

PAGE NUMBER	SECTION TITLE	CORRECTION/REVISION
37	<p>Course Delivery Formats 3500.17</p> <p>Effective 9/1/13 (policy was abbreviated) full text</p>	<p>City University of Seattle offers programs of study organized into two main delivery formats to allow optimal access and flexibility for students. There are:</p> <ul style="list-style-type: none"> • In-class (Meets 51% or more of the time face-to face) • Distance Courses (Meets less than 51% of the time face-to-face) <p>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.</p> <p>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.</p> <p><u>IN-CLASS</u></p> <p>In-class Courses</p> <p>These courses are offered entirely in-class with the students and instructor meeting on-site on a regular and established schedule. Students participate in group learning experience and in-class learning activities designed according to the needs of the program and students. Course information and activities that take place online within the learning management system include but are not limited to: faculty contact information, posting course documents such as syllabi and required resources, learning materials such as PowerPoint presentations or lecture notes, faculty announcements, assignment submission, and posted grades. Students may also be required to complete some graded learning activities and discussions online.</p> <p>Mixed-mode Courses</p> <p>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.</p> <p><u>DISTANCE</u></p> <p>Online Courses</p> <p>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.</p> <p>Online with Required Seminar</p> <p>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.</p>

		<p>Enhanced Distance Learning</p> <p>These courses are offer 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.</p> <p>Performance-Based Distance Learning</p> <p>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.</p> <p>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.</p>
<p>39-40</p>	<p>Academic Policies: Course Challenge 3500.11</p> <p>Effective 7/1/2016</p>	<p><i>All policy remains the same except for what is noted below.</i></p> <p>Add bullet point</p> <ul style="list-style-type: none"> • 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. <p>Revise final bullet point (reference to EdD)</p> <ul style="list-style-type: none"> • 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.

PROGRAM PLANS – NEW, REVISIONS, CLOSURES

New program plan as of 1/1/2017 for the Division of Arts and Sciences

Graduate Certificate – Chemical Dependency Counseling 15 credits

Program Description: The Certificate in Chemical Dependency Counseling provides Master’s-trained professionals with the educational requirements required for Chemical Dependency Certification with Alternative Training (WAC 246-81-077).

- COUN 680** Survey of Addictions: Pharmacology and Physiology of Addictions (5 qtr credits)
- COUN 684** Substance Use Disorder Law and Ethics (5 qtr credits)
- COUN 687** Treatment of Addictions: Individual, Group, and Family Addictions Counseling using ASAM Criteria (5 qtr credits)

*This program is restricted to students who have a Master’s level degree in counseling or related field.

New program as of 4/1/2017 for the Division of Arts and Sciences

Bachelor of Science – Cybersecurity and Information Assurance 180 credits

Program Description: 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 information systems which can ultimately involve some careers in cyber investigations, risk analysis, audit, compliance, corporate investigations and oversight, and related fields.

Preparatory Courses (20 Credits)

- AC 215** Fundamentals of Accounting
- IS 201** Fundamentals of Computing

Choose two (2) from below:

- SSC 204** Criminal Procedural Law
- HUM 210** Justice and Ethics

SSC 220 Principles of Microeconomics
CJ 240 Research Methods and Practice

Investigation and Audit 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 (1) from below:

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

Technology Core(40 Credits)

CS 481 Network Security
IS 306 Data Management Communications and Networking **or**
CS 306 Information Management
IS 308 Internet Technologies
IS 330 Information Systems
IS 345 Information Security
IS 350 Systems Analysis and Design
IS 470 IT Service Management
IS 468 Tools and Techniques

Required Electives(10 Credits)

Choose two (2) 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*

Capstone(5 Credits)

CJ 465 Bureaupathology

New program as of 4/1/2017 for the School of Management:
Technology Institute

Bachelor of Science – Applied Computing 180 credits

Program Description: No change

College Mathematics – College Algebra or higher required

Preparatory Courses:.....(20 Credits)

IS 201 Fundamentals of Computing
(NS) MATH 146 Foundational Statistics
CS 151 Programming with Python
CS 225 Introduction to Web Design

Core Requirements:..... (45 Credits)

(HU)
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
(SS) IS 471 Information Technology Ethics

Capstone:(5 Credits)

CS 497 Technology Capstone

Bachelor of Science – Information Technology 180 credits

Program Description: No change

College Mathematics – Calculus or higher required

Preparatory Courses:.....(30 Credits)

IS 201 Fundamentals of Computing
(NS) MATH 146 Foundational Statistics
(NS) MATH 141 Precalculus
(CM) MATH 151 Calculus
CS 131 Computer Science I – C++
CS 225 Introduction to Web Design

Core Requirements:(55 Credits)

(HU) 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
(SS) 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

Bachelor of Science – Information Systems 180 credits

Program Description: No change

College Mathematics – Calculus or higher required

Preparatory Courses:.....(40 Credits)

IS 201 Fundamentals of Computing
(CM) MATH 141 Precalculus
(NS) MATH 146 Foundational Statistics
(CM) MATH 151 Calculus
CS 225 Introduction to Web Design
CS 131 Computer Science I – C++
MG 201 Introduction to Functions of Management
MK 205 Introduction to Marketing

Business Core Requirements:(30 Credits)

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

Technology Core Requirements:(30 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
(SS) 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

Capstone:(5 Credits)

CS 497	Technology Capstone
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New program opens 4/1/2017 for new enrollment:

Master of Professional Accounting

Program Description: 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.

**Prerequisite Courses required (20 credits):
please see footnote**

AC 215	Fundamentals of Accounting
AC 301	Intermediate Accounting I (prereq: AC215 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 (3)
AC 553	Advanced Accounting Strategies I (3)
AC 555	Advanced Accounting Strategies II (3) (Prereq: AC 553)
AC 557	Corporate Taxation (3)
AC 559	Business Law for Accountants (3)
MBA 540	Strategic Financial Management (3)
AC 563	Capstone - Ethics and Leadership in the Practice of Accounting (3)

Depth Block (24 Credits) (Each student takes two blocks)**Public Accounting.....(12 Credits)**

AC 530	CPA Review – Financial Accounting & Reporting (FAR) (3)
AC 531	CPA Review – Regulation (REG) (3)
AC 532	CPA Review – Auditing & Attestation (AUD) (3) (Prereq: AC 550)
AC 533	CPA Review – Business Environment & Concepts (BEC) (3)

Information Security Audit.....(12 Credits)

ISEC 500	Information Security Overview (3)
AC 540	Auditing Techniques (3)
ISEC 605	Information Security Auditing (3)
ITMGMT 570	Maintaining the Technology Infrastructure (3)

Finance (12 credits)

FIN 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 (3)
MBA 546	European Union (3) Prereq: MBA 500; MBA 501 prereq - waived
MC 573	International Business (3)
MAL 558	High-Performing Global Teams (3)

Management Accounting Applications (12 credits)

ISEC 500	Information Security Overview (3)
FIN 544	Financial Management of Public and Not-For-Profit Organizations (3)
AC 501	Applied Management Accounting Concepts I (3)
AC 502	Applied Management Accounting Concepts II (3)

Total required for the MS**Professional Accountancy: 45-65 credits**

*Students must hold a bachelor's degree and have completed the Intermediate Accounting series at the 300 level or above.

COURSE DESCRIPTIONS **(REVISIONS, NEW,** **CORRECTIONS)**

July 1, 2016 **corrections and changes:**

Revision of Course Description as of 7/1/16

College Prep I - 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.

Course Entry Requirement: Successful completion of ELP 41 or equivalent recognized measurement of English proficiency, as stated by CityU Academic Policies.

Revision – removal of prerequisite as of 7/1/16

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.

Course description correction – effective 7/1/16

Multicultural Education

EDU 313 **2 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.

Revision – course was under development –effective 7/1/16

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 MEd School Counselling program, (3) short presentation of the candidate's capstone project or research thesis, and (4) a Professional Growth Plan providing evidence of the application of lifelong learning through professional development and ongoing supervision. The Portfolio Presentation is delivered after all courses have been completed in front of a panel of instructors. Both panel members and candidates themselves grade the candidate on their portfolio presentation and documentation. The final grade in this course is a Pass/Fail.

Added prerequisite requirement – effective 7/1/16

Thesis and Presentation

EGC 641 **3 Credits**

Course Entry Requirement: ECC 511 or equivalent.

Added prerequisite requirement – effective 7/1/16

Diversity in Schools and Society

ETC 509 **1 Credit**

Course Entry Requirements: Department Consent Only

New Course – effective 7/1/16

Mathematics II

ETC 605 **3 Credit**

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.

New Course – effective 7/1/16

Literacy II: Instruction and Assessment

ETC 613 **3 Credit**

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.

Added prerequisite requirement – effective 7/1/16

Classroom Management, Assessment and Evaluation

ETC 595 **3 Credit**

Course Entry Requirements: Performance-based MIT or consent

Revision of Course Description – effective 7/1/16

Integrated Supply Chain Mgmt

ISM 400 **5 Credit**

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.

Added prerequisite requirement – effective 7/1/16

Integrated Supply Chain Theory

ISM 500 **3 Credit**

Course Entry Requirements: Must be enrolled in MS-ISCM program

Course name listed incorrectly correction – effective 7/1/16

Law for Global Business

MBA 511 **3 Credit**

October 1, 2016 corrections and changes:

New Course as of 10/01/2016 – due to late publication was delayed

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 Requirements: CPC 514 and CPC 520

January 1, 2017 corrections and changes:

Revision of Course Description as of 1/1/17

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 MAC program

Revision of Course Description as of 1/1/17

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 MAC program

Revision of Course Description as of 1/1/17

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 by completing a Genogram analysis paper. 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. Students achieve this goal by completing an Assessment and Intervention paper. 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

New Course as of 1/1/17

Practicum II COUN 622 1 Credits

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 MAC program

New Course as of 1/1/17

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.

Revision of Course Description as of 1/1/17

Family Systems Theory 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.

Revision of Course Description as of 1/1/17

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.

Revision of Course Description as of 1/1/17

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).

Revision of Course Description as of 1/1/17

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.

Revision of Course Description as of 1/1/17

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 behaviour are explored.

Revision of Course Description removal of prereq as of 1/1/17

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.

Revision of Course Description and prereqs as of 1/1/17

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.

Revision of Course Description as of 1/1/17

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)

Revision of Course Description and prereq as of 1/1/17

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

Revision of Course Description and prereqs as of 1/1/17

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.

Revision of Course Description and prereqs as of 1/1/17

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.

Revision of Course Description and prereqs as of 1/1/17

Practicum III

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.

Revision of Course Description and prereqs as of 1/1/17

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.

Revision of Course Description and prereqs as of 1/1/17

Practicum II: Ethical Issues in Counselling Psychology Practice
CPC 655 **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: 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.

New Course as of 1/1/17

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.

New Course as of 1/1/17

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.

Change of Course entry requirement 1/1/17

College Prep IIA – Academic Listening & Speaking
ELP 62A **0 Credits**

Successful completion of ELP 51 or an equivalent recognized measurement of English proficiency, as stated by City University's Academic Policies.

Course Cancellation as of 1/1/17

Literacy Across Secondary Content Areas
ERL 552 **3 Credits**

Change of Course entry requirement 1/1/17

Internet Technologies
IS 308 **5 Credits**

IS 306 or CS 306 or CS 225

New Course as of 1/1/17

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.

New Course as of 1/1/17

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.

Correction of Course Entry requirements as of 1/1/17

Channel Management
LDRD 606 **6 Credits**

Course Entry Requirement: LDRD 600

Revision of Course Description as of 1/1/17

Channel Management
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

Revision of Course Description as of 1/1/17

Public Relations and Media Management
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

Revision of Course Description; removal of prerequisites as of 1/1/17

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.

April 1, 2017 corrections and changes:

New Course as of 4/1/2017

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 Requirement: 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.

New Course as of 4/1/2017

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 Requirement: 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.

New Course as of 4/1/2017

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.

New Course as of 4/1/2017

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.

New Course as of 4/1/2017

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.

New Course as of 4/1/2017

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.

New Course as of 4/1/2017

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.

New Course as of 4/1/2017

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 Requirement: AC 563 is a capstone course and should be the last course taken in the MPAC program core.

New Course as of 4/1/2017

**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

Change of Course Description 4/1/2017

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 Master of Arts Counseling program.

Change of Course Description 4/1/2017

**Foundations of Mental Health
Services**

COUN 519 **1 Credits**

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. The major assignment of this course will be to examine the internal and external workings of community mental health agencies through an in-depth case study. The project will give students an opportunity to 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 Master of Arts Counseling program.

Change of Course Description 4/1/2017

**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.