school-based practice, their characteristics, and application. They develop a standard approach to analyze established theories in light of the needs of a diverse K-12 student population and examine which aspects serve children best in a school setting. Ethical approaches are discussed and investigated.

Course Entry Requirements: Admittance to the M.Ed. Leadership and School Counselling program or by approval of the Program Director.

Child and Adolescent Growth and Development

EGC 533 **3 Credits**

This course is designed for candidates in school counselling as an in-depth exploration of individual differences in normal child growth and development. How children learn differently and the characteristics of exceptional children will be explored through research readings, self-reflection and discussions. The theory covered in this course provides a platform for observation and case study work carried out in the ECC 602 Counselling Practicum that occurs with this course in the program schedule. The course identifies and compares the major theories of child and adolescent growth and development and aids in understanding how to apply them to the classroom. Effects of various ethnic, socioeconomic, cultural, and age considerations on development will be integrated into this course.

Group Counselling and Management

EGC 536 **3 Credits**

Students gain an overview of group counselling theories, stages of group development, and the management of group processes. Research skills are developed in the identification and evaluation of group counselling needs within the school. Students study and write plans for small group counselling sessions related to specific identified need areas that are developmentally and culturally appropriate for participants. Ethical approaches are discussed and investigated.

Mental Health Issues in Schools

EGC 539 **3 Credits**

Students gain an understanding of the developmental and ecological context of individual challenges as contrasted with models of normal development. Students study the mental health issues in schools for children and adolescents, mental health, crisis issues and social deviancy. Diagnostic classification systems are introduced (e.g. the Diagnostic and Statistical Manual of Mental Disorders 4th edition) with the view of 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.

Assessment and Evaluation in Counselling

EGC 542 **3 Credits**

Candidates explore appraisal techniques and materials, knowledge of achievement, aptitude, interest, attitude, and career and vocational testing. The interpretation of tests and their limitations as well as behavioral observations and case studies will be covered in this course. Ethical considerations will be explored.

Career Counselling and Information Services

EGC 545 **3 Credits**

Students identify how knowledge of the world of work, career opportunities, and information services is relevant to academic and social counselling in the public schools. Students study educational and career decision-making, values, and information services as applied equitably to diverse groups.

Multicultural Counseling

EGC 596 **3 Credits**

This course is designed to build multicultural counseling competencies for success in working with all students. Focus will be placed on the principles of effective multicultural development: awareness, knowledge, and skills. Candidates engage in a cultural self-evaluation; investigate community cultures and issues; research resources that promote resilience and support for students in schools and research strategies that are culturally specific. This course will increase candidates' abilities to work effectively with all students.

Independent Study/ Guidance & Counseling

EGC 599 **1-3 Credits**

Guided investigation of theoretical or applied topics selected individually and approved as complementary to an emphasis or field of study. Students create an Independent Learning Contract (I.L.C.).

Course Entry Requirement: Permission of Program Director.

School Counselling Internship I

EGC 605 **2 Credits**

The school counselling internship is a mentored, integrated, sequential field experience planned by the student, the university field supervisor, and district mentor. The internship involves applying theory to the real life of the school while learning the school counsellor's roles and responsibilities. Each internship is mentored by skilled professionals and practitioners in the field. The internship requires a log of the candidate's experiences with reflections and a professional portfolio of the candidate's experience. The minimum number of hours of internship practice over the courses is 440 which include the pre-requisite observation courses. During the course of the total internships, the candidate conducts a research project. Each internship is accompanied by a one-day seminar, which is a guided reflection on the candidate's learning. At the seminar days, candidates may present cases for consultation (de-identified).

Internship II

EGC 607 **3 Credits**

The school counselling internship is a mentored, integrated, sequential field experience planned by the student, the university field supervisor, and district mentor. The internship involves applying theory to the real life of the school while learning the school counsellor's roles and responsibilities. Each internship is mentored by skilled professionals and practitioners in the field. The internship requires a log of the candidate's experiences with reflections and a professional portfolio of the candidate's experience. The minimum number of hours of internship practice over the courses is 420 which include the pre-requisite observation courses. During the course of the total internships, the candidate conducts a research project. Each internship is accompanied by a

one-day seminar, which is a guided reflection on the candidate's learning. In the final seminar, the candidate presents the research projects for peer and faculty review and feedback.

School Counselling Internships

EGC 609 **3 Credits**

The school counselling internship is a mentored, integrated, sequential field experience planned by the student, the university field supervisor, and district mentor. The internship involves applying theory to the real life of the school while learning the school counsellor's roles and responsibilities. Each internship is mentored by skilled professionals and practitioners in the field. The internship requires a log of the candidate's experiences with reflections and a professional portfolio of the candidate's experience. The minimum number of hours of internship practice over the courses is 420 which include the pre-requisite observation courses. During the course of the total internships, the candidate conducts a research project. Each internship is accompanied by a one-day seminar, which is a guided reflection on the candidate's learning. In the final seminar, the candidate presents the research projects for peer and faculty review and feedback.

School Counselling Internship Portfolio

EGC 611 **0 Credit**

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 M.Ed. 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.

COURSE DESCRIPTIONS

Counseling Practicum

EGC 620 **1 Credit**

This course focuses on the specific skills which comprise the foundation of school-based counseling. The brief counseling model includes empathy, reflective listening, identifying feelings, and paraphrasing. Through guided practice, candidates will gain increasing mastery of counseling skills to use in their field experiences.

Internship I

EGC 632 **1 Credit**

The school counseling internship is a sequential, mentored, and integrated field experience. This is the first phase of internship as candidates observe and reflect on the ASCA comprehensive school counseling model in the K-12 setting. The role of the school counselor is explored in multiple settings, including schools serving high needs' populations. Upon completion, candidates continue their internship with hands-on counseling activities under the guidance of a cooperating counselor in the school and a university field supervisor.

Course Entry Requirement: Washington State Patrol/ FBI fingerprint clearance.

Internship II

EGC 633 **2 Credits**

Having completed the observation segment of the internship series, the candidates now practice skills relevant to the school counseling role. Candidates are mentored by a cooperating counselor and overseen by a university field supervisor. Emphasis is placed on skill development and exploration of legal and ethical issues. Candidates learn individual planning, systems intervention, responsive services and guidance curriculum.

Course Prerequisites: EGC 632 and Fingerprint Clearance.

Internship III

EGC 634 **2 Credits**

Having completed Internship II, candidates continue to practice skills relevant to the school counseling role. This course provides support and a framework to prepare for certification during candidates' placement in schools. Candidates are mentored by a cooperating counselor and overseen by

a university field supervisor. Emphasis is placed on skill development and exploration of legal and ethical issues. Candidates practice individual planning, systems intervention, responsive services and guidance curriculum.

Internship IV

EGC 635 **2 Credits**

This is the culminating experience of the internship sequence. Candidates hone skills relevant to the school counseling role and consistently show independent competence during work at their placement site. This course provides support and a framework for the completion of requirements necessary for certification. Candidates are mentored by a cooperating counselor and overseen by a university field supervisor. Emphasis is placed on fine-tuning skill development and exploration of legal and ethical issues. Candidates demonstrate mastery in delivering individual planning, systems intervention, responsive services and guidance curriculum.

Course Entry Requirements: EGC 633, EGC 634 or Program Director permission.

Project in School Counselling and Presentation

EGC 640 **3 Credits**

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.

Course Entry Requirement: ECC 511.

Thesis in School Counselling and Presentation

EGC 641 **3 Credits**

This option is available for graduate candidates who wish to pursue an original research methodology. It is an individual, scholarly investigation of a research topic that defines a question to be answered or a hypothesis to be tested. It utilizes a student-selected and academically accepted methodology. Candidates are expected to give a thesis defense during a presentation to a panel appointed by the university.

Course Entry Requirement: ECC 511 or equivalent.

Pro Cert Entry Seminar

EGC 642 **1 Credit**

The Pro Cert 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.

Course Entry Requirement: Complete application and Program Director review.

Pro Cert Core Seminar I

EGC 643 **1 Credit**

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.

Course Entry Requirement: Successful completion of EGC 642 Pro Cert Entry Seminar.

Pro Cert Core Seminar II

EGC 644 **1 Credit**

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.

Course Entry Requirement: EGC 642, EGC 643.

Pro Cert Culmination Seminar

EGC 645 **2 Credits**

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.

Course Entry Requirement: EGC 642, EGC 643, EGC 644.

Comprehensive Examination

EGC 650 **0 Credits**

School Counselling Comprehensive Examination.

Community Practicum

EGC 651 **2 Credits**

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, counter-transference, interpersonal and systemic dynamics. The practicum course will provide candidates with both supervisory and peer feedback to enable them to reintegrate this information into their clinical skill applications.

Course Entry Requirement: Completion of an M.Ed. in School Counselling with a cumulative GPA of 3.3 or higher; English Proficiency.

Applied Child and Adolescent Individual Counselling Practice

EGC 660 **5 Credits**

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.

Course Entry Requirement: ECC 516, EGC 530, EGC 533, EGC 539, and EGC 542.

Applied Group Counselling in Schools

EGC 670 **3 Credits**

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.

Course Entry Requirement: EGC 536.

Counselling in Context

EGC 680 **2 Credits**

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.

ENGLISH LANGUAGE PROGRAM (ELP)

Novice - Introduction to Reading & Writing

ELP 9A/B **0 Credits**

Novice A/B is a two part course for students 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 and writing are a part of the course. This course may be repeated if needed before moving to ELP Level 1.

Novice - Introduction to Listening & Speaking

ELP 10A/B **0 Credits**

Novice A/B is a two part course for students 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 and writing are a part of the course. This course may be repeated if needed before moving to ELP Level 1.

Beginner - Reading & Writing

ELP 11A/B **0 Credits**

Beginner A/B is a two part course for students 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.

Beginner - Listening & Speaking

ELP 12A/B **0 Credits**

Beginner A/B is a two part course for students 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.

Elementary - Reading & Writing

ELP 21A/B **0 Credits**

Elementary A/B is a two part course for students to 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

COURSE DESCRIPTIONS

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.

Elementary - Listening & Speaking

ELP 22A/B

0 Credits

Elementary A/B is a two part course for students to 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.

Intermediate - Reading & Writing

ELP 31 A/B

0 Credits

Intermediate A/B is a two part course for students to 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.

Intermediate - Listening & Speaking

ELP 32 A/B

0 Credits

Intermediate A/B is a two part course for students to 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.

High Intermediate - Reading & Writing

ELP 41 A/B

0 Credits

High Intermediate A/B is a two part course for students to practice in more advanced English in an integrated manner: speaking, listening, reading, discussion, and writing are taught and practiced as related skills. In each 5-week term of this sequence, 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.

High Intermediate - Listening & Speaking

ELP 42 A/B

0 Credits

High Intermediate A/B is a two part course for students to practice in more advanced English in an integrated manner: speaking, listening, reading, discussion, and writing are taught and practiced as related skills. In each 5-week term of this sequence, 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.

College Prep IA/IB - Academic Reading & Writing

ELP 51 A/B

0 Credits

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. Recommended entrance: Successful completion of ELP 41 or an equivalent recognized measurement of English proficiency, as stated by City University's Academic Policies.

College Prep I - Academic Listening & Speaking

ELP 52 A/B

0 Credits

College Prep IA/B - Academic Listening & Speaking is a course designed to help high-intermediate learners of English improve listening and speaking skills in preparation for an academic program. Students expand their vocabulary and practice expressing their opinions clearly and coherently. Emphasis is placed on working with sources, researching topics, inferring meaning, and communicating on different levels, making oral presentations, and participating in class discussions. Other topics include pronunciation practice, listening to lectures, and note-taking skills. Successful completion of ELP 41 or an equivalent recognized measurement of English proficiency, as stated by City University's Academic Policies.

College Prep II - Academic Reading & Writing

ELP 61A/B

0 Credits

College Prep II A/B is a two part course for students to practice in more advanced English in an integrated manner: speaking, listening, reading, discussion, and writing are taught and practiced as related skills. In each 5-week term of this sequence, 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.

College Prep II - Academic Listening & Speaking

ELP 62 A/B

0 Credits

College Prep IIA - Academic Listening & Speaking is a course designed to help advanced learners of English improve reading, listening, and speaking skills in preparation for an academic program with a business focus. Students increase reading speed and comprehension, expand academic and business vocabulary, and practice presenting their opinions and findings from research clearly and coherently. Emphasis is placed on working with academic and professional sources, researching topics, inferring meaning, examining texts on different levels, making presentations,

and participating in class discussions. Other topics include pronunciation practice, listening to lectures, and note-taking skills.

Course Entry Requirement: Successful completion of ELP 51 or an equivalent recognized measurement of English proficiency, as stated by City University's Academic Policies.

Advanced Communications I: Introduction to Literature & Composition

ELP 73A/B 0 Credits

Advance Communication I A/B is a two part course designed to introduce advanced learners of English to formal essay writing and to the analysis of various forms of literature. Emphasis will be placed on writing literary analyses and developing the necessary skills to be a critical reader. Writing assignments will focus on major strategies of fiction prose.

Course Entry Requirement: ELP 61, ELP 62; or and iTEP score of 4; or a TOEFL score of 520 or equivalent

Advanced Communications I: Discourse Analysis and Presentation

ELP 74A/B 0 Credits

Advance Communication I A/B is a two part course that focuses 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.

Course Entry Requirement: ELP 61, ELP 62; or and iTEP score of 4; or a TOEFL score of 520 or equivalent.

Academic Writing and Study Skills Support

ELP 80 0 Credits

This course provides academic support for advanced English learners enrolled in graduate programs at City University of Seattle. Students access and evaluate information sources and learn to include them ethically in their work. Students also develop academic writing, reading, and study skills. Other course activities include drafting, reviewing, and revising assignments from graduate courses in which the students are enrolled.

Language Structure

ELP 81 0 Credits

This course offers advanced learners of English an opportunity to develop English proficiency. Emphasis is placed on practice with verb tenses, key sentence structures, editing, and word choice. Through listening, speaking, reading, and writing activities, students learn to use English more fluently when communicating with other English speakers in professional and university environments. Other topics include building academic and business vocabulary and developing structured paragraphs.

Advanced Communications II: Introduction to Literature

ELP 83A/B 0 Credits

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.

Course Entry Requirement: ELP 73, ELP 74; or and iTEP score of 4.3; or a TOEFL score of 620 or equivalent.

Advanced Communications II: Discourse Analysis and Presentation

ELP 84A/B 0 Credits

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.

Course Entry Requirement: ELP 73, ELP 74; or and iTEP score of 4.3; or a TOEFL score of 620 or equivalent.

Academic and Professional Writing

ELP 85 0 Credits

This course is designed to help advanced learners of English improve the quality of their academic and professional writing. Emphasis is placed on writing persuasively and supporting ideas with academic and professional sources. Students learn to write according to academic and business writing conventions. Practical applications of these principles include writing business correspondence and a short research report.

Course Entry Requirement: ELP 81.

Academic Listening and Speaking

ELP 89 0 Credits

In this course, advanced learners of English develop listening comprehension and speaking skills for academic and professional settings. Emphasis is placed on lecture listening, note-taking, presentation, and discussion skills. Other topics include practice and improvement of pronunciation, impromptu speaking, and teamwork.

Course Entry Requirement: ELP 85.

EDUCATION MIDDLE LEVEL (EML)

Humanities Content Integration and Assessment in the Middle School

EML 301 3 Credits

The course focuses on best practices for effective middle school integration of language arts and social studies skills and content. Emphasis is given to curriculum integration, technology tools for curriculum integration, grammar, and assessment. Upon completion of this course, students have skills and strategies to teach integrated social studies and language arts content in the middle grades, with a focus on current technology tools to motivate and engage young adolescent learners.

COURSE DESCRIPTIONS

Language Arts Instruction in the Middle School

EML 351 **3 Credits**

Through this course, candidates develop a foundation in literacy instruction for the middle school. This course examines common challenges in student writing, and provides strategies to address these issues. Candidates implement strategies to improve student writing at the middle school level. After completing this course, candidates will have the content knowledge and instructional strategies to effectively teach writing in the middle grades.

Course Entry Requirements: A valid Washington State Residency; Continuing, Professional, or National Board Teaching Certificate; and access to middle school students and classrooms.

Literacy Instruction and Integration in the Middle School

EML 356 **3 Credits**

Through this course, candidates develop a foundation in literacy instruction for the middle school. Content area literacy strategies, strategic processing and meta-cognition as related to adolescent literacy development are key concepts. After completing this course, candidates have the content knowledge and some instructional strategies to effectively teach literacy in the content areas of social studies and language arts in the middle grades.

Course Entry Requirements: A valid Washington State Residency; Continuing, Professional, or National Board Teaching Certificate; and access to middle school students and classrooms.

Mathematics: Number Sense and Theory

EML 435 (CM) **3 Credits**

Candidates will explore how students have an intuitive understanding of numbers, their magnitude, relations, and how they are affected by operations. It works with the conceptual framework of number information that enables a person to understand numbers and number relations and to solve mathematical problems. Upon successful completion of this course, candidates have content knowledge to effectively teach number sense and theory in secondary and middle school settings.

Mathematics: Geometry and Measurement

EML 445 (CM) **3 Credits**

Candidates are introduced to Euclidean and non-Euclidean geometrics. Candidates explore the logical notions of consistency, model interpretation, independence, properties and theorems of geometric systems. Upon successful completion of this course, candidates have content knowledge to effectively teach geometry and measurement in secondary and middle school settings.

Mathematics: Linear Algebra

EML 455 (NS) **3 Credits**

Candidates learn systems of linear equations, matrices, vectors in R^2 and R^3 , linear independence, bases and dimensions, linear transformations. This course includes introduction to determinants, and eigenvalue problems. Upon successful completion of this course, candidates have content knowledge to effectively teach linear algebra in secondary and middle school settings.

Mathematics: Calculus

EML 465 (NS) **3 Credits**

Candidates learn the concepts of functions and absolute value, open and closed intervals, and solutions of inequalities. The course covers limits, derivatives, definite integrals, techniques of integration and differential equations. Upon successful completion of this course, candidates have content knowledge to effectively teach calculus in secondary and middle school settings.

Mathematics: Discrete Mathematics

EML 475 (NS) **3 Credits**

Candidates learn the logic of proofs, combinatorics, graph theory, and topics from recurrences and generating functions, and set theory. Upon successful completion of this course, candidates have content knowledge to effectively teach discrete mathematics concepts in secondary and middle school settings.

Standards of Mathematics Practice

EML 481 **3 Credits**

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.

Algebra and Functions

EML 482 **3 Credits**

Math endorsement students 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, students have content knowledge to help K-12 students become college and career ready in algebra and functions.

Mathematics: Probability and Statistics

EML 485 (CM) **3 Credits**

Candidates learn descriptive statistics including measures of location, spread and central tendency; an introduction to inferential statistics including confidence intervals and hypothesis testing; empirical and theoretical frequency distributions; and, the binomial and normal random variables. Upon successful completion of this course, candidates have content knowledge to effectively teach probability and statistics in secondary and middle school settings.

Teaching Mathematics: Bringing It All Together

EML 490 **3 Credits**

Math endorsement students build skills in effective integration, instructional strategies, and assessments of mathematics in a secondary or middle school classroom. This course also provides students with a review of the content necessary to pass the WEST-E mathematics endorsement exam. Upon successful completion, students have improved skills needed to help make K-12 students college and career ready in mathematics.

ENGLISH (ENG)

College Reading and Writing

ENG 100 (HU) **5 Credits**

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.

English Composition I

ENG 101 (HU) **5 Credits**

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.

English Composition II

ENG 102 (HU) or (CC) **5 Credits**

This course enhances and further develops the skills necessary for effective academic writing. Students will learn how to develop ideas to guide their research and to think critically when finding and using sources to write well-documented academic papers. Students learn how to use ideas from sources as evidence in essays and longer research papers. This course addresses research strategies, audience analysis, and bibliographic style, as well as organizational skills for writing

the well-constructed, researched, and written college paper. In order to fulfill the College Composition requirement, students must achieve a minimum grade of 2.0 in the designated College Composition course.

Course Entry Requirements: ENG101 or equivalent course, or successful completion of CityU's Institutional English Assessment with a minimum of 80% earned for each module.

Advanced Writing and Research

ENG 290 (CC) **5 Credits**

ENG 290 is an advanced course in argumentative writing. Students will write extended essays based on documented research. The course will also focus on information literacy, specifically with students' ability to access, evaluate, and use information effectively to complete a variety of written assignments. Students will gain additional practice in audience analysis, critical reading and thinking, and writing for professional and academic purposes.

Advanced Composition

ENG 301 (CC) **5 Credits**

ENG 301 is an advanced course in argumentative writing. Students will write extended essays based on documented research. The course will also focus on information literacy, specifically with students' ability to access, evaluate, and use information effectively to complete a variety of written assignments. Students will gain additional practice in audience analysis, critical reading and thinking, and writing for professional and academic purposes.

ENTREPRENEURSHIP (ENT)

Entrepreneurship

ENT 300 **5 Credits**

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.

Innovation Strategy

ENT 610 **3 Credits**

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.

Economic Entrepreneurship

ENT 620 **3 Credits**

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.

Entrepreneurship Internship

ENT 625 **3 Credits**

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.

Course Entry Requirement: Completion of 30 quarter credits of MBA credit hours with a cumulative GPA of 3.25 or higher. Completion of MBA 545.

Start-up Plan Development

ENT 630 **3 Credits**

This course focuses on application of key strategic and managerial approaches necessary for entrepreneurs to plan for a start-up business. It examines and

COURSE DESCRIPTIONS

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.

New Venture Implementation

ENT 640 3 Credits

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.

Course Entry Requirement: ENT 630.

ENVIRONMENTAL SUSTAINABILITY (ENV)

Sustainable Business

ENV 340 5 Credits

This course 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.

Sustainable Accounting and Finance

ENV 341 5 Credits

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.

Course Entry Requirement: ENV 340.

Environmental Politics and Policy

ENV 350 5 Credits

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.

EDUCATION READING AND LITERACY (ERL)

Language Acquisition & Literacy Development

ERL 410 5 Credits

In this course, educators will study the skills involved in reading and writing development. Reading and writing skills will be discussed in relationship to developing language, the social and cultural contexts of literacy, construction of meaning, and the six strands of literacy. Philosophies of reading and writing development will be examined in relationship to best practices in teaching and learning. Educators will examine knowledge, skills, and attitudes present in proficient readers and writers. Included in this course is a study of the conditions of learning that foster language acquisition.

Integrating Literacy in the Content Areas

ERL 413 5 Credits

This course 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.

Course Entry Requirement: 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.

Literacy Applications in The Classroom

ERL 414 5 Credits

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.

Literacy Assessment and Instruction Topics

ERL 416 5 Credits

This course examines instruction and assessment strategies in the essential components of literacy. Topics include phonemic awareness, phonics, fluency, vocabulary, comprehension, guided reading, phonology, morphology, orthography, and literacy assessment. Upon completion of this course, candidates have the skills to assess K-12 students in reading and design appropriate literacy instruction.

Literacy Instruction: Meeting the Needs of All Learners

ERL 417 4 Credits

This course examines fluency and family involvement in children's literacy development. Topics include instructional intervention, motivating reluctant readers, literature circles, welcoming parents as partners, and strategies for word recognition. Upon completion of this course, candidates can effectively modify literacy instruction to meet individual student needs and create meaningful opportunities for family involvement and support of literacy development.

Internship

ERL 418 4 Credits

This course is the capstone course for the reading endorsement and is designed as a practicum for literacy instruction with P-12 students. The practicum includes intervention work with struggling readers, vocabulary, fluency and phonics instruction, comprehension strategy instruction, and literacy assessment. Upon completion of this course, candidates have completed the requirements for teacher certification endorsement in reading in the State of Washington.

Course Entry Requirements: Pass state required endorsement test(s) and prior departmental approval.

Literacy Instruction and Assessment I

ERL 436 4 Credits

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.

Course Entry Requirements: Per program plan, plan of study or approval of permission of program director.

Literacy Instruction and Assessment II

ERL 438 4 Credits

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.

Language Arts and Literacy Integration

ERL 440 4 Credits

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.

Course Entry Requirement: Admission to Undergraduate BA in Education Program or permission of the Director.

Language Acquisition and Literacy

ERL 501 6 Credits

This course emphasizes the conditions of learning that create language acquisition. Topics include ways to create literate environments; use of print and electronic media in instruction; and best instructional practices. Candidates learn specific strategies useful for communicating with and instructing all students as they acquire literacy skills.

Literacy Assessment and Analysis of Learning

ERL 502 6 Credits

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.

Literacy Leadership and Professional Development

ERL 503 6 Credits

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.

Course Entry Requirements: Admittance to the M.Ed. Program or by permission of Program Director.

Literacy Development and the Cognitive Process

ERL 504 3 Credits

What is literacy and why is it important? This course introduces the literacy skills of reading, writing, speaking, and listening. Educators will examine foundations for "best practices" in literacy, emerging discoveries in brain research, and motivational student-centered strategies to apply in their professional environment.

Personalized Learning in the Classroom

ERL 506 3 Credits

Personalized learning honors each student as an individual learner, recognizes that each student has his or her own learning style, unique gifts, interests, aspirations, and challenges to learning, and supports each student to learn in his or her own unique way. This course applies literacy strategies to facilitate differentiated instruction and understand different learning styles in order to build successful working relationships with students from diverse backgrounds. This information will help in developing a plan for implementing a literacy program that meets the needs of all students.

Research Methods in Literacy

ERL 508 3 Credits

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.

Note: Candidates must complete this course prior to completing ERL 512.

Using Data to Inform Instruction

ERL 512 3 Credits

In this course, candidates deepen their understanding of research and how using data applies to the everyday world of classroom teaching. Candidates learn how to use the inquiry process to collect evidence, evaluate interventions and become an effective researcher. Overall, the systematic collection of data is used to document positive impact on student learning.

Note: Please see note on ERL 508.

Linking Literacy to Technology

ERL 514 3 Credits

This course explores ways in which technology tools can be used to teach 21st century literacy's, 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.

COURSE DESCRIPTIONS

Language Acquisition and English Language Development

ERL 516 **3 Credits**

This course emphasizes the conditions of learning that create language acquisition. Topics include ways to create literate environments; use of print and electronic media in instruction; and best instructional practices. Candidates learn specific strategies useful for communicating with and instructing all students as they acquire literacy skills.

Education in a Global Society

ERL 518 **3 Credits**

This course provides a global, theoretical, and practical review of issues affecting education and literacy development. Candidates deepen their understanding of issues of diversity, policy and equity as they impact theory and practice in literacy, strategies designed to address diversity in the classrooms' global educational setting and best practices in culturally responsive teaching by examining acquisition of literacy skills, literacy development outside of school, and specific areas for teacher development. This analysis and comparison of educational and literacy development establishes the important commonalities and links needed to provide educators with current and broad-ranging information to develop stronger and more effective literacy programs that are culturally responsive.

Teaching a Comprehensive Literacy Program for all Students

ERL 520 **3 Credits**

This course addresses ways to develop a comprehensive literacy program. Candidates learn specific strategies for instructing and assessing students as they acquire literacy instruction skills, particularly in the processes of reading and writing. Candidates learn how to individualize their programs to accommodate a wide variety of learning needs including ELL, special education and highly capable students.

Course Entry Requirement: ERL 516 is a pre-requisite for this course, or may be taken concurrently with ERL 520.

Reading and Writing Instruction and Assessment

ERL 529 **3 Credits**

This course focuses on how the use of a formative reading inventory provides valuable information for driving

differentiated instruction. Emphasis is placed on the importance of reading inventories and how the data gained enables teachers to plan lessons that meet student's individual needs. Candidates complete a reading inventory on multiple students, gather and analyze data received, and then design guided reading and writing lessons to target students' individual needs.

Current Instructional Practices

ERL 534 **3 Credits**

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.

Course Entry Requirement: Admittance into the program or approval of Program Director.

Literacy Instruction for All Learners

ERL 535 **3 Credits**

This course examines fluency and family involvement in children's literacy development. Topics include instructional intervention, motivating reluctant readers, literature circles, welcoming parents as partners, and strategies for word recognition. Upon completion of this course, candidates can effectively modify literacy instruction to meet individual student needs and create meaningful opportunities for family involvement and support of literacy development.

Course Entry Requirement: Admission to the Master in Teaching Program dual endorsement program, completion of ETC 537, ETC 547, ETC 549, accessibility to P-12 students and/or classrooms; or admission to the Master of Education program and valid Washington State initial, residency, continuing, professional teaching certificate or valid National Board Teaching certification; accessibility to P-12 students and/or classrooms

Reading and Writing Integration

ERL 546 **6 Credits**

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.

Course Entry Requirement: Approval of Program Director.

Diagnostic Assessment in Literacy

ERL 554 **3 Credits**

This course focuses on formative and summative assessments to guide literacy instruction. Candidates examine the ways in which assessments are impacted by language, age, and cultural barriers. Candidates build on their knowledge of literacy skill development and utilize effective ongoing diagnosis and assessment strategies to support and enhance literacy skills and strategies development.

Child and Adolescent Literature

ERL 556 **3 Credits**

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.

Course Entry Requirements : Admission to M.Ed. Program or by Program Director approval.

Content Area Literacy Instruction

ERL 557 **3 Credits**

This course examines strategies for integrating literacy into the content areas. Topics include meta-cognitive strategies for informational and expository text, text features, the use of technology in adolescent literacy instruction, and vocabulary instructional strategies. Upon completion of this course, candidates can effectively teach literacy skills in each of the content

areas to adolescent learners using informational, expository, functional, and task-specific texts.

Course Prerequisites: Admission to the Master in Teaching Program dual endorsement program, completion of ETC 537, ETC 547, ETC 549, accessibility to P-12 students and/or classrooms; or admission to the Master of Education program and valid Washington State initial, residency, continuing, professional teaching certificate or valid National Board Teaching certification; accessibility to P-12 students and/or classrooms.

Research in Literacy Application

ERL 558 **3 Credits**
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.

Course Entry Requirement: Acceptance into MIT or M.Ed. Program.

Building Family Partnerships and Learning Communities

ERL 560 **3 Credits**
In this course, candidates deepen their understanding of effective school-family-community partnerships and the partnerships' role in establishing a caring educational community designed to ensure literacy success. The six keys to successful school-family-community partnerships: parenting, communicating, volunteering, home learning, decisions making, and community collaboration, will serve as the underlying themes for research-related study and topics that include strategies for creating effective partnerships in the educational setting. Candidates design a school-related "School Partnership Action Plan" that includes an inventory of present practices, a one-year Action Teams for Partnerships (ATP plan), and coordinating ATP plan evaluation/assessment to improve practices in the school year following implementation of the plan.

Effective Literacy Leadership

ERL 562 **3 Credits**
In this course candidates use their literacy expertise to provide leadership in school, district and community settings. This course provides candidates with the structure to apply what they have learned about best literacy practices to leadership roles. They deepen their understanding

of leadership skills needed and processes used to analyze, establish and implement data based literacy goals. Candidates also refine their ability to collaboratively plan, implement and evaluate professional development to support those goals. The development of a dynamic literacy-based leadership plan, based on school and district data, serves as a core outcome.

Child and Adolescent Literature

ERL 563 **3 Credits**
This course provides an introduction to the use of literature as part of the literacy program involving children and adolescent learners. Educators explore a variety of genres in literature, the various features of each, and how each can be used with literacy instruction. Also included is a study of how the use of literature affects reading motivation, reading engagement, and how it can be integrated into the curriculum.

ENGLISH AS A SECOND LANGUAGE (ESL)

Academic Writing Support

ESL 199 **5 Credits**
Prerequisites: Completion of ELP 80 and 81 with a grade of 2.5 or higher.

Methodology: Reading

ESL 415 **4 Credits**
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.

Course Entry Requirement: Per program plan, plan of study, or approval of program director.

Internship

ESL 418 **4 Credits**
This capstone course for the ELL endorsement is designed as a practicum for ELL instruction with P-12 students. The practicum includes intervention work with ELL students P-12, vocabulary, fluency, reading and writing instruction, and assessment. Upon completion of this course, candidates have completed the requirements for teacher certification endorsement in ELL in the State of Washington.

Course Entry Requirements: Pass state required endorsement test(s) and prior departmental approval.

Linguistics and Language Acquisition

ESL 421 **5 Credits**
This course is an introduction to the principles and uses of linguistics as they pertain to the teaching of English Language Learners (ELL) and the process of second language acquisition. Candidates investigate theories of language learning, evaluate language acquisition theories, and review the major factors that affect second language learning. Candidates examine ELL teaching methods and create their own theories about language learning and teaching. The focus is the nature of human language, grammatical aspects of language, psychology of language, and language in society. Candidates examine the theoretical principles, analyze their applicability, and determine how to use them effectively when teaching ELL classes.

History of Bi-Lingual Education and Advocacy

ESL 431 **3 Credits**
This course is an introduction to the history of bilingual education, relevant federal education legislation, and court cases which are related to the teaching of English to students whose first language is not English. Legal cases relevant to advocacy for English Language Learners (ELL) and their families are examined.

Course Entry Requirements: Per program plan, plan of study, or approval of program director.

Learning Strategies and Assessment

ESL 434 **5 Credits**
Through this course students will consider the cross-cultural factors that influence second language learners and investigate what instructional practices and materials are best suited for specific situations. They will also examine topics such as cooperative learning, cross-cultural testing, peer teaching, and methods for integrating content and language.

Course Entry Requirements: Per program plan, plan of study, or approval of program director.

Performance: English Language Learners

ESL 467 **0 Credits**
This course provides application of instructional and assessment practices for English language learners in a variety of learning environments. Topics include assessment and instructional strategies

COURSE DESCRIPTIONS

for integrating content and language acquisition. Upon course completion, candidates are prepared to teach and assess non-native English speakers in P-12 classrooms.

ELL Reading Instructional Strategies **ESL 525** **3 Credits**

This course examines strategies for teaching literacy skills, vocabulary, and reading comprehension to English language learners. Topics include reading assessment principles and methods appropriate for ELL students. Upon completion of this course, candidates have the knowledge and skills to demonstrate their capacity to analyze and synthesize core knowledge and skills within the context of P-12 students in their learning communities.

Writing Strategies for ESL Learners **ESL 526** **3 Credits**

This course focuses on how to teach English as a Second Language writing. Candidates review the pedagogical issues in ELL writing instruction, study curriculum design, consider how to respond appropriately to student writing, and investigate writing assessment methods. Through the culminating project, candidates demonstrate their capacity to analyze and synthesize core knowledge and skills within the context of K-12 students in their learning communities.

Linguistics for ELL Teachers **ESL 541** **2 Credits**

This course examines the principles and uses of linguistics as they pertain to the teaching of English Language Learners (ELL) and the process of second language acquisition. Topics include theories of language learning, linguistic principles, the nature of human language, grammatical aspects of language, the psychology of language, and language in society. Upon course completion, candidates are able to effectively apply knowledge and skills of linguistic principles and language acquisition theories with P-12 ELL students.

Researching: History of Bilingual Education and Advocacy **ESL 551** **3 Credits**

This course is an introduction to the history of bilingual education, relevant federal education legislation, and court cases which are related to the teaching of

English to students whose first language is not English. Legal cases relevant to advocacy for English Language Learners (ELL) and their families are examined. Upon completion of this course, candidates can effectively advocate for the rights of ELL students and families.

Learning Strategies and Assessment for Language Learners **ESL 554** **3 Credits**

This course examines instructional and assessment practices for English language learners in a variety of learning environments. Topics include assessment strategies, peer teaching, and instructional strategies for integrating content and language acquisition. Upon course completion, candidates are prepared to teach and assess non-native English speakers in P-12 classrooms.

Course Entry Requirements: Per program plan, plan of study, or approval of program director.

Performance: English Language Learners **ESL 665** **0 Credits**

This course provides application of instructional and assessment practices for English language learners in a variety of learning environments. Topics include assessment 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.

Prerequisites: Acceptance into the Bachelor of Education program or director permission.

EDUCATION SECONDARY METHODS (ESM)

Human Growth and Development, Adolescent Emphasis **ESM 300** **2 Credits**

This course explores the major theories of human growth and development and their application to the secondary classroom. It also examines the effects of various cultural, socioeconomic, and age considerations on development. In addition, candidates learn to recognize the physical, linguistic, cognitive, social, and emotional development of adolescents. Candidates also explore and compare theories of learning, including maturational, psychoanalytical, cognitive-developmental, and the systems approach.

EDUCATION SPECIAL EDUCATION (ESP)

Content: Exceptionality in Special Education **ESP 370A** **4 Credits**

The purpose of this course is to inform candidates on both inclusion and specialist paradigms, including definitions of disabilities and program delivery. This course emphasizes identification, specific needs of students, service delivery, and legal issues. Practical application of these principles forms the foundation for future special education courses.

Course Entry Requirements: Per program plan, plan of study, or approval of program director.

Performance: Exceptionality in Special Education **ESP 370B** **4 Credits**

This course provides application of instructional and assessment practice to inform candidates on both inclusion and specialist paradigms, including definitions of disabilities and program delivery. This course emphasizes identification, specific needs of students, service delivery, and legal issues. Practical application of these principles will form the foundation for future special education courses.

Course Entry Requirement: ESP 370A.

Special Education: Low-Incidence Students **ESP 373** **3 Credits**

This course is a study of students identified with low-incidence disabilities such as: Developmentally Delayed, Autism Spectrum, Moderate/Severe Mental Retardation, Traumatic Brain Injury (TBI), Orthopedically Impaired, Deaf/Hard of Hearing and Visually Impaired. Components of the course include definitions, family involvement, assessments, instructional methods, procedural, and landmark legal issues in Special Education. Candidates provide appropriate program accommodations for students identified with a low-incidence disability.

Course Entry Requirement: Admittance to the Bachelor of Arts in Education program or prior approval of the Program Director or Senior Faculty is required before students begin this course.

Autism

ESP 376

3 Credits

The purpose of this course is to provide the candidate opportunities to delineate and define autism spectrum disorders (differences and similarities). The course emphasizes knowledge of autism spectrum disorders with regard to severity and intensity and other characteristics unique to each disorder. Candidates apply information learned in this course to meet the educational aspects of students with Autism Spectrum Disorder (ASD).

Course Entry Requirement: Admittance to the Bachelor of Arts in Education program or prior approval of the Program Director or Senior Faculty is required before students begin this course.

Behavior Analysis and Management

ESP 405

3 Credits

The purpose of this course is to provide candidates opportunities to explore models for analyzing and managing student behavior. The course emphasizes basic types of student behavior, motivation, prevention strategies, intervention strategies and behavior change plans. Practical application of these principles will be demonstrated through the completion of data collection samples, a functional behavioral assessment, a positive behavior support plan, and emergency response protocols for use of restraint and/or isolation interventions.

Course Entry Requirement: Admittance to the BAED or Endorsement-Only program or prior departmental approval.

Student Assessment and Evaluation

ESP 408

3 Credits

This course focuses on the necessary foundations, strategies and understanding to successfully perform assessments and evaluations in the classroom for placement and implementation of programs for students receiving special education services. Emphasis is placed on the selection of appropriate assessment and evaluation tools, time lines and the interrelationship between assessment components. Candidates demonstrate selection of appropriate assessment tool and accurately interpret data used in the assessment process for qualification and implementation of individual programs for students receiving special education services.

Content: Fundamentals of the IEP Process

ESP 409A

3 Credits

The purpose of this course is to provide candidates with the compliance elements necessary for writing and implementing a quality Individualized Educational Plan (IEP). This course emphasizes State and Federal mandates, procedural safeguards, IEP content requirements, and parent participation. Upon successful completion of this course, candidates will be able to write an appropriate IEP that meets the needs of students identified with (a) special education need(s).

Performance: Fundamentals of the IEP Process

ESP 409B

0 Credits

In ESP 409B, Alternative Routes certification candidates applied theory learned in ESP 409A. The purpose of this course is to provide candidates with the compliance elements necessary for writing and implementing a quality Individualized Educational Plan (IEP). This course emphasizes State and Federal mandates, procedural safeguards, content requirements, and parent participation. Upon successful completion of this course, candidates will be able to write an appropriate IEP that meets the needs of special education students.

Special Education Issues

ESP 412

2 Credits

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.

Course Entry Requirement: Admittance to the Special Education Endorsement program or prior approval of the Program Director or appropriate faculty is required before students begin the course.

Introduction to American Sign Language and Deaf Culture

ESP 418

0 Credits

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.

Curriculum Modifications and Adaptation

ESP 423

2 Credits

This course provides educators with the pedagogical foundations, strategies, and understanding to successfully modify and provide curriculum adaptations within the learning environment for the special needs of exceptional students. Course work and class activities includes topics on classroom arrangements, adaptive equipment, grouping, scheduling, homework materials selection, classroom management accommodations, effective delivery, and adaptation of subject content, as well as ways to foster student social competence and self-determination.

In addition, participants investigate various instructional methods and strategies considered effective with specific areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, physically disabled, health impaired, and gifted and talented.

Language Development and Communication in Early Childhood Special Education

ESP 432

4 Credits

The purpose of these 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.

Course Entry Requirements: ESP 430 and ESP 431.

Course Entry Recommended: Acceptance by Endorsement specialist.

COURSE DESCRIPTIONS

Cultural and Linguistic Diversity in Special Education

ESP 440 **2 Credit**

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.

Transitions, Teaming and Collaboration

ESP 465 **1 Credit**

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.

Course Entry Requirement: Entry to Special Education teacher endorsement program.

Student Teaching in Special Education

ESP 485 **9 Credits**

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; 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.

Course Entry Requirements: Pass the state required test for SPED endorsement and approval of program director.

Independent Study: Special Education

ESP 499 **1-5 Credits**

Independent Study: Special Education

Student Assessment and Evaluation

ESP 528 **3 Credits**

This course provides teacher candidates with necessary foundations, strategies, and understanding to successfully perform assessments and evaluations. Topics include referral process, informal and formal assessments, test administration, data interpretation and implementation of data into the Individualized Education Program/Plan (IEP). Candidates demonstrate selection of appropriate assessment tools and then accurately interpret data to develop and implement an IEP for children who qualify for special education services.

Fundamentals of the IEP Process

ESP 529 **3 Credits**

The purpose of this course is to provide candidates with the compliance elements necessary for writing and implementing a quality Individualized Educational Plan (IEP). This course emphasizes State and Federal mandates, procedural safeguards, content requirements, and parent participation. Upon successful completion of this course, candidates will be able to write an appropriate IEP that meets the needs of special education students.

Low Incidence Disabilities

ESP 535 **2 Credits**

This course is a study of disabilities identified with low-incidence disabilities. Candidates will investigate the disabilities identified as Low Incidence: Developmentally Delayed, Autism Spectrum, Moderate/Severe Mental Retardation, Traumatic Brain Injury, Orthopedically Impaired, Hearing Impaired and Visually Impaired. Components of the course will include definitions, family involvement, assessments, instructional methods, and procedural and landmark legal issues in Special Education. Candidates will be able to provide appropriate program accommodations for students identified with a low-incidence disability.

Diagnosis and Individualized Education Plan

ESP 539 **6 Credits**

The purpose of this course block is to provide foundations, strategies and understanding to successfully perform assessments and evaluations for placement and implementation of programs for students receiving special education services, including the compliance elements necessary for writing and implementing a quality Individualized Educational Plan (IEP). Emphasis is placed on State and Federal mandates, procedural safeguards, content requirements, time lines and the interrelationship between assessment components. Students learn to write an IEP that meets the needs of special education students as well as select appropriate assessment tools and accurately interpret assessment data.

Course Entry Requirement: Enrollment in PB MIT Program; Completion of at least two PB MIT course blocks.

Teaming and Transitions

ESP 540 **1 Credit**

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.

Exceptionality

ESP 542 **3 Credits**

The purpose of this course is to inform candidates on both inclusion and specialist paradigms in special education including definitions of disabilities and program delivery. This course emphasizes identification, specific needs of students, service delivery, and legal issues. Practical application of these principles will form the foundation for future special education courses.

Course Entry Requirements: Admittance to the Master in Teaching program or prior approval from the Program Director is required before students begin this course.

Exceptionalities and Practice

ESP 550 9 Credits

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.

Course Entry Requirement: Admittance to the Master in Teaching Performance Based program or prior approval of the Teacher Certification Program Director is required.

Introduction to Exceptional Children and Youth Autism Spectrum

ESP 554 6 Credits

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.

Classic Autism/High Functioning

ESP 555 3 Credits

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.

Course Entry Requirement: Candidates should have completed the Foundation Core classes and ESP 554, or have permission from the Program Director.

Social Behavior

ESP 557 3 Credits

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.

Course Entry Requirement: ESP 554 and ESP 555.

Special Education Teacher Application

ESP 601 6 Credits

In Student Teaching, candidates seeking an Elementary Education K-8 or Special education endorsement co-teach with a cooperating teacher in a K-8 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 Elementary Education K-8 endorsement. Candidates seeking an approved second endorsement in this course must also demonstrate competencies of the second endorsement.

Course Entry Requirement: Pass the WEST-E(s) for the endorsement(s) sought and relevant to the placement; 2. Pass all course requirements with 2.0 or higher grade; 3. Pass internships leading to student teaching; 4. Achieve a 3.0 or higher cumulative GPA; 5. Accept school assignment as arranged by Placement Coordinator.

Student Teaching in Special Education

ESP 642 6 Credits

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.

Course Entry Requirement: Pass state required endorsement test(s) and departmental approval.

Exceptionality

ESP 670 3 Credits

The purpose of this course is to inform candidates on both inclusion and specialist paradigms in special education including definitions of disabilities and program delivery. This course emphasizes identification, specific needs of students, service delivery, and legal issues. Practical application of these principles will form the foundation for future special education courses.

Student Assessment for Special Education

ESP 671 3 Credits

This course focuses on the necessary foundations, strategies and understanding to successfully perform assessments and evaluations in the classroom for placement and implementation of programs for students in 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.

Course Entry Requirement: Completion of Foundation Core courses.

COURSE DESCRIPTIONS

IEP Process

ESP 672

3 Credits

The purpose of this course is to provide candidates with the compliance elements necessary for writing and implementing a quality Individualized Educational Plan (IEP). This course emphasizes State and Federal mandates, procedural safeguards, content requirements, and parent participation. Upon successful completion of this course, candidates are able to write an appropriate IEP that meets the needs of special education students.

Course Entry Requirement: Completion of Foundation Core courses.

Behavior Analysis

ESP 673

3 Credits

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 aversive therapy plan.

Course Entry Requirement: Completion of Foundation Core courses.

Low Incidence

ESP 674

3 Credits

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.

Curriculum Modifications and Collaboration

ESP 675

3 Credits

The purpose of this course is to provide candidates with the pedagogical foundations, strategies, and understanding to modify curriculum and make accommodations to the learning environment. This course emphasizes the identification of students' needs, 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.

Internship

ESP 677

3 Credits

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.

Student Teaching

ESP 679

3 Credits

In this course candidates examine effective integration, instructional strategies and assessments of the special education continuum of service 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.

Special Education Teacher Application

ESP 691

6 Credits

In Student Teaching, candidates seeking a Special 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 a Special Education endorsement.

Course Entry Requirement: Successful completion of all coursework and all internships. Passing scores on all state required content examinations and performance assessments.

EDUCATION TEACHER CERTIFICATION (ETC)

Human Growth And Development ETC 501

2 Credits

This course addresses major theories of human growth and development and application of the theories to the classroom. Topics include cognitive development, moral development, emotional development and physical development of early childhood, middle childhood, and adolescence. Candidates apply the knowledge of the developmental stages of human growth and development to their instructional decisions.

Integrated Instruction - Arts, Health and Fitness, Content Areas ETC 506

3 Credits

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.

Course Entry Requirements: Admittance to the Master in Teaching program or prior approval of the Teacher Certification Program Director is required.

Concepts of Sustainability and Social Sciences

ETC 508 2 Credits

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.

Diversity in Schools and Society

ETC 509 1 Credit

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.

Course Entry Requirements: Department Consent Only

Educational Testing, Assessment and Evaluation

ETC 511 2 Credits

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.

Course Entry Requirements: Admittance to the Master in Teaching program or prior approval of the Teacher Certification Program Director is required.

Mathematics Methods I

ETC 513 3 Credits

ETC 513 is the first of a two-quarter course 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. 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.

Course Entry Requirements: Admittance to the Master in Teaching program or prior approval of the Teacher Certification Program Director is required.

Mathematics Methods II

ETC 514 3 Credits

ETC 514 is the second course in a two-quarter design 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. 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.

Course Entry Requirements: ETC 513 or approval of the Teacher Certification Program Director is required.

Integration, Engagement and Practice

ETC 516 6 Credits

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.

Course Entry Requirements: Admittance to the Master in Teaching Performance Based program or prior approval of the Teacher Certification Program Director is required.

Curriculum and Instruction Methods

ETC 519 3 Credits

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.

Public School and Special Education Law

ETC 534 3 Credits

This course examines public school law with an emphasis on the rights and responsibilities of students and teachers. Candidates analyze current issues and case studies specific to public education, special education and the education of recent immigrants for positive inclusion in a public school. Candidates learn professional boundaries, procedures, and resources to maintain a safe environment for teaching and learning.

Literacy Content and Practice

ETC 536 9 Credits

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,

COURSE DESCRIPTIONS

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.

Course Entry Requirements: Admission to the Master in Teaching Program or permission of the Director.

Science, Technology, Engineering, and Math Concepts

ETC 538 **3 Credits**

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.

Literacy III: Language Arts and Literacy

ETC 539 **3 Credits**

This is the last of three courses in the literacy sequence within the Master in Teaching program. This course examines language use, from vocabulary and syntax to the development and organization of ideas, and addresses increasingly demanding content and sources. Topics include language, writing, writing process, and language arts strategies. Candidates use strategies to integrate the Common Core State Standards of English Language Arts (i.e., reading, language, writing, speaking, and listening) across the curriculum.

Course Entry Requirements: Admission to the Master in Teaching Program or permission of the Director.

Classroom Management and Discipline

ETC 554 **1 Credit**

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.

Instruction and Assessment in Literacy I

ETC 567 **3 Credits**

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.

Course Entry Requirement: Admission to the Master in Teaching Program or permission of the Program Director.

Mathematics Content and Practice

ETC 569 **7 Credits**

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.

Course Entry Requirement: Admission to the Master in Teaching Program or permission of the Program Director and ETC 567.

Instruction and Assessment in Literacy II

ETC 570 **3 Credits**

The second of three courses in the literacy sequence for the graduate 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.

Course Entry Requirement: Admission to the Master in Teaching Program or permission of the Program Director.

Literacy, Language Arts, and Children's Literature

ETC 577 **3 Credits**

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.

Course Entry Requirement: Admission to the Master in Teaching Program, successful completion of ETC 567 and ETC 570, or permission of the Program Director.

Special Education and Special Programs

ETC 585 **2 Credits**

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.

Inquiry Learning, Research and Practice

ETC 587 **6 Credits**

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.

The Learner, the Learning Community

ETC 588 **3 Credits**

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.

The Law and Special Education

ETC 589 **6 Credits**

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.

Social Sciences and Sustainability

ETC 593 **2 Credits**

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.

Classroom Management, Assessment and Evaluation

ETC 595 **3 Credits**

This course examines 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 and 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.

Course Entry Requirement: Admission to the Performance-based Master in Teaching Program or permission of the Program Director.

Integrated Instruction in Arts, Health and Fitness

ETC 602 **3 Credits**

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.

Instructional Design and Curriculum

ETC 603 **3 Credits**

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.

Mathematics I

ETC 604 **3 Credits**

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.

Mathematics II

ETC 605 **3 Credits**

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.

Science, Technology, Engineering and Math Concepts

ETC 606 **3 Credits**

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

COURSE DESCRIPTIONS

development and dispositions. The course provides opportunities for direct classroom application and transformative student learning.

Practicum

ETC 608

1 Credit

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.

Course Entry Requirements: Pass state required endorsement test(s) and departmental approval.

September Experience

ETC 609

1 Credit

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.

Course Entry Requirement: Preferred completion of the first two field internships unless approved by Director of Teacher Certification Programs.

Internship I

ETC 610

1 Credit

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.

Course Entry Requirement: Admission to the Master in Teaching Program or permission of the Program Director.

Literacy I: Instruction and Assessment

ETC 612

3 Credits

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.

Literacy II: Instruction and Assessment

ETC 613

3 Credits

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.

Literacy III: Language Arts, and Children's Literature

ETC 614

3 Credits

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.

Internship II

ETC 625

1 Credit

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 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.

Course Entry Requirements: Admission to the Master in Teaching Program or permission of the Program Director; ETC 611.

Internship III

ETC 642

1 Credit

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.

Course Entry Requirement: Admission to the Master in Teaching Program or permission of the Director, and completion of Internship II or equivalent.

Internship IV

ETC 643

1 Credit

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.

Course Entry Requirement: Admission to the Master in Teaching Program or permission of the Program Director; ETC 642.

Performance: Learning Community II
ETC 651 **0 Credits**

This course provides the opportunity for candidates to meet with others in the field for the purpose of improving teacher performance. Topics addressed include professional learning communities, engagement in teaching and learning protocols, and preparation and/or review of CityU performance tasks. The communication and reflective practice skills executed in this course prepare candidates to be contributing members of the field of education as a learning community.

Performance: Learning Community III
ETC 652 **0 Credits**

This course provides the opportunity for candidates to meet with others in the field for the purpose of improving teacher performance. Topics addressed include professional learning communities, engagement in teaching and learning protocols, and preparation and/or review of CityU performance tasks. The communication and reflective practice skills executed in this course prepare candidates to be contributing members of the field of education as a learning community.

Performance: Inquiry in Science and Social Studies Methods

ETC 661 **0 Credits**

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.

Course Entry Requirement: ETC 578.

Performance: Literacy

ETC 662 **0 Credits**

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.

Course Entry Requirements: ETC 537, ETC 547, and ETC 549.

Performance: Curriculum, Instruction, and Assessment Methods

ETC 663 **0 Credits**

This course represents the companion performance task for ETC 548 Curriculum, Instruction and Assessment Methods, taken earlier in the program. Focus topics include planning tasks, student engagement tasks, and assessment tasks aligned with the Washington State Teacher Performance Assessment. These state-required "teaching event tasks" serve to ensure all teachers entering the field of education in Washington State demonstrate an appropriate level of teaching proficiency.

Student Teaching in Elementary Education

ETC 675 **6 Credits**

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.

Course Entry Requirements: Pass state required endorsement test(s) and departmental approval.

Teacher Research I

ETC 680 **1 Credit**

This course introduces candidates to action research and requirements of the master project. Topics include the cycle of inquiry, information literacy, models of action research, professional writing, and APA style. Candidates examine how classroom teachers use the principles and processes of action research to inform and improve student learning.

Teacher Research II

ETC 683 **1 Credit**

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.

Course Entry Requirement: Admittance to the Master in Teaching Program or prior approval of the Program Director.

Master Project

ETC 690 **2 Credits**

Candidates report and present a master project, which consists of a research-based professional development project and an evidence-based e-portfolio, 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.

Elementary Education Teacher Application

ETC 691 **1 Credit**

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.

Course Entry Requirement: Successful completion of all coursework and all internships. Passing scores on all state required content examinations and performance assessments.

COURSE DESCRIPTIONS

Master Project: Introduction

ETC 692

1 Credit

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.

Course Entry Requirement: Admission to the Master in Teaching Program or approval of the Program Director.

Master Project: Capstone

ETC 693

1 Credit

Candidates report and present a master project, which consists of a research-based professional development project and an evidence-based e-portfolio, 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.

Residency I

ETC 694

3 Credits

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.

Residency II

ETC 695

3 Credits

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.

Residency III and Student Teaching

ETC 696

3 Credits

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.

FINANCE (FIN)

Investment Banking

FIN 400

5 Credits

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.

Course Entry Requirements: BSC 402.

Corporate Finance

FIN 401

5 Credits

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.

Course Entry Requirements: BSC 402.

International Finance

FIN 402

5 Credits

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.

Course Entry Requirements: BSC 402.

Financial Futures and Options Markets

FIN 403

5 Credits

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.

Course Entry Requirements: BSC 402.

Investments

FIN 404

5 Credits

In this course students will learn to use 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.

Course Entry Requirements: BSC 402.

Capital Formation and Corporate Management

FIN 541

3 Credits

The financing of new and growing ventures has become global 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, students will study the methods used to implement mergers and buyouts when they are adopted as part of a company's strategy. By the end of the course, students will be able to recommend appropriate methods of capital formation for a company's needs.

Course Entry Requirements: MBA 540.

Banking and the Movement of Capital

FIN 542 3 Credits

In this course students will learn the role of banking in business development and management. From the use of micro-loans in developing economies, through local and regional service banks, to the role of national and multi-national institutions, students will learn how banks function. Special topics will include investment banks and the function of institutions such as the International Monetary Fund and the World Bank. Students will also learn the roles and tools used by central banks, and will be able to describe the impact of various macroeconomic factors have on the banking system.

Course Entry Requirements: MBA 540.

Equity Markets and Debt Instrument Management

FIN 543 3 Credits

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.

Course Entry Requirements: MBA 540.

Financial Management of Public and Not-for-Profit Organizations

FIN 544 3 Credits

In this course the student will explore key finance issues in public organizations and not for profit corporations. The broad content will range from public sector bonding and levying fees, to the role of philanthropy funding. Different methods of budgeting and accounting 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. Governments financed projects have wide ranging local and global impacts.

Course Entry Requirement: MBA 540.

Finance Internship

FIN 625 3 Credits

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.

Course Entry Requirement: Admitted to the MBA program; Successful completion of 30 quarter credits of MBA coursework; Currently enrolled with a cumulative GPA of 3.25 or higher; Completed FIN 540.

GENERAL STUDIES (GS)

Associate Degree Capstone

GS 295 5 Credits

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.

Course Entry Requirements: Completion of all other courses in the student's program or program director approval.

General Studies Degree Capstone

GS 495 5 Credits

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.

Course Entry Requirements: Completion of all other courses in the student's program or program director approval.

HEALTH CARE (HL)

Foundations of Healthcare Leadership

HL 300 5 Credits

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 staffing, leading, motivating, and evaluating the performance of healthcare professionals.

Legal and Ethical Issues in Healthcare Administration

HL 310 5 Credits

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 procedure, 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 healthcare managers face in their professional roles.

Issues and Trends in Healthcare Administration

HL 320 5 Credits

This course covers changes and trends in the American healthcare system, including federal requirements for setting standards for improving healthcare. Emphasis is placed on healthcare reform, the rising cost of medical care, technological advances, as well as the regulatory agencies that mandate quality and safety within patient care.

Health Informatics

HL 330 5 Credits

Health informatics covers the use of information technology to support operational, management, and clinical decision making. This course provides students with an understanding of informatics and its healthcare applications. Students will gain knowledge of federal law as it pertains

COURSE DESCRIPTIONS

to the privacy and security of healthcare systems, the role of the Chief Information Officer (CIO), and the value that health information technology brings to healthcare.

Healthcare Administration Human Resource Management

HL 340 **5 Credits**
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.

Healthcare Quality Assurance Management

HL 400 (NS) **5 Credits**
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.

Healthcare Administration Budgeting and Finance

HL 410 **5 Credits**
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.

Healthcare Planning and Evaluation

HL 420 **5 Credits**
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 position.

Healthcare Marketing

HL 430 **5 Credits**
This course provides students with 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.

Healthcare Politics and Policy

HL 440 **5 Credits**
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.

Healthcare Practicum/Capstone

HL 495 **5 Credits**
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 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.

U.S. Healthcare Delivery System

HL 500 **3 Credits**
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.

Healthcare Leadership

HL 511 **3 Credits**
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.

Healthcare Informatics and Technology

HL 514 **3 Credits**
Reviewing traditional and topical resources, students in this course learn how integrated information systems enable the assessment and documentation of costs and quality. Students also learn how these systems inform decisions that improve care and provide better management in the areas of medical records, supply inventory, and vendor relations. Students engage in weekly discussions and assignments focusing on data sets, electronic medical records and computerized physician order entry, organizational compliance, and

confidentiality of information systems. Linked information systems across episodes of care, integrated financial and clinical information systems, as well as Web-based systems for increasing consumer knowledge are also discussed.

Foundations of Healthcare Administration

HL 530 **3 Credits**
Students will study key contextual and environmental factors affecting the practice of healthcare administration, including the importance of culture, communication, and diversity. Students are introduced to the variety of stakeholders in the field of healthcare as well as to key health and medical terms, including basic health, wellness, and disease information. Professional behaviors such as goal setting and time management are considered, as well as the attitudes and motivation required for success as a healthcare manager.

Healthcare Financial Management

HL 537 **3 Credits**
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 payer, 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.

Healthcare Law and Ethics

HL 543 **3 Credits**
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.

Healthcare Strategic Planning and Implementation

HL 546 **3 Credits**
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.

Healthcare Policy and Economics

HL 550 **3 Credits**
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.

Human Resource Management in Healthcare

HL 560 **3 Credits**
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.

Operations Analysis in Healthcare

HL 570 **3 Credits**
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.

Quality Assessment and Improvement in Healthcare

HL 580 **3 Credits**
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.

Healthcare Administration Capstone

HL 660 **3 Credits**
Through this course, students will demonstrate competency in their previous courses taken in this degree

COURSE DESCRIPTIONS

program. This course may consist of an externship, a group project, or an individual project.

Course Entry Requirements: 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.

HUMAN RESOURCES (HR)

Strategic Management Of Human Resources

HR 405 **5 Credits**

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.

Employee Relations

HR 406 **5 Credits**

This course is designed to cover areas of employee relations and supervisory management with a focus on the art of empowering and developing people in the work environment. The course covers related topics such as planning and organizing, leading, managing change, group development and team building, coaching for higher performance, labor relations, and legal issues.

Employment Law

HR 407 **5 Credits**

This course describes the federal laws that apply to the field of human resources, including Title VII of the Civil Rights Act, affirmative action, the Family Medical Leave Act (FMLA), Age Discrimination and Employment Act (ADEA), and the Americans With

Disabilities Act (ADA). The course will also focus on at-will employment agreements, dispute resolution, unions, collective bargaining, and non-discriminatory employment compliance within applicable laws.

Fair Labor Practices

HR 408 **5 Credits**

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 knowledgeable with fair labor practices at home and abroad.

Employee Benefits

HR 411 **5 Credits**

This course is designed to provide an understanding of employee benefits programs and practices and how and why employers provide benefits as they do. Employee benefits are a significant component of total compensation and offer employers added flexibility in compensation design. Topics include planning and administering employee benefits programs, regulation of discretionary employee benefits offerings, health insurance programs, company-sponsored retirement programs, and compensating the flexible workforce.

Human Resource Development

HR 440 **5 Credits**

This course is designed to provide a systems approach to the opportunities and responsibilities of managers in the development of their organization's human resources; building and maintaining a productive work team; career planning; training and development; performance appraisal; the integration of personnel, department, and organizational goals.

Employee Staffing/Training/Development

HR 508 **3 Credits**

This course examines staffing, training, and organizational development techniques organizations use to build

group and individual skills while tying anticipated results to improvements in organizational effectiveness. The course also focuses on policies and procedures for both short- and long-range human resource planning for a competent work force, job analysis, legal compliance, recruitment and selection, employee separations and retention, training, and career management.

Employment And Labor Law

HR 510 **3 Credits**

This course focuses on current legislative and administrative requirements imposed on business in the area of employment and labor relations. Emphasis is on areas regulated by the Equal Employment Opportunity Commission, National Labor Relations Act, and Federal Labor Relations Board. Topics include the following: Fair Labor Standards Act, employee benefits, tort and law issues of particular concern to human resource managers, labor laws, collective bargaining, contract negotiations, and unfair labor practices.

Compensation And Benefits

HR 512 **3 Credits**

The course examines contemporary issues and problems in compensation and benefits management and surveys concepts and processes for compensating employees. Topics include indirect and direct compensation, legally required employee benefits and voluntary programs, governmental regulations, and external social factors affecting compensation.

Human Resource Management Internship

HR 625 **3 Credits**

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.

Course Entry Requirements: Admission into the MBA program; Successful completion of 30 quarter credits; in the MBA coursework Currently enrolled with a cumulative GPA of 3.25 or higher; MBA 545.

HISTORY (HST)

Modern World History

HST 306 (SS) 5 Credits

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.

The Ancient World

HST 401 (SS) 1-7 Credits

This variable credit course provides an overview of Greek culture and history. Taught only at the Athens, Greece location.

HUMAN SERVICES (HSVC)

Introduction to Human Services

HSVC 200 (SS) 5 Credits

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.

Course Entry Requirements: ENG 102 or the equivalent.

Course Entry Recommended: PSY 240 or PSY 311.

Ethics of Human Services Practice

HSVC 250 (SS) 5 Credits

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.

Course Entry Requirements: PSY 240 or PSY 311.

Course Entry Recommended: PSY 209.

Organizational Systems

HSVC 320 (SS) 5 Credits

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.

Change Theory and Motivational Interviewing

HSVC 350 3 Credits

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.

Course Entry Requirements: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200 or HSVC 340, HSVC 250 or HSVC 310.

Principles of Social Justice in Human Services

HSVC 355 3 Credits

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.

Course Entry Requirements: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200 or HSVC 340, HSVC 250 or HSVC 310.

Managing and Leading Organizations

HSVC 360 5 Credits

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.

Course Entry Requirements: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200 or HSVC 340, HSVC 250 or HSVC 310.

Understanding Trauma and Recovery

HSVC 365 3 Credits

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.

Course Entry Requirements: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200 or HSVC 340.

Providing Services for Clients with Disabilities

HSVC 370 (SS) 5 Credits

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.

Human Service Practice with Older Adults

HSVC 375 (SS) 5 Credits

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.

Course Entry Requirements: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200 or HSVC 340, HSVC 250 or HSVC 310.

Human Services Practice with Children and Adolescents

HSVC 380 (SS) 5 Credits

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

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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.

Course Entry Requirements: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200 or HSVC 340, HSVC 250 or HSVC 310.

Assessment and Intervention with Diverse Populations

HSVC 410 (SS) 5 Credits
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.

Course Entry Requirements: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200 or HSVC 340, HSVC 250 or HSVC 310.

Working with Families and Groups: A Systems Perspective

HSVC 415 (SS) 5 Credits
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.

Course Entry Requirements: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200 or HSVC 340.

Advocacy for Diverse Communities

HSVC 420 (SS) 5 Credits
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.

Course Entry Requirements: PSY 240 or PSY 311, PSY 209 or PSY 312, HSVC 200 or HSVC 340, HSVC 250 or HSVC 310.

Trauma Recovery

HSVC 455 5 Credits
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.

Internship I

HSVC 480 2 Credits
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 350 clock hours total (at least 175 clock hours in Internship I) in a placement approved by the Program Director or designee. This course is graded as Pass/No Pass and must be taken concurrently with HSVC 481 Capstone/Internship Seminar I

Course Entry Requirements: 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 481 Capstone/Internship Seminar I.

Capstone/Internship Seminar I

HSVC 481 5 Credits
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.

Course Entry Requirements: 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.

Internship II

HSVC 485 2 Credits
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 350 clock hours total (at least 175 clock hours in Internship I) in a placement approved by the Program Director or designee. This course is graded as Pass/No Pass and must be taken concurrently with HSVC 486 Capstone/Internship Seminar II.

Course Entry Requirements: Internship placement must be approved by the Program Director. Students must complete HSVC 480 Internship I and HSVC 481 Capstone/Internship Seminar I. This course must be taken concurrently with HSVC 486 Capstone/Internship Seminar II.

Capstone/Internship Seminar II

HSVC 486 5 Credits
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.

Course Entry Requirements: Internship placement and entry into this course must be approved by the Program Director. Students must complete HSVC 480 and HSVC 481. This course must be taken concurrently with HSVC 485 Internship II.

HUMANITIES (HUM)

Introduction To Critical Thinking **HUM 105 (HU) 5 Credits**

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.

Introduction To Philosophy **HUM 200 (HU) 5 Credits**

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.

Justice and Ethics **HUM 210 (HU) or (SS) 5 Credits**

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.

History of Punishment and Prisons **HUM 215 (HU) or (SS) 5 Credits**

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.

Introduction To The Humanities **HUM 220 (HU) 5 Credits**

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.

Introduction To World Religions **HUM 270 (HU) 5 Credits**

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.

Independent Study **HUM 299 1-5 Credits**

Independent Study

Introduction to Film **HUM 315 (HU) 5 Credits**

This course introduces students to film analysis through the lenses of filmmaking fundamentals and meaning creation. Students will examine the aesthetic, technical, and historical developments of film in a global, cultural context.

Independent Study **HUM 499 1-5 Credits**

Independent Study

INTERNATIONAL STUDIES (INT)

International Relations **INT 301 (SS) 5 Credits**

This is an upper division social science course which evaluates the political and economic behavior of nations in the international arena. Topics examined include: U.S. world leadership, nuclear politics, terrorism, and contemporary trends in the international political economy. This course covers the political and economic aspects of behavior among nations on the international scene. Rather than concentrating on

one international region, this course will focus upon the major issues which face the United States in the international arena. The course will cover historical as well as current issues. Particular emphasis will be placed on the role of the United States, Europe, and Asia.

International Economics **INT 302 (SS) 5 Credits**

An introduction to international economics and trade designed specifically for non-economics majors. Topics addressed include basic theories of trade, foreign exchange markets, balance of payments, tariffs and quotas, trade restrictions, trade balance, and the international debt crisis.

International Law **INT 304 5 Credits**

An examination and analysis of the fundamental concepts of international law. Topics examined include the development of a body of international law; rights of individuals and sovereign states within the international arena; territorial questions; international transactions; and the legal issues surrounding armed conflicts.

Overview Of The European Union **INT 305 5 Credits**

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.

Comparative European Ethics **INT 306 (SS) 5 Credits**

This course is an introduction to comparative ethical issues from a European perspective. During the 20th Century, ethics on the European continent and elsewhere have, to many people, become subjective and relativistic. Ideas of moral or ethical behavior now compete for support in the popular press, political world and academic environment. This course explores how these competing moral theories affect the ways in which contemporary individuals approach

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and answer practical life questions. The course focuses on how various ethical theories would answer questions about choosing careers, understanding the duties of citizenship, defining the limits of one's responsibility, selecting alternatives among environmental dilemmas and setting public policy.

Sociology Of World Affairs

INT 404 (SS) 5 Credits

A study of the varied forms in inequality among the nations and regions of the world and how those inequalities in wealth, power and prestige affect the world economy and political structure. Emphasis is given to the social and economic inequalities of life in the developing nations in the areas of race, gender, ethnic origin and class. The course considers how inequalities among nations give rise to resistance, protest, group mobility and world conflict.

Independent Study

INT 498 1-5 Credits

Independent Study

Practicum Intern Studies

INT 499 1-5 Credits

An introduction into the practicing world of business and management. The practicum will consist of a combination of observation and participation. The student will be placed under the mentorship of a practicing professional and under the guidance of a senior faculty member. In this position the student is expected to observe the environment in which she/he is working. The student is expected to observe and maintain a 'learning journal' of the events and observations.

INFORMATION SYSTEMS (IS)

Fundamentals of Computing

IS 201 5 Credits

This course is designed to provide an overview of the fundamentals of computing. Emphasis is placed on the five basic areas of Information Technology (IT): applications, platforms, development, data, and communication. Students will develop their understanding of basic IT concepts, and delve into Information Technology planning and analysis through practical application of current techniques and tools for building a website.

Data Management Communications and Networking

IS 306 5 Credits

This course develops student understanding of a model of Information Systems composed of data acquisition, data transport, data manipulation, data storage and data display. The use of data to develop business intelligence, competitive advantage, and support business operations through lean supply chains, delivery, and oversight has become an increasingly critical component in business success. Students will learn how modern computer systems work with data across multiple systems to deliver relevant time critical information to managers and workers. Students will gain an insight into networked communications in support of business operations. This course prepares the student for working with data in a modern highly connected organization anywhere in the world.

Internet Technologies

IS 308 5 Credits

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.

Course Entry Requirement: CS 225.

Web Design

IS 312 5 Credits

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.

Information Systems

IS 330 5 Credits

This course will cover information systems taxonomies and general applications such as CRM, SCM, e-commerce, ERP, business intelligence, knowledge management, finance and accounting, personal productivity, computer supported cooperative work (groupware), and global systems. Future trends and directions of information systems will conclude this course.

Understanding Technology for Communication

IS 331 5 Credits

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.

Operating Systems

IS 340 5 Credits

This course examines basic operating system concepts and principles. The concepts include Operating Systems components, architecture, and management. Operating system management will examine process, memory, storage, and security management. Several exercises and hands-on activities reinforce the concepts and principles covered in the course.

Course Entry Requirement: IS 306 or CS 306.

Information Security

IS 345 5 Credits

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.

Course Entry Requirement: IS 306 or CS 306.

Systems Analysis and Design

IS 350 5 Credits

This course examines systems analysis and design using the Software Engineering Body of Knowledge (SWEBOK) as a foundation. The concepts include data, process, and network modeling along with frameworks such as the Zachman Framework and The Open Group Architectural Framework (TOGAF). Object technologies will be built into the program along with design patterns. Several exercises and hands-on activities reinforce the design of a system covered in the course.

Database Technologies

IS 360 5 Credits

This course covers data modeling, design, normalization, change control, backup / recovery, data dictionaries, client server architecture, SQL, Relational and Object Databases, MS SQL Server 2008, Oracle, and MySQL (open source). The emphasis is on understanding why information resources are of critical importance and how to manage them. The course concludes with a discussion of the future directions of database technologies.

C++ Introduction

IS 365 5 Credits

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.

Course Entry Requirement: IS 306.

C++ Intermediate

IS 375 5 Credits

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.

Course Entry Requirement: CS 131.

C# Introduction

IS 380 5 Credits

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#.

Course Entry Requirement: IS 306.

C# for Programmers

IS 381 5 Credits

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.

Course Entry Requirement: IS 365.

Course Entry Recommended: IS 375.

C# Intermediate

IS 382 5 Credits

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#.

Course Entry Requirement: IS 380.

Programming

IS 410 5 Credits

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.

Course Entry Requirement: IS 312 or CS 225.

Data Structures and Algorithms

IS 423 5 Credits

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.

Course Entry Requirements: IS 375, MATH 141.

C# - Advanced

IS 425 5 Credits

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+.

Course Entry Requirement: IS 382.

Web Programming

IS 430 5 Credits

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

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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.

Course Entry Requirements: CS 225.

C# - Special Topics

IS 435 5 Credits

This course focuses on the special topics of C# programming to explain those algorithms and data structures most commonly encountered in routine software development. Students learn about data structures such as lists, queues, stacks, binary search trees, sets, maps, and b-trees. Students also learn algorithms such as sorting, hashing, searching, iteration and recursion. The students will benefit from this class by obtaining a strong foundation to write better code.

Course Entry Requirement: IS 425.

C++ - Advanced

IS 437 5 Credits

This course focuses on the advanced concepts of C++ programming such as debugging techniques, creating windows applications, windows programming with Microsoft Foundation Classes (MFC), and working with dialogs and controls. Students also learn about object serialization and deserialization, writing windows forms applications accessing data sources, and creating application graphical user interface. The students will benefit from this class by obtaining a strong foundation to write better code.

Course Entry Requirement: IS 375.

Programming Special Topics

IS 438 5 Credits

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.

Course Entry Requirement: IS 423.

Quality Assurance

IS 440 5 Credits

This course covers software testing throughout the entire life cycle of systems development. In addition, peer reviews, AARs, lessons learned, and audits will be covered. Students will develop a QA Plan for their organization as a deliverable of this course.

Software Process Management

IS 450 5 Credits

This course covers software process improvement concepts including CQI, CMMI, and PCMM. These concepts illustrate how to assess the current state of software development and provide practice in how to systematically improve and manage the software development process using national and international standards. Both the improvement of the software development process as well as the improvement of the capability of software professionals is covered. Students will create a software process improvement plan by the end of this class.

Information Security Overview

IS 461 5 Credits

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.

Course Entry Requirement: IS 306.

Policy and Audits

IS 464 5 Credits

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.

Tools and Techniques

IS 468 5 Credits

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.

Course Entry Requirement: IS 461 or IS 345.

Course Entry Recommended: IS 410.

Information Security Capstone

IS 469 5 Credits

This is the final course in the BSIS Information Security Major. This course focuses on the comprehensive understanding of both technical and management skills learned throughout the Information Security major. The technical skills involve identifying, repairing, testing, and reporting on security vulnerabilities in networks. Management-oriented skills involve interpreting and possibly critiquing policy to insure adequate mitigation of security risks and compliance with policy requirements. Students will review a series of real world code sets, and apply their knowledge to ensuring that the recommendations to fix those code sets are reasonable and cost effective. Students will also discuss several case studies to reinforce and integrate the concepts that they learned in the previous courses and will investigate emerging trends such Web 2.0 and cloud computing and explore policy issues involved in these areas. After finishing this course, students will have an understanding of the technical and organizational complexity of information security. Students will also appreciate that information security is a continually

evolving field and that keeping up with developments in the field will require a plan for lifelong learning.

Course Entry Requirements: CS 481, IS 464 and IS 468. Any exceptions must have special permission from the Program Director.

IT Service Management

IS 470 5 Credits

This course focuses on Information Technology Service Management (ITSM) best practices as defined by Information Technology Infrastructure Library (ITIL), Capability Maturity Model Integration (CMMI), Six Sigma, and Total Quality Management (TQM). Emphasis is placed on ITSM drivers of processes and strategies to create a viable Information Technology (IT) organization. Students will learn the foundation, values, strategies and operations of ITSM. Several exercises and hands on activities will focus on service support and service delivery.

Information Technology Ethics

IS 471 (SS) 5 Credits

IS 471 Information Technology Ethics introduces students to the social, ethical, and policy dimensions of technology in organizations, schools and society. This course examines access and equity issues, censorship, privacy, piracy, hacking, commercialization, literacy, online communication, Intellectual Property, crime, Civil Liberties, Social Media, and developing a "global community" through the Internet. Understanding of Professional and Ethical Responsibilities and awareness of ethical issues facing IT professionals is emphasized. Analysis of situations involving ethical conflicts and the ability to make decisions based on professional codes of ethics and conduct is explored.

IT Compliance

IS 472 5 Credits

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.

Intellectual Property

IS 473 5 Credits

This course covers the concept of Intellectual Property and how it relates to business and to strategic planning for a business. We will begin by looking at what Intellectual Property is and how that relates to the economic well being of a business. Consideration will be given to how innovation is driving economic globalization and how that translates into economic opportunities and risks from the standpoint of intellectual property. We will consider methods of quantifying a business's Intellectual Property and creating a strategic plan for development, capitalization of, and protection of that Intellectual Property. Finally, we will look at the integration of a business strategic plan with an Intellectual Property strategic plan.

Network Design and Acquisition

IS 477 5 Credits

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.

Course Entry Requirements: CS 300, CS 436.

Capstone - Software Development

IS 480 5 Credits

This course is the capstone for the major core of the Bachelor of Science in Information Systems (BSIS) program. Emphasis is placed on key elements of the curriculum and the student's opportunity to apply knowledge from the previous courses in the BSIS track. In addition, this course covers: how to apply project management to Software/IT Infrastructure

development, addressing topics such as the appropriate development life cycle, planning and estimating development, staffing and controlling projects, feasibility studies, cost/benefit analysis, requirements gathering, design, Software/IT Infrastructure quality assurance, configuration management, testing, Software/IT Infrastructure documentation, Software/IT Infrastructure implementation and maintenance, and IT strategic planning. After finishing the course, students will complete the BSIS degree with an understanding of the technical and organizational complexity of software development. Students will also appreciate that software development is a continually evolving field and that keeping up with developments in the field will require a plan for lifelong learning.

Internship

IS 498 5 Credits

As part of 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.

Course Entry Requirements: Completed a minimum of 135 quarter credit hours with at least 9 of those credit hours being completed at City University of Seattle and cumulative GPA of 3.0 or higher.

INFORMATION SECURITY (ISEC)

Information Security Overview

ISEC 500 3 Credits

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 work place. The role

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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.

System Administration for Information Security

ISEC 505 3 Credits

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.

The Senior Manager and Information Security

ISEC 510 3 Credits

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.

Privacy and Open Systems

ISEC 515 3 Credits

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.

Ethical Obligations in Information Security

ISEC 520 3 Credits

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.

Cybercrime

ISEC 530 3 Credits

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.

Cyber Warfare

ISEC 540 3 Credits

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.

E-Government

ISEC 550 3 Credits

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.

Intellectual Property and Espionage

ISEC 560 3 Credits

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.

Information Security Auditing

ISEC 605 3 Credits

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.

Course Entry Requirement: AC 540 or permission of Program Director.

Breaking and Securing the Web

ISEC 612 **3 Credits**

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.

Course Entry Requirement: Demonstrated ability to program (2 quarters of undergraduate programming courses) or permission of Program Director.

Breaking and Securing Applications I

ISEC 614 **3 Credits**

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.

Course Entry Requirement: ISEC 612.

Breaking and Securing Applications II

ISEC 616 **3 Credits**

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.

Course Entry Requirement: ISEC 614.

Breaking and Securing the Enterprise

ISEC 618 **3 Credits**

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 life cycle.

Course Entry Requirement: ISEC 614.

Masters Thesis Capstone

ISEC 630 **3 Credits**

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.

Course Entry Requirement: ISEC 610.

Computer Science Capstone

ISEC 660 **3 Credits**

This course emphasizes the practical application of information security concepts gained throughout the Masters of Science in Information Security program at City University of Seattle. It is intended to be taken at the completion of coursework. 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. Since 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 word problems.

Course Entry Requirement: Must be completed in final term of program.

INTEGRATED SUPPLY CHAIN MANAGEMENT (ISM)

Integrated Supply Chain Management

ISM 400 **5 Credits**

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.

Integrated Supply Chain Theory

ISM 500 **3 Credits**

This course will introduce students to the core theories that support and explain the operation of the integrated supply

chain. Students explore the theory of constraints, systems theory, scientific management and others. Students will create theoretical constructs as tools for applied decision-making.

Course Entry Requirement: Must be enrolled in MS - Integrated Supply Management program.

Supply Chain Technology and Performance Metrics

ISM 510 **3 Credits**

In this course students will be introduced to advanced decision science methodologies. This will include data acquisition, data manipulation and data analysis. Students will explore data science within the supply chain environment gaining an introduction to modeling for forecasts, inventory and supply network design.

Course Entry Requirement: ISM 500 concurrent or prior to ISM 510 enrollment.

Demand Management and Warehousing Controls

ISM 515 **3 Credits**

In this course students will cover the fundamental aspects of the sales and operations processes of the organization. Students will expand their understanding of data science in the supply chain as they analyze and apply models for forecasting, inventory management, materials management and master production scheduling.

Strategic Sourcing

ISM 520 **3 Credits**

This course will orient the student to the process of sourcing for the organization with a strategic focus. Students will cover purchasing policies, procedures and ethics. Students will relate the sourcing of materials to the supply chain and corporate strategies for given environments.

Enterprise Resource Planning

ISM 525 **3 Credits**

This course will orient the student to Enterprise Resource Planning policies, procedures and implementation. Students will assess the validity of an enterprise solution and recommend the appropriate solution for achieving supply chain and corporate strategies. Students will participate in the development of an ERP implementation and will assess the factors that lead to success or failure of ERP solutions.

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Global Integrated Supply Chain

ISM 530 **3 Credits**

Students will explore and expand their knowledge of the complexities of the global integrated supply chain. Students will address the development of value in the global supply chain, design international supply chain architecture, improve their cultural awareness and increase their knowledge of international transportation law and documentation.

Adaptive Supply Chain and Crisis Management

ISM 535 **3 Credits**

This course will address the management of risk within the integrated supply chain. Students will explore remote sensing; adaptive planning; crisis and emergency management; risk and compliance; and transportation alternatives.

Advanced Integrated Supply Chain Management

ISM 540 **3 Credits**

This course will holistically address the development and management of the integrated supply chain or matrix. Students will assess and apply theory and industry practices to the understanding of how to extend the supply chain across the system, new product development, supply chain integration, transportation and social responsibility.

Quality Management Tools

ISM 550 **3 Credits**

This course examines the primary tools and methods used to monitor, control, and improve quality in organizations. The development of quality management, the seven basic tools for quality improvement, and management strategies for implementing world class quality improvement strategies will be explored. Emphasis is placed on examining processes and application of tools for quality improvement.

Negotiating the Win

ISM 560 **3 Credits**

Effective negotiation techniques are useful in nearly every situation, but essential for businesses faced with an ever emerging global economy. This course is designed to improve students' understanding of and skill development in the art of negotiating in a global setting. It will provide foundational

and essential tactical approaches based on established negotiation techniques. Students gain experience in the cultural aspects and process of negotiation and apply this knowledge through discussions and case studies. The relationships among stakeholders are explored including solving disputes, team dynamics, social dilemmas and conflicting interests, before ending with particular challenges when negotiating with governments.

Quality Management Tools I

ISM 570 **3 Credits**

This is the first course in a series of three that will develop the skills and knowledge of the tools used in managing quality within the supply chain area of the organization. This series of courses will provide the student with theory, applied knowledge and comparative analysis of Theory of Constraints, Total Quality Management, Kaizen, Lean, Six-Sigma and Lean/Six Sigma. The purpose of this series of courses is to develop a quality tool box for the student that they can appropriately apply in concert with the process consulting knowledge that is learned in the concurrent process consulting courses that a student takes.

Quality Management Tools II

ISM 572 **3 Credits**

This is the second course in a series of three that will develop the skills and knowledge of the tools used in managing quality within the supply chain area of the organization. This series of courses will provide the student with theory, applied knowledge and comparative analysis of Theory of Constraints, Total Quality Management, Kaizen, Lean, Six-Sigma and Lean/Six Sigma. The purpose of this series of courses is to develop a quality tool box for the student that they can appropriately apply in concert with the process consulting knowledge that is learned in the concurrent process consulting courses that a student takes.

Quality Management Tools III

ISM 574 **3 Credits**

This is the third course in a series of three that will develop the skills and knowledge of the tools used in managing quality within the supply chain area of the organization. This series of courses will provide the student with theory, applied knowledge and comparative

analysis of Theory of Constraints, Total Quality Management, Kaizen, Lean, Six-Sigma and Lean/Six Sigma. The purpose of this series of courses is to develop a quality tool box for the student that they can appropriately apply in concert with the process consulting knowledge that is learned in the concurrent process consulting courses that a student takes.

Course Entry Requirement: ISM 572 and ISM 594

Integrated Supply Chain Management

ISM 580 **3 Credits**

This capstone course provides students an opportunity to demonstrate discrete skills gained from the MSISM program coursework in supply chain management. An emphasis is placed on the logistics of the acquisition, management, and movement of goods in a global economy through the use of technology. Students will hone communication, leadership, negotiation and project management skills when planning and evaluating supply chains.

Course Entry Requirement: ISM 580 should be taken in the last term of study.

Process Consulting I

ISM 590 **2 Credits**

This course is designed to focus on the theory and practice of process consulting, one of the mainstream approaches employed by practitioners of Organization Development and Change (ODC). The theories and models studied within this course represent best practices within the ODC community including the techniques and skills utilized by the practitioner of ODC. This is the first course in a series of four that introduces the student to the practice of process consulting and guides the student through a comprehensive project in a real organization. Students will be required to adequately complete one cycle of improvement over the course of the year and will be provided a Green Belt in Quality Management.

Process Consulting II

ISM 592 **2 Credits**

This course is designed to focus on the theory and practice of process consulting, one of the mainstream approaches employed by practitioners of Organization Development and Change (ODC). The theories and models studied within this course represent best practices within the

ODC community including the techniques and skills utilized by the practitioner of ODC. This is the second course in a series of four that introduces the student to the practice of process consulting and guides the student through a comprehensive project in a real organization. Students will be required to adequately complete one cycle of improvement over the course of the year and will be provided a Green Belt in Quality Management.

Course Entry Requirement: ISM 590.

Process Consulting III **ISM 594** **2 Credits**

This course is designed to focus on the theory and practice of process consulting, one of the mainstream approaches employed by practitioners of Organization Development and Change (ODC). The theories and models studied within this course represent best practices within the ODC community including the techniques and skills utilized by the practitioner of ODC. This is the third course in a series of four that introduces the student to the practice of process consulting and guides the student through a comprehensive project in a real organization. Students will be required to adequately complete one cycle of improvement over the course of the year and will be provided a Green Belt in Quality Management.

Course Entry Requirements: Prerequisite ISM 572, Co-requisite ISM 592.

Process Consulting IV **ISM 596** **2 Credits**

This course is designed to focus on the theory and practice of process consulting, one of the mainstream approaches employed by practitioners of Organization Development and Change (ODC). The theories and models studied within this course represent best practices within the ODC community including the techniques and skills utilized by the practitioner of ODC. This is the fourth course in a series of four that introduces the student to the practice of process consulting and guides the student through a comprehensive project in a real organization. Students will be required to adequately complete one cycle of improvement over the course of the year and will be provided a Green Belt in Quality Management.

Course Entry Requirement: ISM 594, Co-requisite ISM 574

Professional Supply Chain Certification **ISM 599** **1 Credit**

This course prepares students for the professional certification that they have chosen (Institute of Supply Management, Council of Supply Chain Management Professionals or APICS). Students will work with a mentor to compile a custom study guide based on work in previous courses.

IT MANAGEMENT (ITMGMT)

Managing The Technology Career **ITMGMT 500** **3 Credits**

During this first course in the Technology Management program, students will begin the process of preparing themselves personally for a career in IT (Information Technology) leadership. Because each individual entering the program comes with a unique background and skill set, we will use a systematic process for setting career goals, with a focus on individual strengths and developmental areas. We will then focus on a variety of professional development skill areas to align to student goals, including communication skills (written, verbal and non-verbal), presentation skills, influence and networking within and across organizations, and working effectively in cross functional teams.

Managing the Technology Project **ITMGMT 510** **3 Credits**

Project management has become a foundational skill for all business and technology managers. This course will explore the unique challenges of managing projects with technology enablers. 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.

Managing the Technology Team **ITMGMT 520** **3 Credits**

This course focuses on the transition from IT individual contributor to IT leader. The challenges of leading an information technology organization are explored in depth, including cultural awareness, conflict resolution, and the personal transitions involved in moving from peer to leader within the technical team. Practical techniques for leading, coaching, and motivating collaborative teams of technical and non-technical professionals will be discussed and practiced. You will gain a perspective and skill set that will enable you to emerge as a leader in your current environment, as well as prepare for increasing levels of responsibility in your IT leadership career.

Managing Process Innovation **ITMGMT 530** **3 Credits**

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.

Managing the Technology Enterprise **ITMGMT 540** **3 Credits**

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.

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Financial Skills for the Technology Managers

ITMGMT 545 **3 Credits**

This course introduces students to the skills they will need to make sound financial decisions. Principles of finance and accounting will be covered, with a focus on applying financial perspectives to support technology selection and implementation decisions. Students will analyze financial statements, develop return on investment scenarios and develop an IT business plan and budget to support a strategic IT initiative.

The Responsibilities of Global Citizenship

ITMGMT 550 **3 Credits**

This course challenges students to examine their ability to affect positive change in the world. The course will explore a variety of global, social and environmental issues and the history, trends, and best practices currently underway to promote a better future. Emphasis will be placed on increasing the student's perspective on the impact that their technology decisions can have on others around the world. Students will join a global community, engage in learning about an issue of their choice, and emerge with a personal commitment to be an advocate for social responsibility in the technology management field.

Managing Organizational Learning

ITMGMT 560 **3 Credits**

This course will introduce the concept of the organization as an integrated system. Principles of organizational learning and growth will be explored, with an emphasis on capturing and sustaining learning over time. You will work in virtual teams online and examine the tools and processes available to capture the knowledge that emerges from your work. You will analyze everyday business operations such as project post-mortems, problem solving sessions, and process improvement efforts, and learn to sift through the outcomes of these efforts to capture learning for future use. At the end of this course, you will be able to develop knowledge capture processes and recommend technologies to support organizational learning initiatives.

Leveraging Emerging Technologies

ITMGMT 565 **3 Credits**

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.

Maintaining the Technology Infrastructure

ITMGMT 570 **3 Credits**

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.

Technology Implementation and Change

ITMGMT 575 **3 Credits**

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.

Performance Analysis

ITMGMT 580 **3 Credits**

This course introduces a systemic approach to analyzing an organization's or team's performance. Topics include the purpose of performance analysis, typical sources of information, data-gathering strategies, and solution systems to address complex problems. Students will define a performance opportunity in their organization, gather and analyze data from varied sources, summarize their findings, and create a communication and follow-up plan appropriate for presentation to a leadership team. Students will enhance their skills and identity as proactive problem solvers as a result of this course.

Leading the Business with Technology

ITMGMT 585 **3 Credits**

This course is designed to position the role of technology manager as a leader in the organization. The course will examine the role of leadership and the essential skills required to influence at the highest levels in the organization. You will be led through a process of developing and articulating a technology vision. You will then conduct a leadership assessment for technology acceptance and develop a plan for educating and influencing business leaders to view technology as a strategic advantage. You will emerge from this course with an evolved perspective of IT's role as more than a support function, but as a partner and leader in the businesses of the future and with a clear line of sight of the career path to CIO.

The Practicing Technology Manager

ITMGMT 590 **3 Credits**

This course concludes the program, with a return back to a focus on the student's skill development and application of program learning by creating a set of tools that he/she can use to showcase his/her accomplishments and move forward in his/her career. Students will learn and practice techniques for marketing their accomplishments, promoting their skills, and articulating their career goals as they transition from student to practicing Technology Manager. Outcomes of this course will include an updated resume, completed online portfolio of program work, and a plan for continuing career development.

Pre-requisites for MS in Technology Management students: All courses in the ITMGMT program, with the exception of ITMGMT 603, should be completed before taking this course. ITMGMT 603 may be taken during the same term as this course.

Technology Management Internship

ITMGMT 625 **3 Credits**
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.

Course Entry Requirement: Admitted to the MBA program; Successful completion of 30 quarter credits of MBA coursework; Currently enrolled with a cumulative GPA of 3.25 or higher; Completed MBA 520.

JAPANESE (JPN)

Elementary Japanese I

JPN 101 (HU) **5 Credits**
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 (reading, writing, listening, and speaking). 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 Japanese culture.

Elementary Japanese II

JPN 102 (HU) **5 Credits**
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 (reading, writing, listening, and speaking). 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.

Course Entry Requirements: JPN 101 or placement test.

Elementary Japanese III

JPN 103 (HU) **5 Credits**
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.

Course Entry Requirements: JPN 102 or placement test.

LEADERSHIP (LDRD)

Doctoral Academic Support

LDRD 90 **3 Credit**

Introduction to Doctoral Program

LDRD 600 **1 Credit**
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.

Leadership Theories and Analysis

LDRD 606 **6 Credits**

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.

Course Entry Requirement: LDRD 600.

Cultural Competence in a Diverse Society

LDRD 607 **3 Credits**

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.

Leading Organizational Change

LDRD 609 **3 Credits**

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.

Leading through Project Management

LDRD 611 **3 Credits**

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.

Socially and Environmentally Responsible Leadership

LDRD 613 **3 Credits**

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.

Critical Thinking and Innovative Decision Making

LDRD 615 **3 Credits**

This course explores seminal and current research related to individual and group decision-making. Emphasis is placed on critical analysis to develop innovative

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and sustainable organizational decisions. Students will apply decision-making paradigms to responsible leadership, group dynamics, ethics, and risk assessment within the workplace.

Ethical Organizational Leadership

LDRD 630 **3 Credits**

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.

Collaborative Coaching

LDRD 632 **3 Credits**

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.

Leading in a Global Environment

LDRD 634 **3 Credits**

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.

Leading Diverse Teams

LDRD 636 **3 Credits**

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.

Leading Organizational Development

LDRD 639 **3 Credits**

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.

Strategic Thinking

LDRD 640 **3 Credits**

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.

Organizational Design and Culture

LDRD 642 **3 Credits**

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.

Managing Complexity in Organizations

LDRD 644 **3 Credits**

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.

Developing Leaders of the Future

LDRD 646 **3 Credits**

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.

Collaborating, Networking, and Outreach

LDRD 648 **3 Credits**

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.

Curricular Design in Higher Education

LDRD 650 **3 Credits**

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 assessment.

Building Academic Communities through Educational Technology

LDRD 652 **3 Credits**

This 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.

Legal Issues in Higher Education

LDRD 654 3 Credits

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.

Academic Governance in Higher Education

LDRD 656 3 Credits

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.

Course Entry Requirement: Acceptance into the Ed.D. Program and declaration of the higher education concentration.

Academic Governance and Resource Allocation

LDRD 657 3 Credits

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.

Course Entry Requirement: Acceptance into the Ed.D. Program and declaration of the higher education concentration.

Resource Allocation in Higher Education

LDRD 658 3 Credits

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.

Course Entry Requirement: Acceptance into the Ed.D. Program and declaration of the higher education concentration.

Community, Vocational and Technical Colleges

LDRD 660 3 Credits

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.

Student Populations and Experiences

LDRD 662 3 Credits

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.

The Future of Higher Education

LDRD 664 3 Credits

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.

Institutional Assessment and Evaluation

LDRD 668 3 Credits

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.

Comprehensive Exam

LDRD 682 6 Credits

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.

Course Entry Requirements: Completion of all core courses (LDRD 606-625)

Doctoral Independent Study

LDRD 666 1-6 Credits

Independent study is for students who propose specific projects or topics related to their chosen course of study.

MANAGEMENT LEADERSHIP (MAL)

Discovering Leadership

MAL 505 3 Credits

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.

Ethics in Leadership

MAL 510 3 Credits

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.

Adaptive Leadership

MAL 530 3 Credits

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

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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.

Thought Leadership and Creativity **MAL 532** **3 Credits**

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.

Leading Change in Diverse Organizational Cultures

MAL 535 **3 Credits**

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.

Social and Environmental Change

MAL 538 **3 Credits**

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.

Ethical Leadership

MAL 545 **3 Credits**

This course focuses on values-based thinking with an overview of legal and ethical considerations encountered by leaders. Professional understanding, internal and external politics, and

personal integration are explored in the context of effective decision making and moral leadership. Personal, organizational, and societal influences will be examined.

Critical Thinking and Innovation

MAL 550 **3 Credits**

This course explores innovative methods of problem-based solution analysis through critical thinking and analysis of alternatives. Collaborative brainstorming methods will be applied to determine optimal solutions that address actual problems versus symptoms of problems. You will be exposed to fallacies in reasoning, decision-making models, appreciative inquiry, and repercussion analysis. Humility and mistakes as an opportunity for improvement will be explored. You will learn how to challenge assumptions and expand perceptions. When to begin, continue, and cease the critical thinking process will be evaluated in the context of achieving viable and timely innovation and continuous process improvement.

High-Performing Global Teams

MAL 558 **3 Credits**

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.

Global Leadership

MAL 560 **3 Credits**

This course explores global leadership strategies to achieve global competitive advantage. Cross-cultural training, relationship-building, and expatriate management will be examined. You will be exposed to specific leadership and personality traits, methods of processing and classifying information, communication strategies, and training necessary for developing positive presence in the global arena.

Leadership in the Nonprofit Sector

MAL 561 **3 Credits**

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.

Philanthropy and Strategic Fund Development

MAL 563 **3 Credits**

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.

Board Governance and Leadership

MAL 566 **3 Credits**

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.

Financial Management of Nonprofit Organizations

MAL 568 **3 Credits**

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.

Leading Teams

MAL 570 3 Credits

This course explores the art of team building with face-to-face, global, and virtual teams. Collaboration provides whole-systems thinking and analysis that presents an opportunity for a win-win decision-making process that mutually benefits all stakeholders. Local and global project planning will be explored through effective application of human capital and communication strategies. You will be exposed to different style of thinking. Managing team idea exchanges will be evaluated. Practical techniques for leading, coaching, and motivating collaborative teams of technical and non-technical professionals will be discussed and practiced. You will evaluate methods that foster team synergy and promote high performance teams. You will learn methods of creating cohesive and emotionally intelligent teams. Benefits of chartering for team effectiveness will be explored.

Evaluating Employees

MAL 590 3 Credits

This course will examine challenges of evaluation of employees with varying work schedules. Challenges and opportunities are explored to determine best practices for equitable evaluation of employees in differing work situations: face-to-face, international, and virtual. Facilitation of training events and meetings that encompass the various work schedules will be examined. Design and implementation of mutually supportive training, meetings, and conferences will be explored. Balanced and fair assessment of performance, professional development goals, and coaching for success will be discussed for each variation of work situation. You will learn strategies for disciplinary counseling, rewarding productive employees, and empowering performance improvement. Methods to inspire and engage employees of diverse working arrangements will be explored.

Applied Leadership Analysis

MAL 592 3 Credits

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.

Course Entry Requirement: Completion of all courses in the MAL program plan prior to this course.

Applied Leadership Project

MAL 594 6 Credits

This course focuses on research, development, and analysis of a practicum experience or submission of a leadership article for publication. Emphasis is placed on completion of a project or practicum. Students will analyze a leadership environment, identify the root cause of an existing problem, identify opportunities for improvement, recommend a solution, and evaluate the impact of the practicum or leadership article. Specific deliverables for the practicum or leadership article are defined in the Project or Practicum Experience Handbook for the MAL Program.

Course Entry Requirement: Completion of all courses in the MAL program plan prior to this course.

Change Leadership Internship

MAL 625 3 Credits

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.

Course Entry Requirement: Admitted to the MBA program; Successful completion of 30 quarter credits of MBA coursework; Currently enrolled with a cumulative GPA of 3.25 or higher; Completed MBA 545.

Capstone and Preparation for Leadership Project, Practicum Experience, or Internship

MAL 650 6 Credits

This course integrates your learning from the Leading Change through Whole-system Thinking and Coaching; and the Global Leadership through Technology and Communication Management core learning. You will produce a final project, practicum experience, or internship that synthesizes leadership concepts from all program courses. This will allow you to practically apply your learning to a real-life leadership situation. You will submit your proposal for your leadership project, practicum experience, or internship which will become your culminating practical application assignment in the Master of Arts in Leadership program.

Leadership Project or Practicum Experience

MAL 660 6 Credits

This course focuses on research, development, and analysis of a practicum experience or submission of a leadership article for publication. Emphasis is placed on completion of a project or practicum identified in MAL 650. Students will analyze a leadership environment, identify the root cause of an existing problem, identify opportunities for improvement, recommend a solution, and evaluate the impact of the practicum or leadership article. Specific deliverables for the practicum or leadership article are defined in the Project or Practicum Experience Handbook for the MAL Program.

Course Entry Requirements: MA in Leadership Core courses.

MATHEMATICS (MAT, MATH, MTH)

Mathematics for Elementary Teachers

MAT 252 5 Credits

This course focuses on the mathematical content taught in the elementary school. It is not an educational methods course. The course is designed for participants desiring to become elementary teachers and prepares participants with foundation content knowledge for teaching mathematics. The main mathematical topics emphasized in this course are: problem solving, set theory and Venn diagrams, the four fundamental operations of arithmetic,

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number theory, and fractions, geometry, proportional reasoning, probability, and statistics. Participants complete textbook lessons, write a paper, complete a project, keep a math journal, and take mid-term and final examinations. This course satisfies the mathematics prerequisite requirement for entrance into the Bachelor of Arts in Education program and Masters in Teaching. For teacher candidates; it may be applied towards satisfying the general education requirement in mathematics.

Mathematical Reasoning and its Applications

MATH 107 (CM) or (NS) 5 Credits

This course applies mathematics to real life issues. Topics include number systems and operations, fractions, percents, decimals, radicals, geometry, and mathematical modeling and their applications (linear, quadratic, and exponential). This course fulfills college mathematics requirements at CU. Students who need higher level mathematics courses to fulfill their program requirements should instead take MATH 138, Math 141, or MATH 151.

College Algebra

MATH 138 (CM) or (NS) 5 Credits

MATH 138 is an examination of definitions and concepts of College Algebra including a review of fundamental algebra concepts. Topics also include graphing, linear and quadratic equations, linear inequalities, and linear programming. Every concept includes practical everyday applications, which focus on reducing math anxiety. This course satisfies the general math requirement and is essential as preparation for mathematics, statistics, and accounting courses. Certain degree programs require higher level mathematics courses. Students should consult their advisors to determine if MATH 138 meets their program requirements. Students needing only to fulfill the university's general education or college mathematics requirement may take MATH 107 instead of MATH 138.

Precalculus

MATH 141 (CM) or (NS) 5 Credits

This course covers a review of algebra and geometry; linear, quadratic, and polynomial functions and their graphs; exponential and logarithmic functions;

systems of equations and inequalities; linear programming; and sequences, sets, counting, permutations, combinations, and probability. Emphasis is placed on the development of necessary mathematical skills needed for upper division coursework.

Course Entry Requirement: MATH 138

Foundational Statistics

MATH 146 (NS) 5 Credits

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.

Calculus

MATH 151 (CM) or (NS) 5 Credits

This course covers the basic concepts and theory of differential and integral calculus of one variable, with emphasis on applications to business and economics. Additional applications are drawn from the natural and social sciences.

Course Entry Requirement: MATH 141

Introduction To Statistics

MTH 110 (NS) 5 Credits

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.

Independent Study

MTH 499 5 Credits

Independent Study.

MASTER BUSINESS ADMINISTRATION (MBA)

MBA Common Professional Components

MBA 11 3 Credits

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.

Essentials of Business Management

MBA 500 3 Credits

Successful managers need to understand the fundamentals of business practices within a global context. This course will introduce students to the overall MBA program 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.

Course Entry Requirement or Co-requisite: MBA 11.

Global Business Communication and Research

MBA 501 3 Credits

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.

Law for Global Business

MBA 511 **3 Credits**

The shift to a global economic environment has created a variety of challenges for modern organizations. As competition increases in established markets, developing new markets overseas has become a strategic alternative for many organizations. The challenges of such a strategy are many, not the least of which are 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.

*Course Entry Requirements: MBA 500.
May take MBA 501 prior to entry or concurrently.*

Project Management and Prioritization

MBA 515 **3 Credits**

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.

Course Entry Requirements: MBA 500, MBA 501.

Managing with Technology

MBA 520 **3 Credits**

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.

Course Entry Requirements: MBA 500, MBA 501.

Applied Marketing

MBA 525 **3 Credits**

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.

Course Entry Requirement: MBA 500, MBA 501.

Applied Managerial Economics

MBA 531 **3 Credits**

Organizations of the future must be able to adapt rapidly to a dynamic economic environment. Strategy, stakeholders, and information-based decision-making are the most important elements of managerial economics in a strategic systems organizational environment. Within this context, the course will provide an in-depth analysis of demand and supply market pricing and customer behavior. Topics will include estimating production costs and profit maximization in different market environments; fundamentals of project analysis; how customers choose goods and services; and strategies for hiring, pricing, production, and advertising.

Course Entry Requirements: MBA 500, MBA 501.

Managerial Accounting

MBA 535 **3 Credits**

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.

Course Entry Requirements: MBA 500, MBA 501.

Strategic Financial Management

MBA 540 **3 Credits**

This course examines the theory and practice of business finance from a decision-maker's perspective. Using quantitative and qualitative tools, students will recommend company strategy relating to capital structure, sources of short-term and long-term capital, and asset management, based on both internal analyses and the influence of financial markets and institutions. Practical applications will help students understand how financial management supports other components of a firm's overall business strategy. The course explores the different methods of presenting financial information to a range of audiences and the special challenges involved in managing the finances of international firms.

Course Entry Requirements: MBA 535.

People and Systems in Organizations

MBA 545 **3 Credits**

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.

Course Entry Requirements: MBA 500, MBA 501.

European Union

MBA 546 **3 Credits**

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

Course Entry Requirements: MBA 500, MBA 501.

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Business Operations

MBA 550 **3 Credits**

In this course, you will learn about the design, analysis, planning, and control of business processes to achieve desired performance objectives. Topics include: the relationship between operations strategy and process structure; the impact of process structure on process performance; process performance measures and their relationships; process performance evaluation; managerial levers for improving and controlling process performance and systems; and managerial issues in planning and designing quality assurance systems.

Course Entry Requirements: MBA 500, MBA 520 and MBA 535.

Business Strategy

MBA 555 **3 Credits**

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.

Course Entry Requirements: All MBA courses except for MBA 560 and 565.

Practical Business Applications I

MBA 560 **3 Credits**

In this course you will prepare for your application project. You will exercise the interviewing, project planning, proposal writing and other skills learned in the program in a real world situation.

Course Entry Requirement: This course is to be taken at the end of the MBA program after all of the required MBA core courses. Exceptions to this policy will require the approval of the MBA Program Director.

Hospitality Management Business Practical Application I

MBA 561 **3 Credits**

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.

Course Entry Requirements: 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.

Practical Business Applications II

MBA 565 **3 Credits**

In this course you will complete your application project and write up the results. You will spend time reflecting on your leadership and management style as it has evolved throughout the program. You will polish your presentation skills by presenting your Practicum results to an outside panel of evaluators.

Course Entry Requirements: This course is to be taken at the end of the MBA after all of the required MBA core courses. Students must have completed MBA 560 or be enrolled concurrently in this course.

Hospitality Management Business Practical Application II

MBA 566 **3 Credits**

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.

Course Entry Requirements: 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.

Environmental and Corporate Responsibility

MBA 575 **3 Credits**

As future business leaders, it is important that students understand the problems that they will be facing as well as the changing landscape in which they will conduct business. This course introduces students to the impacts that both individuals and corporations are having on the environment and helps them understand the urgent need for solutions to today's environmental problems. Business leaders of both today and tomorrow are going to be faced

with unprecedented environmental and social challenges that can no longer be ignored. This course not only presents an overview of environmental problems but challenges students to begin to think about possible solutions.

Environmental Accounting

MBA 580 **3 Credits**

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.

Course Entry Requirements: Completion of or concurrent enrollment in MBA 535 or have completed AC 215 or its equivalent.

Sustainability and Business Opportunity

MBA 585 **3 Credits**

This course examines how to move from an idea to the successful launch of new sustainable ventures, either by starting a new enterprise or leading a new initiative within an established business. Students will analyze new models of business leadership that emphasize environmental concerns, ethical and ecological considerations, and a long-term sustainable time horizon as starting points to become a successful entrepreneur. The focus will be on how to achieve desired outcomes in areas such as alternative energies, clean technology, and social entrepreneurship. Students will analyze sustainable business plans to evaluate the extent to which they support sustainable entrepreneurship and will use this analysis to develop sustainable business plans of their own.

Course Entry Requirements: Completion of MBA 535, recommended completion of MBA 575.

Hospitality and Organizational Management

MBA 605 3 Credits

This course introduces students to the basic principles of human behavior that effective managers use when managing individuals and groups in hospitality organizations. It provides a comprehensive perspective for understanding organizational behavior theories and practical application of these theories to effectively manage people in organizations. The focus is on the structure, interaction of people, and management of people in hospitality organizations. Topics include the nature of the hospitality industry, working effectively with people, the nature of managerial work, managerial style and behavior, organizational processes and structure, managerial leadership and the personnel function.

Course Entry Requirement: MBA 500.

High Performance Hospitality Management

MBA 606 3 Credits

This course introduces students to the basic principles of sustainability that effective managers use when managing hospitality organizations. The focus is on sustainable management principles and management of host-culture sensitive and environmentally responsible hospitality organizations. It examines high performance hospitality organizations focusing on sustainable construction and operations, environmentally responsible market planning and development, challenges and barriers. The impact of hospitality development and operations on the physical, cultural, social and economic environment will be examined. Emphasis is on integrated and sustainable hospitality planning, management and development models at global, national, regional, and host (local) community levels.

Course Entry Requirement: MBA 500.

Sustainable Business Internship

MBA 625 3 Credits

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.

Course Entry Requirement: Admitted to the MBA program; Successful completion 30 quarter credits of MBA coursework; Currently enrolled with a cumulative GPA of 3.25 or higher.

MASTERS CORE (MC)

International Business

MC 573 3 Credits

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.

Human Resource Management

MC 584 3 Credits

This course covers the optimum organization and employment of human resources to accomplish strategic organizational objectives; personnel functions in recruitment, selection, training, promotion and succession planning; relevant behavioral research; legal environment; comparison and contrast of the public and private sectors.

International Human Resource Management

MC 585 3 Credits

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.

Enactus

MC 597 3 Credits

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.

Global Management Internship

MC 625 3 Credits

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 Requirement: Admitted to the MBA program; Completion of 30 MBA quarter credit hours; Currently enrolled with a cumulative GPA of 3.25 or higher; completion of MBA 550.

MANAGEMENT (MG)

Introduction To Functions Of Management

MG 201 5 Credits

Introduction to planning, organizing, coordinating, staffing, directing, budgeting, controlling, and evaluating functions of management; leadership roles and styles, and development of individual and group effectiveness; managing conflict and change; and the human aspects of management.

COURSE DESCRIPTIONS

Enactus Participation

MG 291 **2 Credits**

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 projection.

Financial Fundamentals

for Managers

MG 360 **5 Credits**

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.

Enactus

MG 491 **5 -10 Credits**

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.

Course Entry Requirements: At least one quarter of regular participation in Enactus including at least 8 meetings. Student must be approved by the department.

Management Strategy

MG 495 **5 Credits**

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.

Course Entry Requirements: Enrollment in the BAM program is required. Prior to enrolling in MG495, students must be in their last quarter of study. Any exceptions must have special permission from the BAM Program Director.

Independent Study-Management

MG 499 **5 Credits**

Independent Study-Management

MARKETING (MK)

Introduction to Marketing

MK 205 **5 Credits**

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.

Principles of Marketing

MK 300 **5 Credits**

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.

Marketing Research

MK 386 **5 Credits**

This course examines marketing research techniques and processes. Topics include: collecting, analyzing

and interpreting data, questionnaire construction, sampling, online research and web surveys. Class project provides practical application incorporating primary and secondary research.

Course Entry Requirement: MK 300.

Global Marketing

MK 388 **5 Credits**

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.

Course Entry Requirement: MK 300

Advertising & Sales Promotion

MK 390 **5 Credits**

This course investigates various promotional tools used in the communication mix, such as advertising, sales promotion, and publicity, to sell products and services. Concepts include: advertising planning processes, determining advertising and promotional goals and objectives, control and evaluation of advertising and promotional programs, and regulatory issues. Students will develop a comprehensive advertising campaign for a real or imaginary product.

Course Entry Requirement: MK 300.

E-Marketing

MK 401 **5 Credits**

This course examines e-marketing's various roles in an organization's total marketing program. Topics include target audience analysis, developing a site plan, creating a content development strategy, e-mail 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 and develop e-marketing strategies and a campaign for a real or imaginary small business.

Course Entry Requirement: MK 300.

Understanding Consumer Behavior

MK 402 **5 Credits**

This course will provide a broad analysis of the social, cultural, economic, and psychological factors that influence the decision-making process of consumers.

Methods of measuring and analyzing consumers and consumer markets are also introduced. Students will learn why they tend to buy the products and services they do; and how marketing practitioners can anticipate and predict buying behavior. Students will develop an ability to explain particular behavior of consumers. A concluding consumer research project will be presented by the student that makes practical use of the new knowledge acquired.

Course Entry Requirement: MK 300.

Public Relations

MK 403 5 Credits

This course provides an introduction to the role of public relations, responsibilities and duties of the PR professional, as well as functions of the PR department. Topics include crisis communication, issue management, and building and managing an organization's image. Students will develop a public relations campaign, write news releases, fact sheets, media advisories, feature articles, etc.

Strategic Brand Creation and Management

MK 526 3 Credits

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 MBA525 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.

Course Entry Requirement: MBA 525

Consumer Behavior

MK 527 3 Credits

This course examines the consumer behavior process and what, when, why, where and how consumers choose products and services. It explores how consumer behavior is influenced by marketers' actions. The different steps in the consumer behavior process will be evaluated to gain awareness of how various products, services and circumstances can be adapted for managerial decisions on segmentation and positioning. The relationship of consumer behavior to marketing research is addressed promoting clarity in the selection of research methodology, question design and selection and the interpretation and analysis of consumer responses to such questions. Class projects include a team project focused on discovering an unmet consumer need and designing a product and marketing plan to address that need.

Course Entry Requirement: MBA 525

Marketing Metrics

MK 528 3 Credits

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.

Course Entry Requirement: MBA 525

Marketing Communications

MK 529 3 Credits

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.

Course Entry Requirement: MBA 525

Marketing in the New Economy

MK 575 3 Credits

This course introduces the basic concepts of sustainable or green marketing with a focus on how businesses can incorporate sustainable concerns into their marketing and management programs. The ultimate aim of the course is to provide students with an understanding of tools to address sustainable values in all aspects of marketing to improve the performance of the firm. The potential and pitfalls of sustainable marketing will be explored in an international context with theory, cases, readings, and examples from current industrial situations. Topics will include green consumerism; environmental and sustainable certification and labeling; chain of custody issues; trends in green building; life cycle analysis, product development; stakeholder engagement; promotions and public relations; and segmentation to develop niche strategies for environmentally conscious consumers.

Course Entry Requirement: MBA 525

Marketing Internship

MK 625 3 Credits

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.

Course Entry Requirement: Admitted to the MBA program; Successful completion of 30 quarter credits of the MBA program coursework; Currently enrolled with a cumulative GPA of 3.25 or higher; MBA 525.

COURSE DESCRIPTIONS

MANAGERIAL LEADERSHIP (ML)

Communication and Influence

ML 511 6 Credits

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.

Organizational Management and Strategy

ML 521 6 Credits

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.

Leadership and Development

ML 533 6 Credits

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 tech-

niques 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.

Data Analytics and Visualization

ML 552 6 Credits

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. 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.

Applied Research in Management and Leadership

ML 643 6 Credits

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.

MTH - MATHEMATICS (SEE PRIOR SECTION MAT, MATH, MTH)

NATURAL SCIENCE (NAS)

Ecological Science Lab

NAS 210 (NS) 1 Credit

The purpose of this course is for the teacher candidates to understand the relationship of ecological science and scientific inquiry. Candidates develop an ecological science lab experiment using the scientific inquiry method. Candidates demonstrate their understanding of the procedures of conducting simple investigations and the relationship between science, ecology and sustainability.

Biodiversity and Conservation

NAS 331 (NS) 5 Credits

Biodiversity and Conservation incorporates an interdisciplinary approach to the study of biodiversity and conservation, with a foundation in ecological theory and principles as a basis for the conservation and management of natural, production, and disturbed systems. Students explore biodiversity as an ordered progression in biological complexity, from genes to ecosystems, and the mechanisms behind the development of species and ecosystems. The key processes that threaten biodiversity conservation are examined. The impact of humans on the earth's biodiversity and current issues in the conservation of biodiversity are examined, in both global and regional settings. The scientific basis of species and habitat conservation and current practices and problems are also explored.

Sustainable Resource Use

NAS 332 (NS) 5 Credits

Sustainable Resource Use provides students with an understanding of the principles of sustainable development, with a focus on the environmental impact of current land and resource uses. Human impacts and land use over the past 200 years are examined, along with the limitation of current environmental policies and legislation. Forestry, fisheries, mining, energy, agriculture, and urban development, and the impact of each of these on the environment, are reviewed, both locally and on a global scale. Economic growth and traditional

management practices are analyzed. Current approaches to land and resource use and planning, including world-wide environmental policies and legislation, are evaluated in terms of their contributions to global sustainability and options for the future are reviewed. Students leave the course with an appreciation of the challenges of sustainable resource use.

ORIENTATION (OR)

Academic Skills and Preparing for Work

OR 105 **5 Credits**

The skills and abilities that lead to academic success are also highly applicable to the world of work. This course immerses students in practical applications of academic skills such as academic writing, time management, test-preparation, study skills, interpersonal communication, critical thinking, goal-setting, understanding one's own learning style, strengths and areas for opportunity as a learner. It covers the translation of these skills to the workplace, including teaming and peer support.

PRIOR LEARNING ASSESSMENT (PLA)

Prior Learning Assessment

PLA 200 (HU) **5 Credits**

This course is required for students who intend to submit a portfolio for assessment of prior experiential learning, known as Prior Learning Assessment (PLA). Students learn how to recognize, explain, and document their prior learning. Students are required to complete PLA 200 as Phase 1 of the PLA process. In this phase, students work with the PLA 200 instructor and complete the required assignments, culminating with the completion of a draft portfolio. Students must successfully complete Phase 1 before moving to independent work on the completion and submission of a final portfolio to the PLA Program Manager.

Prior Learning Assessment Portfolio I

PLA 300 **0 Credits**

Prior Learning Assessment Portfolio I: 0-15 credits

Prior Learning Assessment Portfolio II

PLA 301 **0 Credits**

Prior Learning Assessment Portfolio II: 16-30 credits

Prior Learning Assessment Portfolio III

PLA 302 **0 Credits**

Prior Learning Assessment Portfolio III: 31 - 45 credits

Prior Learning Assessment Portfolio - Education

PLA 303 **0 Credits**

PLA Portfolio - Education

PROJECT MANAGEMENT (PM)

Introduction to Project Management

PM 401 **5 Credits**

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.

Project Scheduling and Cost Management

PM 404 **5 Credits**

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.

Course Entry Requirement: PM 401.

Course Entry Recommended: PM 409, PM 410

Project Risk and Change Management

PM 406 **5 Credits**

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.

Course Entry Requirements: PM 404, PM 408.

Managing Risks: Project and Business

PM 408 **5 Credits**

Risks associated with cost, schedule, quality, and performance are prevalent in project work and therefore need to be managed. This course exposes students to a plethora of project risks and the means for effective mitigation. Specifically, students will investigate principle theories and practices of risk management to learn the latest techniques for identifying, assessing, and evaluating trade-offs to manage the various types of risk associated with a project. These theories and practices will help students 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.

Leadership and Teams

PM 409 **5 Credits**

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.

COURSE DESCRIPTIONS

Project Initiation, Scope, and Stakeholder Management

PM 410 **5 Credits**

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.

Project Performance and Quality Assurance

PM 413 **5 Credits**

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.

Course Entry Requirement: PM 406.

Project Resources and Procurement Management

PM 414 **5 Credits**

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.

Course Entry Requirement: PM 406.

Agile/Scrum Methodologies

PM 415 **5 Credits**

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.

Course Entry Requirement: PM 406.

Course Entry Recommended: IS 350.

Introduction to System Dynamics

PM 442 **5 Credits**

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.

Negotiation and Competitive Decision Making

PM 444 **5 Credits**

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.

Integration Action Learning Project

PM 480 **5 Credits**

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.

Course Entry Requirements: PM 401, PM 409, PM 404, PM 406, PM 408, PM 413, PM 414.

Course Entry Recommended: Taken last quarter of program.

Introduction To Project Management

PM 501 **3 Credits**

This course will introduce the practices that are fundamental to successful project management in a broad range of industry environments. 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.

Applied Project Management in Situational Business Context

PM 502 **3 Credits**

Application of project management practices, methods, processes, and tools can vary significantly across industry sectors and business context (such as product, service or infrastructure development). The same is true concerning other environmental factors affecting the project such as where a project manager intercepts the project or program (beginning, middle, or project recovery), the velocity of implementation (industry typical life cycle 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.

Course Entry Requirements: PM 505, PM 509.

Project Planning and Control

PM 504 3 Credits

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.

Course Entry Requirement: PM 501.

Mastering Portfolios and Programs

PM 505 3 Credits

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.

Leading Domestic and Global Teams

PM 506 3 Credits

Many projects today are managed on a global scale. This scale is very different than the much smaller, and less dynamic,

domestic scale. With the expanded global marketplace, a project manager's ability to lead geographically distributed teams has become a critical skill. Successful project managers understand the dynamics of teams - domestic and global - and can deploy necessary strategies, tactics, and situational leadership techniques to build an effective project team. This course focuses on how to build and sustain alignment among team members by focusing on improved coordination, communication, and collaboration among team members regardless of geographical location.

Project Financial Management

PM 507 3 Credits

Cost, scope, and schedule are considered the triad of project management. This course is a continuation of PM 504 and will focus on the cost leg of that triangle and earned value management. Project activity-based financial principles will be presented to support the assignment of resource and cost loaded schedules for performing budget planning and estimating. You will learn cost estimating methods, budgeting, performance measurement and controls, as well as various project financial management terms, techniques, and tools and how to apply them in managing the various phases of a typical project. Topics will include an introduction to ANSI 748 Earned Value Standards. You will resource and cost load the schedule you developed in PM 504 and experiment with methods to deal with changes that affect the successful outcome of your project.

Course Entry Requirements: PM 501 and PM 504.

Managing Risks: Project and Business

PM 508 3 Credits

Risks associated with cost, schedule, quality, and performance are prevalent in project work and therefore need to be managed. This course exposes students to a plethora of project risks and the means for effective mitigation. Specifically, students will investigate principle theories and practices of risk management to learn the latest techniques for identifying, assessing, and evaluating trade-offs to manage the various types of risk associated with a project. These theories and practices will help students 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.

Business Fundamentals for

Project Managers

PM 509 3 Credits

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, finance and accounting, operations, and human resource management. Understanding these fundamentals allows project managers to better deploy tools and techniques of the discipline (such as a project's business case, cash flow management plan, risk-mitigation strategy, schedule) and bridge the divide between customer needs, business goals, and project planning, designing, developing, and implementing. Further, students will be exposed to the effective use and management of vendors, partners, and contractors and their implications relative to decision-making, legal, and ethical concerns.

Measuring Project Performance for Success

PM 511 3 Credits

Ensuring project health is a vital concern for all project managers. This certification course focuses on the underlying business goals that drive the need for projects. The course is designed to help project managers develop and implement a set of performance measures that evaluate and facilitate achievement of goals for the project and the business. Students will learn to integrate the historic triple constraint project performance measures (time, budget, and quality) with a larger set of business measures specific to operational and customer needs that together can define a successful project. Through this process of measuring performance, students learn how to determine and integrate appropriate

COURSE DESCRIPTIONS

performance targets, measures and metrics, then detail the means to collect baseline and actual performance data necessary to measure, analyze, trend and report findings and recommendations to project stakeholders.

Course Entry Requirement: PM 501.

Course Entry Recommended: PM 504 and PM 507.

Applying Advanced Project Management Tools and Methods **PM 512** **3 Credits**

This course ensures a 'master level' understanding of key tools and project management methodologies in the project and program manager's toolbox. Students will first learn to evaluate the use of various project management methodologies (waterfall, agile, six sigma, PRINCE) to use in varying business and project situations. The student will then learn how to evaluate and select the right suite of project management tools based upon what is being measured, project or program structures, local or distributed team environments, and alignment of tools to business goal achievement. Both strategic tools (portfolio maps, road maps, complexity assessments, strategy alignment matrices) and operational tools (budget reports, time management tools, program maps, project dashboards) will be applied in this course.

Course Entry Requirements: PM 501, PM 504, PM 507.

Project Managers As Change Agents **PM 513** **3 Credits**

Organizations cannot remain static in today's ever-changing business environments. To do so would result in business failure. Projects and project managers aim to address this concern. With the understanding that projects are change endeavors, project managers are change agents and are looked to for leadership in times of business transition. With focus on diagnosing the root causes and need for organizational change, the personal psychology of change, and why change efforts commonly fail, this course enables the student to be an effective contributor and change agent in a constantly changing organization. To accomplish this aim, various organizational change management and business transition theories, concepts, techniques, and interventions are explored. Each student will define differing change management

approaches most effectively applied in varying organizational situations and will create a business transition and change management strategy along with an integrated project plan and schedule that addresses the need for change and its interdependencies in complex business systems of today.

Project Integration **PM 514** **3 Credits**

The work of a project manager is continually challenging and situational based upon the broader business context in which a project operates. This integration course is conducted using multiple simulations that allow students to apply critical elements of project management in a variety of real-world scenarios and situational contexts. Applying knowledge from prior coursework in simulations will build practical understanding and integration of core project management tools and activities. In concert with the simulations, students are professionally facilitated through a process of reflective learning about the simulations, the project management discipline, and their planned career. The integrative learning summarizes the prior course work while preparing students for the remaining courses in the master's program. Upon completion of this course, the student will be eligible for the Graduate Certificate in Project Management and ready to proceed toward higher levels of learning in the MSPM degree program.

Course Entry Requirements: PM 501, PM 504.

Communications and Stakeholder Management for Project Success **PM 540** **3 Credits**

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.

Project Management Internship **PM 625** **3 Credits**

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.

Course Entry Requirement: Admitted to the MBA program; Successful completion of 30 quarter credits of MBA coursework; Currently enrolled with a cumulative GPA of 3.25 or higher.; MBA 515.

Action Learning Project I **PM 630** **3 Credits**

In this course students begin their work on the Master of Science in Project Management (MSPM) capstone project using the applied action learning method. Students will construct elements of the Project Management Notebook (PMNB)/e-portfolio as the capstone project moves through the initiation and planning phases, as well as plan the content for the execution and closeout phases of the capstone project.

Course Entry Requirement: All previous core and mastery courses.

Action Learning Project II **PM 635** **3 Credits**

This course will conclude the implementation of project work using the applied action learning method. Emphasis will be placed on change management and reflective practice. Students will reflect on the results of their project and update their project plans to address what they have learned and what has and has not worked. This course will serve as the final program checkpoint for your project e-portfolio progress.

Course Entry Requirement: PM 630.

PSYCHOLOGY (PSY)

Introduction To Psychology

PSY 201 (SS) 5 Credits

This course examines the field of psychology from a variety of theoretical perspectives. Topics include: the physiological basis of mental functioning; the physical, cognitive and social aspects of lifespan development; learning, memory, and cognition; psychological disorders; emotions and health; thinking and language; intelligence and motivation; perception and sensation; and the various theories of personality.

Understanding Human Development

PSY 202 (SS) 5 Credits

An investigation into the biological, social, and psychological forces that shape the various stages of our lives. The course also examines patterns of difference due to factors such as gender, culture, disability, and socioeconomic status.

Fundamentals of Research Methods in Social Sciences

PSY 209 (NS) 5 Credits

As an introduction to research methods in social sciences, this course provides a foundation in the basic concepts of scientific method, research design, and statistical analysis. The focus is on empirical approaches to knowledge. This course also addresses the usefulness and limitations of statistical processes and their applications in social sciences. It emphasizes problem formulation, selection of research techniques, and results interpretation.

Course Entry Requirements: ENG 102 or equivalent course.

Fundamentals of Abnormal Psychology

PSY 220 (SS) 5 Credits

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.

Course Entry Requirements: ENG 102 or equivalent course. and PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents

Critical Thinking and Writing Skills in Social Sciences

PSY 240 (HU) 5 Credits

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.

Course Entry Requirements: ENG 102 or equivalent course.

Introduction to Social Psychology

PSY 245 (SS) 5 Credits

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.

Course Entry Requirements: ENG 102 or equivalent course. and PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents

Research, Reflections and Applications

PSY 300 2 Credits

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.

Writing and Critical Thinking in Social Science

PSY 311 (HU) 5 Credits

The critical thinking process is used to analyze social issues and aid the student in identifying rational solutions. Topics examined include: argument analyzing and building; forms and standards of critical thinking; and evaluating sources of information. This course also develops students skills in writing.

Research Methods and Statistics in Social Science

PSY 312 (NS) 5 Credits

As an introduction to research methods in social sciences, this course provides a foundation in the basic concepts of scientific method, research design, and statistical analysis. The focus is on empirical approaches to knowledge. This course also addresses the usefulness and limitations of statistical processes and their applications in social sciences. It emphasizes problem formulation, selection of research techniques, and results interpretation.

Course Entry Requirements: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents

Ethics

PSY 313 (SS) 5 Credits

This course provides an overview of various philosophical approaches to ethical decision making and practical applications involving ethical problems that arise in contemporary society such as crime and punishment, marriage and the family, biotechnology, and the workplace.

Course Entry Requirements: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents

Personality Theory

PSY 314 (SS) 5 Credits

Introducing students to the major theories of personality, this course encourages students to critically evaluate each perspective. Personality theory is a foundation for much research and practice in psychology. Students will confront questions regarding the definition and development of personality, individual and cultural variations in personality, and the implications of research for practical application.

Course Entry Requirements: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents

COURSE DESCRIPTIONS

Learning Theory

PSY 315 (SS) 5 Credits

This course provides an overview of human learning and its processes, including the historical, empirical, and theoretical foundations of the study of learning and learning processes.

Course Entry Requirements: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents.

Psychology Of Difference

PSY 316 (SS) 5 Credits

This course provides an examination of how power and oppression affect individuals, families, groups, and communities. These issues will be explored in the realms of age, gender, ethnicity, race, class, religion, sexual orientation, and disability. Students will explore their own cultural backgrounds and critically examine the dominant cultures of which they are a part.

Course Entry Requirements: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents

Social Psychology

PSY 317 (SS) 5 Credits

This course presents social psychology in a concise and thought-provoking manner. It is designed to provide students with a thorough grounding in the basic principles of social psychology, an understanding of the importance of context when interpreting research findings, and other complex topics, such as conformity, self-justification, and prejudice.

Course Entry Requirements: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents

Race and Ethnic Issues

PSY 321 (SS) 5 Credits

This course evaluates the sociological theories and concepts used to explain and describe race and ethnic relations. It will also consider the sources of racial and ethnic conflict, and the historical experiences and current conditions for various minority groups in the United States.

Forensic Psychology

PSY 322 (SS) 5 Credits

This course introduces various aspects of forensic psychology. It examines problems, limitations, roles, and responsibilities of psychologists and other human services professionals working along with law enforcement forces and the justice system. Other

topics covered in this course include: techniques of criminal investigation, risk assessment, trial consultations, interrogation and confessions, sexual abuse and harassment, and discrimination.

Psychological Testing

PSY 323 (SS) 5 Credits

This course presents a survey of assessment techniques and instruments for intelligence, personality, cognitive and special abilities, achievement, aptitude, and vocational interest. Students learn to evaluate tests, their uses and limitations.

Course Entry Recommendation: PSY 312 or any statistics course.

Introduction to Behavioral

Pharmacology

PSY 324 (NS) 5 Credits

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 system's functioning.

Course Entry Recommendation: PSY 201, PSY 202.

Organizational Behavior

PSY 411 (SS) 5 Credits

This course is designed to introduce students to the study of human behavior in organizations. Its purpose is to provide students with a working understanding of the behavior of individuals and groups within the organizational setting. In this course, we will explore how topics such as personality, attitudes, motivation, power and influence, leadership, conflict management, and organizational culture affect individual and organizational performance.

Course Entry Requirements: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents

Neuropsychology

PSY 413 (NS) 5 Credits

This course examines the impact of the brain and nervous system on individual behaviors. Students will explore the anatomy of the brain and nervous system

as well as their functions. The relationship between brain and psychological concepts such as learning, cognition, perception, and behavior, will be a guiding focus throughout the course. This course can serve as a natural science course for the purpose of meeting general education requirements.

Course Entry Requirements: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents

Abnormal Psychology

PSY 414 (SS) 5 Credits

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.

Course Entry Requirements: PSY 201, PSY 202, PSY 240 or PSY 311, PSY 209 or PSY 312, or their equivalents.

Psychology Of Adolescents

PSY 415 (SS) 5 Credits

This course discusses the issues of adolescent biological and psychosocial development, relationship, and culture in a social context. It addresses topics such as physical and intellectual growth, sexual maturation, youth culture and values, substance abuse, eating disorders, juvenile delinquency, and suicide.

Psychology Of Gender

PSY 416 (SS) 5 Credits

This class examines the topic of gender - the behaviors and attitudes that relate to (but are not entirely congruent with) biological sex. Students will critically review an overall picture of gender from a psychological perspective. Topics include gender and sex differences across the lifespan, gender and work, relationships, gender stereotypes, biological, social, and cultural influences on behavior, and gender comparisons in cognitive abilities, health, and personality.

Loss and Grief

PSY 417 (SS) 5 Credits

In this course, grief and loss experiences will be explored. This will include losses that include: death; the loss of significant relationships; moving from one community to another; loss of family members due to divorce/separation; and normal developmental stage losses. Normal and complicated grief reactions will be explored, as will cultural and spiritual influences. Examining community support and self-care will also be explored.

Psychology of Substance Abuse

PSY 418 (SS) 5 Credits

Substance abuse is one of the fastest-growing and most potentially destructive phenomena of contemporary life. In this course, students will learn about the theoretical models that attempt to explain the causes, contributing factors, and solutions to substance abuse among various populations, including adolescents, the elderly, and various cultural, social, and ethnic groups.

Ecological Psychology

PSY 419 (SS) 5 Credits

An analysis of What is the relationship of human experience to the natural world? Why should we care about the environment? Ecological psychology attempts to answer these questions. Students will explore the relationship of humans to nature in multiple cultural settings and historical contexts. This course also discusses the impact of human culture on the natural world, and the ways in which individuals and societies can harm or help the environment.

Health Psychology

PSY 420 (SS) 5 Credits

This course examines the impact of individual behaviors and lifestyles on health. Students will explore the application of psychological principles to health in areas such as stress reduction, proper nutrition, safe behaviors, benefits of exercise, cardiovascular health, and the benefits of a balanced lifestyle. The relationship between mental and physical illness will be a guiding focus throughout the course.

Interviewing And Counseling Skills

PSY 421 (SS) 5 Credits

Through lecture and experiential learning, students will study and practice skills of effective communication. Each student will do an analysis of his or her personal communication style, taking into consideration the implications of gender, race, and culture. Special emphasis will be placed on the communication skills needed by the human services and behavioral science professional.

Child Psychology

PSY 422 (SS) 5 Credits

Through lecture and experiential learning, students will study and practice skills of effective communication. Each student will do an analysis of his or her personal communication style, taking into consideration the implications of gender, race, and culture. Special emphasis will be placed on the communication skills needed by the human services and behavioral science professional.

Health Issues in Aging

PSY 423 (SS) 5 Credits

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.

Senior Seminar

PSY 498 5 Credits

This course provides students with the experience of applying behavioral science concepts outside a classroom setting. Students will arrange a placement in a community setting in which to develop and implement a service project.

Course Entry Requirements: 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, and PSY 413, SOC 412.

Independent Study

PSY 499 5 Credits

Independent Study.

RESEARCH (RESR)

Residency 1

RESR 601 1 Credit

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.

Residency 2

RESR 602 1 Credit

The second residency will focus on completion of the Dissertation Prospectus. Students with an already approved prospectus, will compose and write Chapter 1 of the dissertation proposal.

Residency 3

RESR 603 1 Credit

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.

Research Fundamentals

RESR 617 3 Credits

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.

Quantitative Research Methods

RESR 619 3 Credits

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.

Course Entry Requirement: RESR 617

Qualitative Research Methods

RESR 621 3 Credits

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.

Course Entry Requirement: RESR 617.

Course Entry Recommendation: RESR 619.

COURSE DESCRIPTIONS

Research Design

RESR 623 3 Credits

In this course students will apply quantitative, qualitative, and mixed mode methodologies to research design. Emphasis will be placed on collecting, analyzing, interpreting, and reporting data in research studies. Upon completion of this course, students will be able to outline the requirements for a research study and write a methods section of an article, dissertation, or grant proposal.

Course Entry Requirement: RESR 619 and RESR 621

Advanced Research Topics

RESR 625 3 Credits

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.

Course Entry Requirement: RESR 617, RESR 619, and RESR 621

Dissertation 1

RESR 694A 3 Credits

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.

Course Entry Requirement: LDRD 680 and LDRD 681.

Dissertation 2

RESR 694B 3 Credits

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.

Course Entry Requirement: LDRD 694A.

Dissertation 3

RESR 694C 3 Credits

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.

Course Entry Requirement: LDRD 694B.

Dissertation 4

RESR 694D 3 Credits

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.

Course Entry Requirement: LDRD 694C.

Dissertation 5

RESR 694E 3 Credits

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.

Course Entry Requirement: LDRD 694D.

Dissertation 6

RESR 694F 3 Credits

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.

Course Entry Requirement: LDRD 694E.

Continuing Dissertation Services

RESR 99 0 Credits

Required for course registration each quarter a student is pursuing work on required doctoral dissertation studies beyond the RESR 694 series.

SCIENCE (SCI)

Human Nutrition

SCI 201 (NS) 5 Credits

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.

Environmental Science

SCI 215 (NS) 5 Credits

This course explores environmental change on a global scale, emphasizing the fundamental concepts of matter, energy, and ecology as applied to contemporary concerns. Environmental issues impacting more than two dozen countries are illustrated in order to develop an international perspective on the environmental challenges facing our planet.

Astronomy

SCI 302 (NS) 5 Credits

An overview of astronomy for students who have taken no previous college science courses. Beginning with an examination of the earth and its moon, the course will move through the solar system and discuss its formation. A study of the sun will lead to a discussion of stars in general and the Milky Way galaxy, followed by an exploration of the large-scale structure and dynamics of the universe as a whole.

Oceanography

SCI 303 (NS) 5 Credits

This course explores the field of oceanography by integrating current information and basic scientific principles used in the study of the oceans.

Meteorology

SCI 304 (NS) 5 Credits

This course will examine the Earth's atmosphere, with emphasis on weather observations and forecasting. Topics include: physical processes involved in weather phenomena, such as highs, lows, fronts, clouds, storms, jet streams, and air pollution.

Health and Wellness

SCI 306 (NS) 5 Credits

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.

Independent Study

SCI 499 1-5 Credits

Independent Study

SOCIOLOGY (SOC)

Introduction to Sociology

SOC 101 (SS) 5 Credits

This course examines the field of sociology from a variety of theoretical perspectives. It introduces students to sociological terminology, theory, and research methods. Topics include culture and society, deviant behavior and social control, social change and social movements, and social stratification. (Formerly SSC 200.)

Social Media and Society

SOC 305 (SS) 5 Credits

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.

Sociology of Health, Illness, and Medicine

SOC 306 (SS) 5 Credits

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.

Gerontology

SOC 318 (SS) 5 Credits

The diversities of the aging experience and the elderly are explored from biological, social, and psychological perspectives. Students will examine patterns of difference among the elderly due to factors such as gender, culture, disability, and socioeconomic status. This course also introduces the issues of death and dying, bereavement, and widowhood.

Criminal Behavior

SOC 319 (SS) 5 Credits

This course provides an analysis of crime and criminals from a sociological perspective. Topics discussed in this

course include: techniques for measuring criminal behavior; theoretical attempts to account for criminal behavior; and an analysis of various types of crimes.

Juvenile Delinquency

SOC 320 (SS) 5 Credits

This course will evaluate the origins of laws and definitions of juvenile delinquency, the techniques used to measure delinquency, sociological theories of crime, and institutions of social control for juveniles, including the juvenile justice system and delinquency prevention programs.

Sociology of the Family

SOC 412 (SS) 5 Credits

This course will cover five broad but related areas of study: (1) the origins of the family, as well as basic concepts and theories underlying sociological discussions of family; (2) the relationship between the family and society through history; (3) work roles for men and women, both within and outside the home; (4) trends in non-marital lifestyles, marriage, divorce, and childbearing; and (5) the outlook for the future of the family.

SPANISH (SPN)

Elementary Spanish I

SPN 101 (HU) 5 Credit

Spanish 101 is the first course of a sequence of three elementary-level 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.

Elementary Spanish II

SPN 102 (HU) 5 Credit

Spanish 102 is the second course of a sequence of three elementary-level 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.

Course Entry Requirements: SPN 101 or placement test.

Elementary Spanish III

SPN 103 (HU) 5 Credit

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.

Course Entry Requirements: SPN 102 or placement test.

SOCIAL SCIENCE (SSC)

Introduction To International Studies

SSC 107 (SS) 5 Credits

An introductory look at the worlds political, economic, and social structures in order to gain a better understanding of how nations interact and why world leaders take particular actions to further the interests of their nations. Emphasis is placed on the impact which world events have on individuals and the lives that they live.

Introduction To American Government

SSC 108 (SS) 5 Credits

This course is an introductory look at the American government for the beginning political science student. Topics include: Constitutional principles, rights and liberties, the political process, the making of national policy, and the nature of policy-making institutions.

Introduction to Criminal Justice Systems

SSC 202 (HU) or (SS) 5 Credits

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.

Introduction to Sociocultural Anthropology

SSC 203 (SS) 5 Credits

This introduction to the study of human culture and society provides an opportunity to learn and understand cultural differences and to explore cultural diversity and social change. In this course, we will examine and discuss the factors that affect, shape, and create meanings in the everyday lives of people

COURSE DESCRIPTIONS

throughout the world - culture, ethnicity and race, kinship and family organization, gender, belief in the supernatural and religion, political systems, means of making a living, and forms of inequality and social control. In this multicultural, globally interconnected world, it is increasingly important - as citizens, tourists, employees, and employers - to be aware of the diversities and similarities of humans and their cultures. Understanding different cultures will help us think more critically about our own culture and how our own culture shapes our world view and experiences.

Criminal Procedural Law

SSC 204 (HU) or (SS) 5 Credits

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.

Introduction To Political Science

SSC 218 (SS) 5 Credits

This course is an introduction to the historical, legal, and psychological methods of understanding politics. Questions as fundamental as why people behave as they do in the political process are examined. The course also compares different political ideologies, forms of government, and the role of the individual and the state. A comparison of different governing institutions and processes between the United States and other countries will be made. The course will conclude with a section on the motivations, constraints, and instruments of international politics.

Principles Of Microeconomics

SSC 220 (SS) 5 Credits

This course is an introduction of microeconomic theory with real world applications. Topics include: How households, firms, and governments make decisions of what goods and services to produce, how to produce the goods and for whom to produce them. This course will help you apply the skills and tools learned from theory to current world events.

Principles Of Macroeconomics

SSC 221 (SS) 5 Credits

This course is an introduction of macroeconomic theory with real world applications. Topics include: Inflation, unemployment, poverty, deficits, taxes, interest rates, gross domestic product, recession, and international trade. This course will help you apply the skills and tools learned from theory to current world events.

Comparative European Politics

SSC 300 (SS) 5 Credits

This course examines political, social, and economic events in Europe and their relationships to political developments in European states. The course covers various political aspects of the Cold War, the transformation to market economies, and the challenges facing European states today in the age of globalization and terrorism. By comparing the past and present political behavior of European states, students will better understand what it is to be European.

Course Entry Requirements: INT 301, INT 305.

TECHNOLOGY, CURRICULUM, AND INSTRUCTION (TCI)

Media Based Learning

TCI 501 6 Credits

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.

Differentiated Instruction

TCI 502 6 Credits

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.

Media Integration

TCI 503 6 Credits

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 are 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 are used for communication; and multimedia and web-tools are used to design engaging learning environments.

Advanced Technology Design

TCI 504 6 Credits

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.

Technology Leadership in Education

TCI 508 3 Credits

This course examines how effective technology leadership can impact student learning. The course topics include: advocating for technology integration, addressing access and equity issues, assessing implemented practices to insure on-going support for professional development, community relations and adherence to ethical and legal requirements. Candidates examine and apply key educational leadership principles in technology use.

Course Entry Requirement: Acceptance into the Masters in Education program.

Using Technology Learning to Support Student Learning

TCI 512 **3 Credits**

Candidates gain practical experience integrating technology into the classroom to enhance and extend learning. State academic standards and national technology standards are used to make decisions about curriculum content and to plan technology-based activities. Writing and presentation software is used for communication; multimedia and web-tools are used to design engaging learning environments. Candidates use classroom productivity software and hardware to support and enhance inquiry learning.

Staying Current with Emerging Technologies

TCI 513 **3 Credits**

This course examines the impact that staying current with emerging technologies has on supporting a diverse classroom learning environment. The course explores student disparities in performance with regard to the use of technology. Candidates analyze and implement appropriate emerging technologies to engage and meet the differing abilities of K-12 students.

Fundamentals of Computers

TCI 517 **2 Credits**

This course investigates technical aspects of the computer, balanced between hardware and operating system. Methods of maintenance, troubleshooting and repair are demonstrated and experienced. The goal is to demystify the computer, not create technicians. Candidates learn basic technical language and concepts to communicate about, prevent, and solve basic technical problems, enabling them to function more effectively in educational settings with computers. This includes being able to make technically informed decisions regarding the purchasing and upgrading of computers.

Bridging Technology Gaps

TCI 537 **3 Credits**

Candidates examine the reasons that there are significant student disparities in performance with, and access to, technology. These disparities are along gender, economic, class, and cultural lines. Candidates investigate existing strategies to redress these "divides" in the classroom, in the community, and

nationally. Candidates will also explore curriculum and teaching techniques to broaden technology's appeal and engage more students in expanding their learning opportunities by using technology.

Technology And Issues In Education

TCI 540 **3 Credits**

Candidates research, analyze, and synthesize current issues in education and how these issues may be addressed with technology. Candidates examine local, state, and national standards; diversity and gender concerns; grant writing and technology funding; and high stakes testing. Candidates explore integrated learning systems, adaptive technologies, and computer aided instruction as a means to support student learning.

Skills and Pedagogy in Industrial Arts and Applied Design

TCI 550 **3 Credits**

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..

Course Entry Recommended: ECC 509; EEA 534

Applied Project in Industrial Arts and Applied Design

TCI 650 **6 Credits**

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.

Course Entry Recommended: All other courses in Graduate Certificate in Industrial Arts and Applied Design Instruction program.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Principles of Language Learning and Teaching

TESOL 510 **3 Credits**

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.

Course Entry Requirements: Bachelor's Degree.

History and Methods of Teaching Language

TESOL 520 **2 Credits**

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 plans and to discuss practical applications of materials learned.

Course Entry Requirements: TESOL 510.

Methods of Teaching Language

TESOL 525 **3 Credits**

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.

COURSE DESCRIPTIONS

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.

Course Entry Requirements: Completion of TESOL 510.

Teaching Grammar

TESOL 530

3 Credits

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.

Course Entry Requirements: TESOL 510.

Strategies for Teaching the Four Language Skills

TESOL 540

3 Credits

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.

Course Entry Requirements: TESOL 510.

Materials Development and Selection

TESOL 550

2 Credits

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.

Course Entry Requirements: TESOL 510.

TESOL Materials Development and Selection

TESOL 555

3 Credits

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.

Course Entry Requirements: Bachelor's Degree and TESOL 510, TESOL 525, TESOL 530, TESOL 540.

Teaching English to the Young Learner

TESOL 560

2 Credits

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.

Course Entry Requirements: TESOL 510, 520, 530, 540, 550, 598.

Classroom Management, Grading & Assessment

TESOL 570

2 Credits

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.

Course Entry Requirements: TESOL 510, 520, 530, 540, 550, 598.

Introduction to Applied Linguistics

TESOL 580

2 Credits

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.

Course Entry Requirements: TESOL 510, 520, 530, 540, 550, 598.

Field Experience Internship

TESOL 590

3 Credits

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.

Course Entry Requirements: TESOL 510, 520, 530, 540, 550, 560, 570, 580, and 598.

Course Entry Recommended: Teaching site determined before the start of the course.

Field Experience Practicum

TESOL 598

2 Credits

Field Experience Practicum is a self-guided program in which TESOL Certificate students participate in a 10-hour field experience, designed to prepare them as TESOL professionals in future settings. Emphasis is placed on classroom observation of ESL, or other discipline related programs (e.g. literacy, immigrant assimilation, etc.). Students learn about various practices and teaching methodologies in TESOL settings and gain first-hand experiences in their selected settings.

Course Entry Requirements: TESOL 510, 520, 530, 540, and 550.

Course Entry Recommended: Observation site determined and approved before the start of the course.

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