2016-2017
CATALOG

CityUniversity
of Seattle

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The contents of the 2016-2017 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 has been guided by an effort to attain total factual accuracy. If regulations, program requirements and services described herein conflict with current practice, the latter will prevail.

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

City University of Seattle Main Campus

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Welcome to City University of Seattle

It is my distinct pleasure to invite you to explore, engage, and learn with us. By pursuing your education with City University of Seattle (CityU), you have 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 the next generation of practice by faculty who are practitioners themselves and 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 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 30 U.S. universities offering online bachelor degrees by U. S. News and World Report and in the top 25 MBA programs in the U.S. according to *GraduatePrograms.com*. 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 individuals 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 over 80 percent of CityU's 50,000 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.

Richard E. Carter
President of CityU

About the Chancellor of the National University System

Dr. Michael R. Cunningham became Chancellor of the National University System effective October 10, 2013. Dr. Cunningham originally joined the National University System on July 1, 2013 as President of the System's flagship institution, National University. He added the responsibilities of Chief Operating Officer of the National University System on September 1, 2013, and will continue to serve as President of National University. He came to National University from San Diego State University (SDSU), where he had been serving as Dean of the College of Business Administration.

The National University System embodies a network of educational institutions that connect a diverse population of students to a breadth of innovative programs relevant to their lives, careers, and the marketplace, and are delivered in a format that respects competing life priorities. The affiliates of the System are: National University; John F. Kennedy University; City University of Seattle; the Division of Pre-College Programs, which includes National University Virtual High School and National University Academy; and WestMed College. Entities related to the System include: the National University System Institute for Policy Research; the Center for Integrative Health; National University Golf Academy; and the Center for Performance Psychology. Currently the National University System employs more than 3,300 faculty and staff and serves over 41,000 students.

As President of National University, Dr. Cunningham leads the University's commitment to providing a world-class education for its 30,000 students working toward one of National's 133 graduate or undergraduate degrees, or one of its 23 credential programs. Classes can be taken online or at one of the University's 27 campuses throughout California. Prior to being named Dean at SDSU, Dr. Cunningham had been teaching strategy and entrepreneurship courses at SDSU, Cal Poly San Luis Obispo, and New York University. He entered the education industry after a highly successful business career that included 25 years as an entrepreneur and successful business leader. He was the Founder, Chairman, Chief Executive Officer, and President of Cunningham Graphics International (CGII; NASDAQ) from 1989-2000, a multinational graphics communications company which operated out of seven countries and employed approximately 2,000 employees.

Additional experience in business includes positions as Chairman, Chief Executive Officer, and President of DG3 – Diversified Global Graphics Group, headquartered in Jersey City, New Jersey; and Group President and Corporate Vice President of Automatic Data Processing (ADP) in Jersey City.

Dr. Cunningham earned his Ph.D. and master's degrees from New York University, and his bachelor's degree in business administration from the University of Massachusetts, Amherst.

ACADEMIC CALENDAR

2016/2017	SUMMER 2016/17	FALL 2016/17	WINTER 2017	SPRING 2017
Last Day of Registration	June 20, 2016	September 20, 2016	December 20, 2016	March 20, 2017
Late Registration	June 21, 2016-forward	Sept 21, 2016 - forward	Dec 21, 2016 - forward	March 21, 2017-forward
First Day of Quarter	July 1, 2016	October 1, 2016	January 1, 2017	April 1, 2017
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, 2016	December 31, 2016	March 31, 2017	June 30, 2017
Canada Day (Canadian Holiday)	July 1, 2016			
Independence Day (U.S. Holiday)	July 4, 2016			
Civic/Provincial Day (Canadian Holiday)	August 1, 2016			
Labor Day (U.S. and Canadian Holiday)	September 5 2016			
Thanksgiving (Canadian Holiday)		October 10, 2016		
Veteran's Day (U.S. Holiday) Observed		November 11, 2016		
Remembrance Day (Canadian Holiday) Observed		November 11, 2016		
Thanksgiving (U.S. Holiday)		November 24-25, 2016		
New Year's Day (U.S. & Canadian Holiday)			January 2, 2017	
Martin Luther King Day (U.S. Holiday)			January 16, 2017	
President's Day (U.S. Holiday)			February 20, 2017	
Family Day (Alberta Holiday)			February 20, 2017	
Victoria Day (Canadian Holiday)				May 22, 2017
Memorial Day (U.S. Holiday)				May 29, 2017
Commencement Ceremony				TBA

Session Start Dates for Refunds (does not correlate to first day of class)				
	Summer 2016/17	**Fall 2016/17**	**Winter 2017**	**Spring 2017**
10 Week - Regular	July 11, 2016	October 3, 2016	January 9, 2017	April 3, 2017
10 Week - Distance Learning	July 11, 2016	October 3, 2016	January 9, 2017	April 3, 2017
5 Week - Regular	July 11, 2016	October 3, 2016	January 9, 2017	April 3, 2017
5 Week - Distance Learning	July 11, 2016	October 3, 2016	January 9, 2017	April 3, 2017
5 Week Two - Regular	August 22, 2016	November 14, 2016	February 20, 2017	May 15, 2017
5 Week Two - Distance Learning	August 22, 2016	November 14, 2016	February 20, 2017	May 15, 2017

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Governing Board & Administration

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Richard E. Carter ..... President

Ms. Novelett Cotter..... Executive Assistant

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Bruce Bryant, M.B.A..... Chief Financial Officer / Vice President of Finance and Administration

Stephany Keeley, C.P.A..... Director, Finance

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 for 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

Craig Schieber, Ed.D. .....Dean, Gordon Albright School of Education/ Division of Arts and Sciences

Mary Mara, M.L.I.S. ..... Director, Library Services

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

Matthew J. Hanusa, M.B.A. ..... Vice President, Marketing and Enrollment

Amy Portwood, M.A. ..... Director of Training and Operations

Lana Lee, Ed.D., M.Ed... Regional Director of Enrollment and Outreach

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

International Division

Ing. Jan Rebro, M.B.A., Ph.D. ..... Vice President, European Operations

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, NUS is now one of the nation's largest nonprofit private university systems. In addition to City University of Seattle, the National University System includes: National University; John F. Kennedy University; the Division of Pre-College Programs, consisting of National University Virtual High School and National University Academy; Spectrum Pacific Learning; Center for Integrative Health; Integrative Health Review; Center for Performance Psychology; National University System Institute for Policy Research; National University Golf Academy; and WestMed College.

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, Greece, 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.

City University of Seattle's School of Management and its management degree programs are accredited by the Association of Collegiate 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.

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, Greece, 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/Division 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.

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
- 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 Sounds area locations for pick up.

Online purchases may be paid for by credit card.

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).

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 205,000 e-books, 123,600 journals, 45,000 videos, and 1,000 online resources 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 CatalogPlus;
- 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 22,000 items including print and audiovisual materials. Information about the Slovakian libraries is available at *http://library.cutn.sk*.

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 Division 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)
425.450.4660 (TTY Hearing Impaired)

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.

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.)
    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.

Bachelor of Science in Computer Science

1. Prior to program entry, students must have completed the preparatory classes within the program.

The preparatory classes include 25 lower division credit in Mathematics which must include Foundational Statistics, Calculus, and Topics in Discrete Mathematics; and an additional two courses chosen from the following: Calculus II, Calculus III, Linear Algebra, Number Theory, Boolean Algebra, Queuing Theory, or Automata Theory.

And an additional 20 lower division credits must be completed from the following list, with a strong recommendation of at least one Physics course: General Physics I, II, II with lab; Engineering Physics I, II, III with lab; General Chemistry I or II with lab,

General Biology with lab, Statics with lab, Dynamics with lab, Thermodynamics with lab, Introduction to Physical Geology with lab, or Introduction to Oceanography with lab and 5 credits in Critical Thinking.

2. These courses must meet the University transfer policy requirements, as the majority of courses are currently unavailable directly through CityU.

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 School of Education Undergraduate Programs

1. At least 80 hours of supervised work with children during the past three years (ages birth to eight years of age for BA-ECE; ages four to fourteen for those in the 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 Educators 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 including:
   - Resume
   - Personal/educational goal statement
   - Documentation of 80 hours supervised work with children
   - Three (3) references
5. Written essay, completed on-site.
6. 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 Certificate Program in Alternative Routes

1. Bachelor's degree or higher in high need area.
2. Must meet criteria established by the Washington State Professional 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.
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 required for corresponding endorsements including Elementary Education.
5. 80 hours documented, supervised experience working with children and/or adolescents.
6. Applicant must not have a teaching certificate from any state.

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

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

Undergraduate Degrees

Bachelor of Arts in Applied Psychology

Bachelor of 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:

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/Division

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.

Division of Arts and Sciences (DAS)

No special provisions.

School of Applied Leadership (SAL)

Special Admission is not available to applicants of the Doctor of Education in Leadership program.

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

Graduate Degrees

The following graduate degrees from the School of Management have specific admissions requirements.

Master of Science Computer Science/Computer Systems

1a. Prerequisites may be met with a Bachelor of Arts or a Bachelor of Science in Computer Systems, Computer, Computer Science, Information Systems, Information Technology, or an ABET accredited program. **OR**;

1b. A Bachelor's degree in an equivalent non-ABET accredited related program. *OR*;

1c. A Bachelor's degree in another field and substantial experience working in technology and 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 hour credits in networking (TCP/IP from physical through applications layers);

-Equivalency of 5-quarter hour credits in 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.

Applicants to the Master of Science Computer Science program are also required to submit an Admissions Portfolio consisting of the following items:

- A current CV/resume
- Documentation (college coursework as documented on a transcript, documented training, and/or detailed explanation of work experience) supporting abilities in the above listed areas.

Students seeking admission to the Doctor of Business Administration, please refer to Admission Requirements Specific to Doctoral Programs earlier in this section.

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

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;
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 Division of Arts and Sciences (DAS)

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.
- 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 is 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 (U.S./Canada)

Consistent with the University's rolling admissions policy, international students may begin their studies in either the summer, fall, winter or spring term and must observe the following application deadlines. All admission documents must be received at least 30 days prior to the start of the initial term of enrollment (60 days recommended for overseas applicants). Applications for study in the U.S. or Canada should be sent to the following addresses respectively.

International Student Office
City University of Seattle
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 (U.S./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 (U.S./Canada)

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

Medical Insurance (U.S./Canada)

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

Employment 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 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 (U.S./Canada)

Undergraduate and graduate students from other countries who are pursuing degrees full-time at another institution are welcome to register for courses at City University of Seattle. As visiting scholars, they are required to present a letter from their home school stating that they are in good standing and are eligible to take coursework elsewhere. Upon presentation of the letter and proof of English proficiency, these students may register at City University of Seattle. Additional documentation may be required depending on the desired classes. City University of Seattle does not issue 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.
- 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.

Masters 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.

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 an 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.

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 Degree Programs

Graduate Degree

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

Direct equivalency refers to a course successfully completed at another recognized institution and judged to be the same as a 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, eliminating the need to take the course at City University of Seattle. Students may petition to receive transfer credit for any course. For detailed information on course waivers and substitutions, please refer to the policy on course options for program credit via waiver, substitution and direct equivalency in the Academic Policies section.

To earn a graduate degree, a student must take all required credits through City University of Seattle's various delivery formats, except for the 12 quarter transfer credits.

Graduate Certificate

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

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

Within a dual delivery, bilateral, joint-delivered, or partnered articulation agreement with another institution and by approval of the Provost and the school dean, City University of Seattle may accept up to 15 transfer quarter credits into a graduate degree program.

School-Specific Transfer Credit Restrictions

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

School of Management (SOM)

Coursework transferred into the Master of Business Administration (MBA) and Master of Science (MS) programs must be directly equivalent to the appropriate City University of Seattle course, or degree-equivalent as determined by the dean. In the U.S. MBA program, up to six (6) of the maximum 12 credits transferred may be in electives.

Albright School of Education (ASOE)

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

- Credits were earned at a regionally accredited institution or a school recognized by the relevant Ministry of Education, if foreign;
- Credits older than six years have been approved by the dean;
- Credits are for 500-level courses or the equivalent, as noted on the external transcript or as stated in the external institution's catalog;
- Credits for courses completed with a grade of 30 (B) or higher;
- Credits satisfy the requirements of the specific program.

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

Division of Arts and Sciences (DAS)

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

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 Dean.

Exceptions to this policy must be approved by the school dean, division director, 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 Policy

City University of Seattle is a private, nonprofit institution. Costs associated with the operation of the University and its academic programs are supported primarily by revenue from tuition and fees. City University of Seattle reserves the right to change the tuition and fee schedule for any given quarter without prior notice. After the beginning of a quarter, no changes in tuition or fees will be made which affect that quarter. The schedule of tuition and fees for fiscal year 2016-2017 (July 1, 2016 - June 30, 2017) is noted further in this chapter.

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

Tuition and Fee Variations

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

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

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

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

Specialized Tuition and Fees

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

Specific Tuition, Fees and Charges

Specific program and course fees are outlined in the Tuition, Fees and Charges table of 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, 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

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

Subsidiary Fees

Application Fee

All applicants to degree or certificate programs or to "No Intended Degree," whether full-time or part-time, submit a City University 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 Fee - *Audit Fee – Alumni*

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

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

Audit Fee – Regular Student/Others

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

Degree/Certificate Posting Fees

Undergraduate and Graduate 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.

Specific Program, Course and Operating Fees and Charges

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

Financial Assistance

Tuition Reimbursement and Third Party Billing

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

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

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

Financial Assistance (U.S.)

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

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. In addition, a student must complete at least 40 credit hours per award year (10 credit hours each of four terms) to receive the maximum award.

Federal Supplemental Educational Opportunity Grants (FSEOG)

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

Federal Stafford Loans (Subsidized and Unsubsidized)

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

$3,500 a year for first-year undergraduates.

$4,500 a year for second-year undergraduates who have at least 45 credits.

$5,500 a year for 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.

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.

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 calculates 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 award 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 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 completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the quarter completed. Refunds are distributed to the Federal Financial Aid programs based on calculations prescribed by the Department of Education. 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

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. 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.

Other Foreign Veterans

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

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.

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.

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 according to the schedule documented in the refund policy. Students who are withdrawn from a course or courses for disciplinary reasons or a breach of conduct forfeit the right to a refund of any portion of their tuition and fees.

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

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

(A separate policy for Europe and Oregon are detailed 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

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 Student Billing Links for the refund schedule by session.

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

Tuition Refund Schedule - 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.

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

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

Refund Policy for Students Attending in Europe

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

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

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

Tuition, Fees and Charges

The following tuition rates are effective for the academic year 2016-2017 (July 1, 2016 – June 30, 2017).*

REGULAR TUITION	U.S.
School of Management	
Undergraduate 100/200 Level per Credit	$347
Undergraduate Business Administration/ Management/Accounting/Project Management/ Healthcare Admin. 300/400 Level per Credit	$434
Undergraduate Information Technology/Information Systems/Computer Systems/Computer Science/ Applied Computing 300/400 Level per Credit	$465
Masters Programs per Credit	$678
Doctoral (DBA) per Credit	$695
Doctoral Dissertation per Course	$1000
School of Management International (note: applies once students hold a valid CityU I-20)	
Undergraduate 100/200 per Credit	$428
Undergraduate 300/400 per Credit	$521
Graduate per Credit	$813
Albright School of Education	
Undergraduate per Credit	$340
Graduate Curriculum & Instruction/Reading and Literacy Programs per Credit	$495
MIT with Teacher Certification per Credit	$563
Graduate Guidance and Counseling/Executive Leadership/Ed Leadership per Credit	$672
Division of Arts and Sciences	
Undergraduate 100/200 Level per Credit	$347
Undergraduate 300/400 Level per Credit	$434
Graduate Programs per Credit	$565
School of Applied Leadership	
Graduate Leadership Program per Credit	$672
Graduate Education Program per Credit	$495
Doctoral (LDRD) per Credit	$709
Doctoral Comprehensive Course	$1000
Doctoral Dissertation per Course	$1000

FINANCIAL POLICIES & FINANCIAL ASSISTANCE

SPECIALTY TUITION	
U.S. Active Duty Military, Active Guard and Reserves, & Retired Military - Undergraduate per Credit	$166
U.S. Active Duty Military, Active Guard and Reserves, & Retired Military - Graduate per Credit	$306
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	$306
Department of Defense Employees - Undergraduate per Credit	$166
Department of Defense Employees - Graduate per Credit	$306
WASHINGTON ACADEMY OF LANGUAGES	
ELP Level 0-8 per Course	$767
ELP Level 0-8 per A/B Course Block	$1,534
ELP Level 81, 85, 89 per Course	$870
ELP Level 80	$250
World Language Continuing Education per Course	$315
World Language Undergraduate per Credit	$347
TESOL per Credit	$260
FEES AND CHARGES	
Application Fee	$50
Alumni Audit per Course	$300
Challenge Course Fee	$300
Diploma Re-Issue Fee	$50
English Language Testing Fee	$60
Final Degree Audit Application Fee	$100
Late Registration Fee	$100
Official Transcript Fee per Copy	$10
Prior Learning Portfolio Fee: 0 - 15 Credit Evaluation	$500
Prior Learning Portfolio Fee: 16 - 30 Credit Evaluation	$1,000
Prior Learning Portfolio Fee: 31 - 45 Credit Evaluation	$1,500
Unpaid Bill Carrying Cost Fee	1%

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

REGULAR TUITION	CANADA
Albright School of Education	
Graduate per Credit	$492
Division of Arts and Sciences	
Graduate per Credit	$585
SPECIALTY TUITION	
Active Duty Military - Undergraduate per Credit	$166
Active Duty Military - Graduate per Credit	$306
FEES AND CHARGES	
Application Fee	$50
Alumni Audit per Course	$300
Challenge Course Fee	$300
Diploma Re-Issue Fee	$50
English Language Testing Fee	$60
Final Degree Audit Application Fee	$100
Late Registration Fee	$100
Official Transcript Fee per Copy	$10
Unpaid Bill Carrying Cost Fee	1%

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.

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" student 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.

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
Graduate Programs	4.5 or above	87
Assisted Graduate; Undergraduate	4.0	76
Level 8	4.3	80
Level 7	4.0	76
Level 6; Assisted Undergraduate	3.5	64
Level 5	3.0	55
Level 4	2.5	46
Level 3	2.0	37
Level 2	1.5	20
Level 1	1.0	Below 20
Novice	0.5-0.9	Below 20

Table 1.0

*The iTEP Plus is administered for students for level placement at the start of a new session/quarter. For time-sensitive placements, the iTEP Core + an in-house writing and speaking test may be administered.

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.

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 in Leadership

Examples of degree programs:

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

Components of Degree Programs

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

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

Definition of Major, 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. For the associate's degree, CityU currently offers one major - General Studies. Multiple majors are offered for both the Bachelor of Arts and the Bachelor of Science degrees. Completion of a major requires at least 45 quarter credits.
- **Minor (undergraduate programs)** – A minor field of study in a bachelor's degree program. To earn a minor one must follow a specific course of study identified by an academic division of the University. A minor is not necessarily related to the student's major field, and is not required to complete a degree program. Completion of a minor requires at least 25 quarter credits.
- **Emphasis (undergraduate programs)** – A designated group of courses directly related to the student's major field. The emphasis requires designation of at least 15 quarter credits of study with the number and selection of courses identified by the academic division responsible for the program. The courses identified for the emphasis area are listed on the student's program plan. Some bachelor's degree programs require completion of an emphasis and others do not.
- **Emphasis (graduate programs)** – At the graduate level this term designates the student's major area of study within the master's degree field. Some master's degree programs offer only one emphasis and some offer several. The emphasis requires designation of at least 12 quarter credits of study with the number and selection of courses identified by the academic division responsible for the program.
- **Concentration (graduate programs)** – At the graduate level this term designates the student's specialized area of study within the doctoral degree field. To earn a concentration, the student must complete 24 quarter credits within the subject area, with the selection of courses identified by the academic division responsible for the program.

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

CityU undergraduate programs have specific upper- and lower-division requirements. Lower-division courses are numbered 100-299, and are general in nature. Upper-division courses are numbered 300-499. The subject matter in upper-division courses is more specific, and builds upon knowledge gained from lower-division study. CityU will accept up to 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 City University of Seattle, 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's degree** – 90 lower-division, undergraduate quarter credits, including 30 in specific general education disciplines and 60 in the major field.
- **Bachelor's degree** – At least 180 undergraduate quarter credits, including 55 in specific general education disciplines, and all 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 City University of Seattle – 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 City University of Seattle 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's Degree** – Of the 90 lower-division quarter credits required, 25 must be earned in residence, and no more than 65 may be transferred into the program. An exception to this rule is made for the Associate of Science degree program in General Studies-Military Only. In this program only five (5) credits must be earned in residence and up to 85 may be transferred.
- **Bachelor's Degree** – Of the 180 or more quarter credits required, at least 45 upper-division credits must be earned in residence. No more than 135 credits may be transferred.
- **Master's Degree** – Of the quarter credits required, no more than 12 may be transferred, and all remaining credits must be taken in residence, regardless of the exact number needed to complete the program. An exception to this requirement for master's degree programs is made for dual-delivery, bilateral, joint-delivered or partnered articulation programs. Up to 15 quarter credits may be transferred into these programs. All other credits must be earned in residence.

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 hours credits required, no more than 12 may be transferred, and all remaining credits must be taken in residence, regardless of the exact number needed to complete the program.

Definition of Certificate, Certificate Program and Certification

A 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 Teaching English to Speakers of Other Languages

Completion of a CityU certificate program is different from achieving *professional certification* in a field or area of expertise. Some City University of Seattle 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 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) credits per term for graduate 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

Course Delivery Formats

City University of Seattle offers programs of study taught in a variety of formats to allow optimal access and flexibility for students. Although this variety of formats covers a range of fully in-class formats, fully online formats, and formats that combine the two, these formats can be organized into two main categories:

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

Attendance/Contact Policy for Mixed Mode and Distance Learning Courses

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

The U.S. Department of Veterans Affairs (VA) requires documentation of course attendance/contact for students receiving VA benefits. The U.S. Department of Education requires documentation of course attendance/last day of contact for students who receive federal financial aid and are seeking a refund.

It is the student's responsibility to officially withdraw from a course in which the he or she has enrolled but does not intend to continue. If a student vanishes before 60 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/contact has been documented through 60 percent or more of the course, but the student has not been diligent about turning in the required assignments according to the course syllabus, the final grade will be awarded based on the work completed.

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 experiences 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 presentation 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

Mixed mode courses combine learning in classroom settings and online. When 20 percent or more of a mixed mode course is missed in consecutive sessions and there has been no contact with the instructor, the student may be withdrawn from the course according to the refund policy for course withdrawal. Attendance is documented on an official class attendance record.

Online (Web-Based) Distance Learning (DL) Courses

Students taking online Distance Learning courses who have missed 20 percent or more of the course in consecutive sessions and have not been in contact with the instructor may be withdrawn from the course according to the refund policy for course withdrawal. Contact and participation are officially documented by the instructor of record.

Online with Required Seminar

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

Enhanced Distance Learning

These courses 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 management system include but are not limited to: faculty contact information, course documents such as syllabi and required resources, learning materials such a 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 met 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 have the option of obtaining program credit for coursework taken at other institutions, or for equivalent experience, via course waiver, course substitution and direct equivalency. Students in bachelor's degree programs may obtain up to nine (9) upper-division and eighteen (18) lower-division quarter credit course substitutions, waivers, direct equivalencies, or any combination of these three, per degree (i.e., 45 upper-division and 90 lower-division quarter credits). Graduate students may obtain up to four (4) such course options (i.e., 12 quarter credits) per degree.

Course Waiver

When appropriate, students may request that the requirement to take a specific course in their academic program be waived (put aside). Course waivers are granted only when students can demonstrate that they have already completed formal coursework or obtained

experience which, in the judgment of the program director or designee, is directly related to the course in question and is an adequate substitute. To request a course waiver, a student must submit a Petition for Course Waiver, Substitution Form.

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

Course Substitution

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

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

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

Direct Equivalency

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

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

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

Course Repetition

A course that has been failed (whether a No Pass or a decimal grade) must be repeated if it is required for the student's academic degree/certificate program. However, any required course in which the student passed the class, but the grade earned is below 2.0 (undergraduate) or 3.0 (graduate) may be repeated.

Students may take the same CityU course a maximum of three times (i.e. they may repeat the course twice). If a student is not able to earn the minimum passing grade by the third attempt (the second repeat), the only remaining way to fulfill the requirement is to complete the equivalent course at another institution and transfer it into the student's City University of Seattle academic program. This method also requires that the student earn a grade of at least 2.0 (undergraduate) or 3.0 (graduate) when taking the course externally, to satisfy transfer credit requirements. Note: Capstones, internships, student teaching, dissertations/thesis classes may not be completed externally. See Exemptions to course Repeat Policy. When a student has taken a required course three times at City University of Seattle without passing, an enrollment hold is placed on the student's account, barring further enrollment. The hold will remain in effect for up to one year, or until a transcript is received from another institution showing successful completion of the course. If no transcript is received within one year after the last term in which the failed course was attempted, the student's academic status is changed to Dismissed, and that designation appears on the student's academic record.

If at a later date the student completes the course with at least a 2.0 (undergraduate) or 3.0 (graduate) at an outside institution, and it is accepted for transfer to CityU, s/he may be readmitted.

The first, second and/or third grade for a repeated course will all appear on the student's transcript; however, the decimal value of only the most recently earned grade will be included in the cumulative grade point average. If the student successfully completes the repeated course as a transfer to CityU, the grade from the final City University of Seattle attempt will be removed from the cumulative grade point average.

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

Auditing

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

Exemptions to Course Repeat Policy

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

Comprehensive examination courses in the Doctoral Program are eligible for repeat only once.

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

Exceptions to this policy may be made by the dean.

U.S. Veterans

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

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 a Doctor of Education (Ed.D.) in Leadership degree may attempt a maximum of four (4) different course challenges, up to 12 doctoral quarter credits, once they have successfully completed 24 quarter credits of doctoral coursework. Additionally Ed.D. in Leadership degree students will only be allowed to challenge courses if they have demonstrated expertise in the course content area.

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.

Enrollment in Discontinued Programs

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

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

Students who do stop out for more than two consecutive terms from a program that is closed are given a new program plan closely related to their original plan once they return to school. An exception is made for returning students who have no more than two (2) courses remaining to earn a degree. These students are allowed to complete their original program. The University reserves the right to substitute applicable courses to help the student finish.

Degree Requirements

Degree and Certificate Completion Requirements

Students are eligible to receive academic degrees and certificates from 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 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
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/Division of Arts and Sciences, 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
- Drama/Theater
- Languages
- Literature
- Music
- Philosophy/ Logic
- Speech
- Ethics
- History*
- Religion

Social Sciences

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

Natural Sciences/Mathematics

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

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

General Education 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)

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 2.0 (low). Failing grades are 1.9 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)
- 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, Z and decimal grades of lower than 0.7 (undergraduate), or lower than 1.9 (graduate/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.

W (Withdrawal)

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

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

X (Audit)

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

Please see the section on auditing fees in the Finance Policy portion 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".

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
79.99 - 78.75	2.4
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 and doctoral level
73.74 - 72.50	1.9 Failing grade - graduate and doctoral level
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:

- 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.

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.

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

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

Maintaining Current Personal Data

Students are responsible for keeping the University informed of any changes in name, address, telephone and email address. Students may use self-service through the My.CityU.edu portal, inform an advisor, or notify the Registrar's Office using the "Change of Directory Information" form. 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
- Mailing address on record
- Date of birth
- Degree and major program of study
- Dates of enrollment (commencement of studies, termination of studies and reason, gaps in study, if known)
- Current enrollment status (undergraduate or graduate; full-time or part-time)
- Degrees earned and dates of conferral
- Number of credits completed each term
- Honors and awards received
- Photographs
- City University of Seattle email addresses

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

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

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

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

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

Prevention of "Directory Information" Disclosure at Students' Request

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

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

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 the Registrar by July 1 of each year the completion or graduation rates of specific cohorts within degree or certificate seeking full-time, first-time undergraduate students.

Students with Special Needs

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

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

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

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

Examples of reasonable academic accommodations are:

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

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. All reported instances of sexual harassment will be investigated and appropriate disciplinary, criminal, and/or legal action will be taken. No one need fear retaliation for bringing the University's attention to information of this nature. Additionally, anyone who is found to have threatened or intimidated an employee or student to suppress this kind of information will receive disciplinary action.

Grade Appeals

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

A student may appeal a grade only after taking steps to resolve the issue through written communication with the instructor. If the student is not satisfied with the instructor's response, the student may submit a written request that the program director review the matter (for North American, Asia, and Oceania students). 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.

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

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

Requests to initiate a grade appeal are to be sent to the chair of the University's Grade Appeals Committee (North America, Asia, and Oceania) or to the Grade Grievance Director (Europe). The student will be notified in writing of the outcome of this process.

Student's Right to Appeal Decision of Committee

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

Student Code of Conduct

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

The President, 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 Administration.

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

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

Student's Right to Appeal

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

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

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

Definitions:

Verbal Warning:

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

Formal Reprimand:

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

Restitution:

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

Disciplinary Probation:

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

Summary Suspension:

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

Disciplinary Suspension:

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

Expulsion:

Indefinite termination of student status.

Student Identity Verification Policy

The Higher Education Opportunity Act mandates that distance education institutions have a method in place to verify that the students enrolled in and receiving credit for distance education courses and programs are the same students whose achievements are assessed and credentialed.

City University of Seattle complies with the mandate by requiring each student to create a unique and secure login and password. The secure login and password are used to access CityU's learning management system through which distance education courses are delivered. See the Information Technology Code of Conduct, and the Scholastic Honesty Policy, located in this section of the catalog, for additional information on the University's expectation for academic integrity.

In addition to the secure login and password, some programs or courses may require students to complete a proctored assessment. The University provides this service at no cost to the students who elect to complete proctored exams at CityU 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.

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. Any methods used to verify student identity at CityU will protect student privacy.

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 to 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 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 students knowing that the intention is to plagiarize.
   - Bribing or attempting to bribe an instructor.

The University is committed to an educational approach to violations of scholastic honesty. Instructors are encouraged to seek guidance from course managers or 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

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

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

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

City University of Seattle makes the above mentioned materials and other resources available to all students and employees annually.

If a new student enrolls or new employee is hired after the initial distribution for the year the University makes sure that they also receive the materials.

Campus Security

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

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

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

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

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

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

Student Rights 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.*

GORDON ALBRIGHT SCHOOL OF EDUCATION

Curriculum subject to change.
For most current information,
visit us on the web 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).

Bachelor of Arts in Education - Required Prerequisites

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

Lower - Division Requirements (Prerequisites)

College Writing ..... 5 Credits
- College Composition II (ENG 102)

Humanities ..... 20 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/Math ..... 20 Credits
- Life Science
- Physical Science
- Lab
- Natural Science Elective
- College Mathematics
- Math for Elementary Teachers **

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

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

** 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 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

Upper Division Electives ..... 21 Credits

Internship and Student Teaching Requirements ..... 15 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: Take all general prerequisites for the Bachelor of Arts in Education.

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 **(or)**
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 Electives ..... 37 Credits

Master of Education Programs

This effective combination of theoretical and experiential learning rewards educators with greater recognition, advancement opportunities, and professional confidence. CityU offers multiple M.Ed. Programs including Guidance and Counseling, Leadership, Reading and Literacy, and Curriculum and Instruction with emphasis areas in Autism, Technology, or Specialized Study.

Master of Education in Curriculum and Instruction

Total Required Credits..... 45 Credits

Foundation Core ..... 18 Credits

ECU 501	Research and Methodology
ECU 502	Diverse and Global Educational Practice
ECU 503	Professional and Community Engagement

Emphasis Requirements ..... 24 Credits

Select and emphasis area from below.

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

Technology Emphasis

TCI 501	Media Based Learning
TCI 502	Differentiated Instruction
TCI 503	Media Integration
TCI 504	Advanced Technology Design

Autism Emphasis

ESP 544	Assessment
ESP 546	Curriculum
ESP 551	Consultation and Collaboration with Families and Agencies
ESP 554	Introduction to Exceptional Children and Youth Autism Spectrum
ESP 555	Classic Autism/High Functioning
ESP 557	Social Behavior

Specialized Study Emphasis

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

Master Thesis Project ..... 3 Credits

ECU 601	Master of Education Capstone Project

Master of Education in Guidance and Counseling

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

Total Required Credits.....49 Credits

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 Guidance and 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

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.....45 Credits

Foundation Core ..... 18 Credits

ECU 501	Research and Methodology
ECU 502	Diverse and Global Educational Practice
ECU 503	Professional 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.....48 Credits

Foundational Core ..... 18 Credits

ECU 501	Research and Methodology
ECU 502	Diverse and Global Educational Practice
ECU 503	Professional and Community Engagement

Special Education Core..... 27 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
ESP 677	Internship
ESP 679	Student Teaching

Master Thesis Project ..... 3 Credits

ECU 601	Master of Education Capstone Project

Master of Education in Leadership

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

Total Required Credits.....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 Foundation..... 9 Credits

EEA 516	Professional Growth Assessment and Practicum
EEA 518	Leadership for Student Support Services
EEA 519	School Climate and Culture

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

Educational Leadership Emphasis ..... 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

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

EEA 600	Research Project and Presentation **(or)**
EEA 601	Educational Leadership Portfolio, Presentation, and Action Research

Master of Education in Educational Leadership

with Administrator Certification

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

Total Required Credits.....45 Credits

Graduate Foundation Core ..... 9 Credits

ECU 511	Tools for Academic Inquiry **(or)**
EEA 512	Academic Inquiry and Action Research
ECU 526	Current Issues in Education **(or)**
EEA 514	Current and Historical Educational Perspectives
ECC 515	Leadership and Counselling Diverse Cultures in Education **(or)**
ECU 535	Multicultural Perspective: Increasing Family/Community Engagement and Student Achievement **(or)**
EEA 509	Leadership for Diverse Learners

Educational Leadership Emphasis ..... 24 Credits

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
ECU 514	Technology for School Leaders **(or)**
EEA 520	Technology for School Leaders

Internship.....12 Credits

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

Master 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).

Master in Teaching

Elementary Education – Washington

Total Required Credits.....51 Credits

Elementary Education Core Requirements .....7 Credits

ETC 508	Concepts of Sustainability and Social Sciences
ETC 511	Educational Testing, Assessment, and Evaluation
ETC 554	Classroom Management and Discipline
ETC 585	Special Education and Special Programs

Common Core Requirements ..... 25 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 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

Internship and Student Teaching ..... 10 Credits

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

Master in Teaching

Elementary Education and English Language Learners – Washington

Total Required Credits.....66 Credits

Elementary Education Core Requirements ..... 7 Credits

ETC 508 Concepts of Sustainability and Social Sciences
ETC 511 Educational Testing, Assessment, and Evaluation
ETC 554 Classroom Management and Discipline
ETC 585 Special Education and Special Programs

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

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

Common Core Requirements ..... 25 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 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

Internship and Student Teaching ..... 11 Credits

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

Master in Teaching

Elementary Education and Reading - Washington

Total Required Credits.....58 Credits

Elementary Education Core Requirements ..... 7 Credits

ETC 508 Concepts of Sustainability and Social Sciences
ETC 511 Educational Testing, Assessment, and Evaluation
ETC 554 Classroom Management and Discipline
ETC 585 Special Education and Special Programs

Reading Core Requirements ..... 6 Credits

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

Common Core Requirements ..... 25 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 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

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

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

Master in Teaching

Elementary Education and Special Education - Washington

Total Required Credits ..... **69 Credits**

Elementary Education Core Requirements ..... 7 Credits
ETC 508 Concepts of Sustainability and Social Sciences
ETC 511 Educational Testing, Assessment, and Evaluation
ETC 554 Classroom Management and Discipline
ETC 585 Special Education and Special Programs

Special Education (P-12) Core Requirements ..... 12 Credits
ESP 525 Behavior Analysis and Management
ESP 528 Student Assessment and Evaluation
ESP 529 Fundamentals of the IEP Process
ESP 535 Low Incidence Disabilities
ESP 540 Teaming and Transitions

Common Core Requirements ..... 25 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 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

Internship and Student Teaching ..... 16 Credits
ETC 609 September Experience
ETC 610 Internship I
ETC 625 Internship II
ETC 642 Internship III
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 Requirements ..... 4 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 ..... 4 Credits

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

Special Education (P-12) Core Requirements..... 5 Credits

ESP 525 Behavior Analysis and Management
ESP 535 Low Incidence Disabilities

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 - 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
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

Curriculum subject to change.
For most current information,
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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
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

Graduate Certificates: Education

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 **(or)**
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 **(or)**
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 **(or)**
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

Executive Leadership: Professional Certification for Principals and Administrators

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

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

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

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

Educators who seek to add Highly Qualified credentials 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 areas, 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.....42 Credits

ESP 423	Curriculum Modifications and Adaptations
EDE 307	Special Education and Special Programs
EDU 404A	Content: Student Assessment and Evaluation
ERL 436	Literacy Instruction and Assessment I
ERL 438	Literacy Instruction and Assessment II
EDE 403	Health and Fitness
EDE 370A	Content: Creative Arts: Concepts and Methods
EDE 433	Content: Mathematics I
EDE 325	Sustainability and the Social Sciences
ERL 440A	Content: Literacy Integration
EDE 439	Content: Mathematics II
EDU 329	Science, Technology, Engineering and Math
EDU 337	Practicum

Special Education Endorsement .....24 Credits

ESP 423	Curriculum Modifications and Adaptation
ESP 370A	Content: Exceptionality in Special Education
ESP 409A	Content: Fundamentals of the IEP Process
ESP 408	Student Assessment and Evaluations
ESP 405	Behavior Analysis and Management
ESP 373	Special Education: Low Incidence
ESP 376	Autism
ESP 465	Transitions, Teaming, and Collaboration
EDU 499	Internship
EDU 337	Practicum

English Language Learners Endorsement ....21 Credits

ESL 421	Linguistics and Language Acquisition
ESL 434	Learning Strategies and Assessment
ESL 415	ELL Methodology: Reading and Writing
ESL 431	History of Bi-Lingual Education and Advocacy
ESL 418	Internship

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

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

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

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

Reading Endorsement.....28 Credits

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

SCHOOL OF MANAGEMENT

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

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.

Total Required Credits.....90 Credits*

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

Program Courses .....80 Credits

OR 105	Academic Skills and Preparing for Work
ENG 100	College Reading/Writing
ENG 101	English Composition I
ENG 102	English Composition II
HUM 105	Introduction to Critical Thinking
MATH 138	College Algebra **(or)**
MATH 141	Precalculus **(or)**
MATH 151	Calculus
SSC 220	Principles of Microeconomics
SSC 221	Principles of Macroeconomics
MTH 110	Introduction to Statistics
SCI 215	Environmental Science
AC 215	Fundamentals of Accounting
CS 201	Information Technologies for Managers
MG 201	Introduction to Functions of Management
SSC 107	Introduction to International Studies
MK 205	Introduction to Marketing
BSM 205	Business Operations

Natural Science Electives.....5 Credits

**Choice of one lower-division natural science elective course offered at City University of Seattle or transferred from an accredited institution with a grade of 2.0 or above.

Capstone Course.....5 Credits

BSM 295	Associate in Business Capstone

***A minimum of 25 credits must be taken at City University of Seattle, 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.

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 you 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 Core .....50 Credits

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

Upper-Division Electives .....40 Credits

Choose 40 credits of upper-division undergraduate level elective coursework from other fields or disciplines including business, psychology, communications, information systems, and general education. Contact an admissions advisor for the current list of available courses. The following electives are available in the performance-based format in 20 credit blocks. Students are free, however, to choose electives in any format offered at CityU.

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

(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 Science in Business Administration

Students completing City University of Seattle's BSBA will have a solid understanding of the art and craft of business. As students are immersed in the fundamentals of business, they learn the softer skills of communication, teamwork, cultural fluency, and maximization of technology. Students may apply the knowledge and skills they acquire in their undergraduate studies directly to their current occupations. Students choose from many different emphasis areas: General Management, International Management, Project Management, Human Resource Management, Information Systems Management, Marketing, Corporate Risk, Supply Chain Management, International Finance, or Individualized Study (where students may design their own emphasis), to add depth in an area of interest to them. Graduates of the baccalaureate program are well-equipped to continue their studies in the graduate degree programs.

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

Undergraduate Core.....20 Credits

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

Business Core .....45 Credits

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

Emphasis Area ..... 25 Credits

Choose one of the emphasis areas listed below:

Accounting Emphasis

The Accounting Emphasis is designed to provide students with a firm foundation in financial accounting principles, management accounting concepts, and taxation. These courses prepare students to research and apply knowledge when preparing and analyzing financial information. The emphasis serves to prepare students for employment in the field of accounting as well as provides the groundwork for those wanting to pursue a Master of Professional Accounting (MPAc) or MBA with an Accounting Emphasis.

AC 301	Intermediate Accounting I
AC 302	Intermediate Accounting II
AC 303	Intermediate Accounting III
AC 312	Management Accounting
AC 420	Federal Income Tax Concepts

International Finance Emphasis

The International Finance emphasis provides students with the opportunity to study more advanced financial concepts introduced in the core. This emphasis is designed for students wishing to pursue employment in financial organizations.

FIN 400	Investment Banking
FIN 401	Corporate Finance
FIN 402	International Finance
FIN 403	Financial Futures and Options Markets
FIN 404	Investments

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 304	Organizational Communications
BSM 404	International Business
ENT 300	Entrepreneurship
PM 401	Introduction to Project Management

Human Resource Management Emphasis
The Human Resource Management emphasis provides students with a solid foundation in general business as well as human resource fundamentals. The emphasis expands the core knowledge of business gained in the core to include employment law, employee benefits and relations, and human resource management.

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
MK 388	Global Marketing
BSM 412	International Financial Management
BSM 413	International Trade and Logistics
BSM 414	International Management

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 390	Advertising and Sales Promotion
MK 402	Understanding Consumer Behavior
MK 403	Public Relations
MK 388	Global 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 408	People and Communication in Projects
PM 409	Leadership and Teams

Supply Chain Management Emphasis
The emphasis in supply chain management prepares students for careers in procurement, manufacturing operations, planning, distribution and international trade. Students will develop project management, budget management and supply chain-specific knowledge including: forecasting, international trade legislation and performance-based logistics.

BSM 413	International Trade and Logistics
BSM 415	Strategic Logistics Management
ISM 400	Integrated Supply Chain Management
MG 360	Financial Fundamentals for Managers
PM 401	Introduction to Project Management

Corporate Risk Emphasis
Globalization and the advancement of digital technologies has increased the spectrum of risks firms face; moreover the public in general, government regulations, and clients' expectations put increasing pressure on firms to identify and mitigate risks. In recent years firms have had to expand and enhance their capabilities to identify risks which can impact corporate success or, in the extreme, solvency. The Corporate Risk emphasis is designed to address these challenges and give the students the insight and tools to deal with these risks.

(Emphasis through Fall 2016 program start)

CJ 410	Risk Assessment and Prevention
CJ 360	Cybercrime, Technology, and Social Change
CJ 424	Homeland Security and Espionage **(or)**
CJ 422	Organizational and White-Collar Crime
CJ 350	Globalization and Crime **(or)**
BSM 413	International Trade and Logistics
CJ 465	Bureaupathology

(Emphasis Winter 2017 program start and beyond)

CJ 403	Enterprise Risk Management
CJ 360	Cybercrime, Technology, and Social Change
CJ 424	Homeland Security and Espionage **(or)**
CJ 422	Organizational and White-Collar Crime
CJ 350	Globalization and Crime **(or)**
BSM 413	International Trade and Logistics **(or)**
CJ 410	Risk Assessment and Prevention **(or)**
CJ 363	Business Investigation and Fraud Examination
CJ 465	Bureaupathology

Europe

Total Required Credits.....180 Credits

Lower-Division Requirements.....90 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 Core .....45 Credits

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

Emphasis Area .....25 Credits

Choose one of the emphasis areas listed below:

General Management Emphasis

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

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 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.

Total Required Credits .....180 Credits

Lower-Division Requirements .....90 Credits

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

Upper Division Requirements .....90 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

Capstone ..... 5 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.

Total Required Credits..... 180 Credits

Lower-Division Requirements ..... 90 Credits

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

Preparatory Course ..... 5 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

Capstone ..... 5 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.

Total Required Credits.....48 - 51 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 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 offerrings and/or transferring in graduate work from another school that meets transferrability 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 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 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.

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

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 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 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 three courses from the list below:

MK 527 Consumer Behavior
MK 528 Channel Management
MK 529 Public Relations and Media Management
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 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 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 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

Sustainable Business Emphasis

The concept of sustainability needs to be an important consideration for business today and into the future. It will become a larger part of all our lives as we explore ways to maintain economic growth while maintaining a healthy planet. City University of Seattle's MBA with an emphasis in sustainable business provides skills that all business managers and leaders will need going forward as companies in the global marketplace increase their efforts to implement sustainable practices and achieve greater social justice. If you wish to play an active, more meaningful leadership role in tomorrow's business world, this emphasis is for you.

MBA 585 Sustainability and the Business Opportunity

Choose three courses from the list below:

MK 575 Marketing in the New Economy
MBA 575 Environmental and Corporate Responsibility
MBA 580 Environmental Accounting
MBA 625 Sustainable Business Internship

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.

Choose one course from Group 1, 2, 3; AND one course from Group 1, 2, 3, or 4

1. Information Security:

ISEC 500 Information Security Overview
ISEC 510 The Senior Manager and Information Security

2. IT Process:

ITMGMT 510 Managing the Technology Project
ITMGMT 530 Managing Process Innovation
ITMGMT 570 Maintaining the Technology Infrastructure
ITMGMT 575 Technology Implementation and Change

3. IT Management Topics:

ITMGMT 520 Managing the Technology Team
ITMGMT 550 The Responsibilities of Global Citizenship
ITMGMT 565 Leveraging Emerging Technologies
ITMGMT 625 Technology Management Internship

4. IT Strategy:

ITMGMT 540 Managing the Technology Enterprise

The Language-Assisted Master of Business Administration

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

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

Master of Science in Integrated Supply Chain Management

The Master of Science in Integrated Supply Chain Management develops highly skilled supply chain managers to meet the growing talent gap that exists within the industry. Students in the program will be explore, assess, design and evaluate integrated supply chain systems. Graduates from the program will possess critical skills and competencies as identified by the military national logistics curriculum, professional associations, and the Bureau of Labor's core requisites. Students will complete case studies, simulations and a real world project to develop the requisite competencies.

Total Required Credits.....45 Credits

MAL 535	Leading Change in Diverse Organizational Cultures
ISM 500	Integrated Supply Chain Theory
ISM 510	Data Science for the Supply Chain
ISM 515	Demand Management and Warehousing Controls
ISM 520	Strategic Sourcing
ISM 525	Enterprise Resource Planning
ISM 530	Global Integrated Supply Chain
ISM 535	Adaptive Supply Chain and Crisis Management
ISM 540	Advanced Integrated Supply Chain Management
ISM 590	Process Consulting I
ISM 592	Process Consulting II
ISM 594	Process Consulting III
ISM 596	Process Consulting IV
ISM 599	Professional Supply Chain Certification
ISM 570	Quality Management Tools I
ISM 572	Quality Management Tools II
ISM 574	Quality Management Tools III

Master of Science in Project Management

The MS in Project Management provides the skills, knowlede and insights required to manage projects and programs in a varity 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 situtational 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.

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.

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

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

Curriculum subject to change.
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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

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 Channel Management
MK 529 Public Relations and Media Management
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

TECHNOLOGY INSTITUTE

Curriculum subject to change.
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THE TECHNOLOGY INSTITUTE OF THE SCHOOL OF MANAGEMENT

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

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

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

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 Applied Computing program 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: Lower division courses in the Bachelor of Science program, including IS 201 – Fundamentals of Computing, MATH146 - Foundational Statistics, CS151 - Programming in Python, CS131 - Computer Science I - C++, CS225 - Introduction to Web Design.

Total Required Credits.....180 Credits

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

Preparatory Courses .....10 Credits

IS 201	Fundamentals of Computing
MATH 146	Foundational Statistics

Core Requirements..... **45 Credits**
(35 Upper/10 Lower)

CS 151	Programming with Python (or)
CS 131	Computer Science I - C++
CS 225	Introduction to Web Design
BC 301	Critical Thinking
IS 306	Data Management Communications and Networking
CS 302	Human Computer Interaction **(or)**
IS 330	Information Systems **(or)**
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

Capstone .....10 Credits

CS 495	Capstone I - Project Initiation
CS 496	Capstone II - Project Implementation and Validation

Emphasis Area .....25 Credits

Choose one of the emphasis areas listed below:

Information Security Emphasis

Introducing and reinforcing the most recent developments and standards in managing and maintaining information security systems, the Information Security (InfoSec) emphasis ensures the student achieves mastery of concepts and ideas related to modern Information Security management and administration. This emphasis area is designed to help students who are seeking to develop and improve upon their knowledge and understanding of Information Security management as well as their careers by updating their knowledge and reinforcing lifelong learning in a dynamic and rapidly changing Information Security industry.

IS 308	Internet Technologies
CS 481	Network Security
IS 464	Policy and Audits
IS 468	Tools and Techniques
IS 472	IT Compliance

Networking Emphasis
(This emphasis area will not be available to new or transfer students after the Summer 2016/2017 quarter).

Developing a comprehensive understanding of data and broadband communications, including multi-media applications and integrated services networks, the Networking emphasis helps the student demonstrate mastery of communications architectures and protocols across a broad variety of services including wired, optical and wireless carriers across voice, video and data services. The emphasis area includes topics in network design, performance modeling, capacity planning, traffic shaping, service management, fault management, quality of service, routing and switching, coding, security, and other areas at the Telco/Service Provider and enterprise network levels. The emphasis is designed for students who are seeking to develop and improve their knowledge and understanding of networks, to prepare for careers in telecommunications providers or enterprises and to reinforce lifelong learning.

CS 300 Telecommunications
CS 330 Network Communications Basics
CS 332 Switches, Routing and Protocols
CS 436 Network Applications Layer
CS 492 Network Management

Programming Emphasis
Introduction and reinforcement of the most recent developments and standards in programming. Students will learn multiple techniques in different computing languages, helping students who are seeking to develop and improve upon computer programming skills, as well as their careers by updating their knowledge and reinforcing lifelong learning in a dynamic and rapidly changing computer programming industry.

IS 438 Programming Special Topics
IS 375 C++ Intermediate
IS 381 C# For Programmers
IS 423 Data Structures and Algorithms
IS 425 C# Advanced

Systems Development Emphasis
Covers the life cycle development of software products as well as the processes to continuously improve the development of software and the capability of people to develop and manage software products in a global environment. Students will have depth of knowledge in systems development and management upon completion.

CS 416 Database Management
IS 308 Internet Technologies
IS 430 Web Programming
IS 440 Quality Assurance
IS 450 Software Process Management

Bachelor of Science in Computer Science

The Bachelor of Science in Computer Science program focuses on computers, computing problems and solutions from a scientific perspective. The program includes coverage of the theory of computation and how computers work, as well as investigation into programming languages, algorithms, software systems design, human computer interfaces and other aspects of computing. Students in the program study in-depth in emphasis areas such as programming, software engineering, or robotics.

B.S. in Computer Science Program Educational Objectives

The Computer Science program will prepare graduates to:

- Develop software solutions for complex problems applying appropriate algorithms, languages, tools, and sound design principles.
- Demonstrate an ability to apply mathematical and computing theory to the solution of problems in the presence of constraints and conditions.
- Apply sound reasoning and theory to ethical, legal, security and social issues confronted in the profession.
- Function effectively in teams in person and remotely.
- Analyze the local and global impact of decisions and actions on individuals, organizations and society.
- Effectively communicate with a range of audiences both orally and in writing.
- Demonstrate the need and an ability to engage in continuous professional development.

Total Required Credits.....180 Credits

Preparatory Courses - Mathematics ..... 25 Credits

MATH 146 Foundational Statistics
MATH 151 Calculus
MATH 245 Topics in Discrete Mathematics
Choose two courses from the options below:

Calculus II, Calculus III, Linear Algebra, Number Theory, Boolean Algebra, Queueing Theory, or Automata Theory**

Preparatory Classes - Laboratory Science ..... 20 Credits

Students must complete four courses from the options below (minimum of one physics is strongly recommended)

General Physics I or II or III, must also complete corresponding Lab
Engineering Physics I or II or III must also complete corresponding Lab
General Chemistry I or II with corresponding Lab
General Biology with Lab
Statics with Lab
Dynamics with Lab
Thermodynamics with Lab
Introduction to Physical Geology with Lab
Introduction to Oceanography with Lab

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Preparatory Classes - General .....5 Credits

BC 301	Critical Thinking **(or)** Critical Thinking (100 or 200 Level)

Core Requirements.....75 Credits

CS 225	Introduction to Web Design
CS 131	Computer Science I - C++
IS 375	C++ - Intermediate
IS 381	C# For Programmers
IS 360	Database Technologies
CS 302	Human Computer Interaction
IS 308	Internet Technologies
IS 340	Operating Systems
IS 350	Systems Analysis and Design
CS 370	Computer Organization and Architecture
CS 423	Programming Language Survey
PM 401	Introduction to Project Management
IS 345	Information Security
IS 470	IT Service Management
IS 471	Information Technology Ethics

Capstone .....10 Credits

CS 495	Capstone I - Project Initiation
CS 496	Capstone II - Project Implementation and Validation

Requirement Area ..... 15 Credits

Choose one of the Requirement areas listed below:

Programming

IS 437	C++ Advanced **(or)**
IS 430	Web Programming
IS 425	C# - Advanced
IS 438	Programming Special Topics

Software Engineering

CS 454	Systems Design **(or)**
IS 472	IT Compliance
IS 440	Quality Assurance
IS 450	Software Process Management

Information Security

IS 464	Policy and Audits **(or)**
CS 463	Secure Programming
IS 468	Tools and Techniques
IS 472	IT Compliance

** Other options may be considered through formal petition process

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 Information Systems program will prepare graduates to:

- Successfully compete as professionals throughout careers in information systems.
- Demonstrate competency in the analysis, software development life-cycle, integration, implementation and management of information systems in a global environment.
- Appropriately integrate 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 higher

Preparatory Courses..... 25 Credits

IS 201	Fundamentals of Computing
MATH 141	Precalculus
MATH 146	Foundational Statistics
MATH 151	Calculus
BC 301	Critical Thinking (or)
HUM 105	Introduction to Critical Thinking

Business Core ..... 35 Credits

MG 201	Introduction to Functions of Management
MK 205	Introduction to Marketing
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 Core .....35 Credits

CS 225	Introduction to Web Design
IS 306	Data Management Communications and Networking
CS 131	Computer Science - C++
IS 345	Information Security
IS 350	Systems Analysis and Design
IS 470	IT Service Management
IS 471	Information Technology Ethics

Capstone ..... 10 Credits

CS 495	Capstone I - Project Initiation
CS 496	Capstone II - Project Implementation and Validation

Emphasis Area ..... 25 Credits

Choose one of the emphasis areas listed below:

Programming Emphasis

Designed to introduce and reinforce the most recent developments and standards in programming. This emphasis is designed to help students who are seeking to develop and improve upon computer programming skills, as well as their careers, by updating their knowledge and reinforcing lifelong learning in a dynamic and rapidly changing computer programming industry. The student will learn multiple techniques in different computing languages, and be able to apply those skills directly to their job.

IS 375	C++ Intermediate
IS 381	C# For Programmers
IS 423	Data Structures and Algorithms
IS 425	C# Advanced
IS 438	Programming Special Topics

Systems Development and Management Emphasis

This Emphasis covers the life cycle development of software products as well as the processes to continuously improve the development of software and the capability of people to develop and manage software products in a global environment. The emphasis has been designed in cooperation with industry leaders to meet the most critical needs of business and government. Upon completion of this emphasis area, the graduate will have depth of knowledge in systems development and management.

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

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 Information Technology program 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 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 ..... 20 Credits

IS 201	Fundamentals of Computing
MATH 146	Foundational Statistics
MATH 151	Calculus
CS 225	Introduction to Web Design

Undergraduate Core..... 55 Credits

BC 301	Critical Thinking
CS 306	Information Management
CS 302	Human Computer Interaction
IS 308	Internet Technologies **(or)**
CS 330	Network Communications Basics (Required for Networking Emphasis)

IS 340	Operating Systems
IS 350	Systems Analysis and Design
PM 401	Introduction to Project Management
IS 410	Programming
IS 345	Information Security
IS 470	IT Service Management
IS 471	Information Technology Ethics

Capstone ..... 10 Credits

CS 495	Capstone I - Project Initiation
CS 496	Capstone II - Project Implementation and Validation

Emphasis Area ..... 25 Credits

Choose one of the emphasis areas listed below:

Information Security Emphasis

Introducing and reinforcing the most recent developments and standards in managing and maintaining information security systems, the Information Security (InfoSec) emphasis ensures the student achieves mastery of concepts and ideas related to modern Information Security management and administration. This emphasis area is designed to help students who are seeking to develop and improve upon their knowledge and understanding of Information Security management as well as their careers by updating their knowledge and reinforcing lifelong learning in a dynamic and rapidly changing Information Security industry.

CJ 360	Cybercrime, Technology, and Social Change **(or)**
CJ 361	Cyber and Surveillance Law and Government **(or)**
CJ 424	Homeland Security and Espionage
IS 464	Policy and Audits
IS 468	Tools and Techniques
IS 472	IT Compliance
CS 481	Network Security

Networking Emphasis ..... 25 Credits

Developing a comprehensive understanding of data and broadband communications, including multi-media applications and integrated services networks, the Networking emphasis helps the student demonstrate mastery of communications architectures and protocols across a broad variety of services including wired, optical and wireless carriers across voice, video and data services. The emphasis area includes topics in network design, performance modeling, capacity planning, traffic shaping, service management, fault management, quality of service, routing and switching, coding, security, and other areas at the Telco/Service Provider and enterprise network levels. The emphasis is designed for students who are seeking to develop and improve their knowledge and understanding of networks, to prepare for careers in telecommunications providers or enterprises and to reinforce lifelong learning.

*(This Emphasis area will not be available to new or transfer students after summer 2016/2017).

CS 332	Switches, Routing and Protocols
CS 300	Telecommunications
CS 436	Network Applications Layer
CS 492	Network Management
CS 481	Network Security

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.

Upon completion of the program student will:

1. Demonstrate the application of a broad set of principles, tools and techniques within the field of Computer Science.
2. Apply knowledge in depth one or more areas of interest in Computer Science.
3. Demonstrate a strong foundation in ethical knowledge applied to the field.
4. Independently research and resolve problems in Computer Science.
5. Present the results of their efforts in written and diverse public forums.

Total Required Credits.....45 Credits

Computer Science Core Requirements ..... 21 Credits

CS 504	Principles of Software Engineering **(or)**
CS 542	Systems Analysis and Design
CS 533	Computer Architecture
CS 570	Software Testing
ITMGMT 510	Managing the Technology Project
ISEC 500	Information Security Overview **(or)**
CS 547	Secure Systems and Programs
ITMGMT 575	Technology Implementation and Change
ITMGMT 550	The Responsibilities of Global Citizenship **(or)**
ISEC 520	Ethical Obligations in Information Security

Depth-of-Study Sequence ..... 15 Credits

Each sequence consists of five related courses. Two or more sequences are offered each academic year. Sequence options may include Programming, Technology Management, Web Development, Development Management, etc. Sequences vary by student interest, program needs, and faculty availability. Check with your advisor for the most updated course options.

Capstone .....9 Credits

CS 651	Computer Systems Capstone - Define
CS 652	Computer Systems Capstone - Process
CS 653	Computer Systems Capstone - Analyze and Report

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.

Upon graduation the student will be able to:

1. Evaluate the effectiveness of Information Security in an organization.
2. Connect with others, demonstrate the value of Information Security and effectively communicate to influence change.
3. Assess the weaknesses, threats, and vulnerabilities of a system and apply risk management strategies.
4. Make recommendations and implement security policies and practices.
5. Incorporate ethical, business, legal, regulatory, and cultural concerns into Information Security plans and practices.
6. Research appropriate resources for learning about new Information Security issues and practices.
7. Participate as a member or leader in a team providing Information Security expertise.

Cyber Security Environment

8. Characterize the nature of the Information Security environment including; threats, espionage and cyber warfare in business and government.

Breaking and Securing

9. Analyze security vulnerabilities in a variety of languages and platforms and determine how to build securely coded systems.

Information Security Audit

10. Conduct a thorough standards-based audit of information security in systems and organizations.

Total Required Credits.....48 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 (Select Two) .....24 Credits

Cyber Security Environment

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

Breaking and Securing Code

ISEC 612 Breaking and Securing the Web
ISEC 614 Breaking and Securing Applications I
ISEC 616 Breaking and Securing Applications II
ISEC 618 Breaking and Securing the Enterprise

CPA Exam Review

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)

Information Security Audit

AC 540 Auditing Techniques **(or)**
ITMGMT 540 Managing the Technology Enterprise
ISEC 605 Information Security Auditing
ITMGMT 570 Maintaining the Technology Infrastructure
ITMGMT 510 Managing the Technology Project

Capstone Project/Thesis .....9 Credits

CS 651 Computer Systems Capstone - Define
CS 652 Computer Systems Capstone - Process
CS 653 Computer Systems Capstone - Analyze and Report

GENERAL STUDIES OF THE DIVSION 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.

Total Required Credits.....90 Credits*

General Education.....30 Credits

College Composition	5
College Mathematics***	5
Humanities	5
Social Sciences	5
Natural Science/Math	5
Electives**	5

Program Courses.....55 Credits

Courses are selected by the student (in consultation with their advisor) or may be transferred into the program.

Capstone Course.....5 Credits

GS 295 Associate Degree Capstone

*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.

Total Required Credits.....180 Credits

Lower-Division Requirements..... 90 Credits

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

DIVISION OF ARTS & SCIENCES

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

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.

Total Required Credits..... 180 Credits

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

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 Core .....55-60 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

Elective Courses (BAAP without an Emphasis Area) 5 Credit Upper Division

BAAP without an Emphasis Area.....25-30 Credits

Choose one of the elective or emphasis areas listed below:

Child and Adolescent Services Emphasis

The B.A.A.P. with Child and Adolescent Services emphasis prepares students to meet the needs of children and adolescents in a variety of youth and family service settings and family welfare agencies. It provides knowledge, skills, and practical experience in working with children and adolescents.

PSY 323 Psychological Testing
PSY 415 Psychology of Adolescents
PSY 421 Interviewing and Counseling Skills
PSY 498 Senior Seminar
PSY 422 Child Psychology

Criminal Behavior Emphasis

The B.A.A.P. with Criminal Behavior Emphasis prepares students to work with people dealing with legal issues or involved in court cases.

SOC 319 Criminal Behavior
SOC 320 Juvenile Delinquency
PSY 322 Forensic Psychology
PSY 323 Psychological Testing
PSY 498 Senior Seminar
PSY 421 Interviewing and Counseling Skills

Gerontology Emphasis

The B.A.A.P. with Gerontology Emphasis is designed for anyone interested in the issues of aging. In this program you will gain the skills and knowledge necessary to understand the biological, social, and psychological issues related to aging; assess the needs of elderly populations; and work individually or collaboratively with other professionals to analyze and improve existing services/ programs available to elderly adults.

SOC 318 Gerontology
PSY 323 Psychological Testing
PSY 421 Interviewing and Counseling Skills
PSY 498 Senior Seminar
PSY 423 Health Issues in Aging

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 students 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.

Total Required Credits.....180 Credits

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

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 MATH 107 (Mathematical Reasoning and its Applications) or higher.

Human Services Core .....60 Credits

HSVC 250 Ethics of Human Services Practice
HSVC 200 Introduction to Human Services
PSY 209 Fundamentals of Research Methods in Social Sciences
PSY 240 Critical Thinking and Writing Skills in Social Sciences
HSVC 320 Organizational Systems
HSVC 410 Assessment and Intervention with Diverse Populations
HSVC 420 Advocacy for Diverse Communities
PSY 421 Interviewing and Counseling Skills
HSVC 480 Internship I
HSVC 485 Internship II
HSVC 481 Capstone/Internship Seminar I
HSVC 486 Capstone/Internship Seminar II

Choose Two from below:
HSVC 350 Change Theory and Motivational Interviewing
HSVC 355 Principles of Social Justice in Human Services
HSVC 365 Understanding Trauma and Recovery

Human Services without Emphasis

Other Required .....10 Credits

SOC 306 Sociology of Health, Illness, and Medicine
HSVC 415 Working with Families and Groups

Addiction Recovery Services Emphasis

The courses in the Addiction Recovery Emphasis Area were designed to meet the education requirements for the Washington State Chemical Dependency Professional license. Courses are offered in partnership with Spokane Falls Community College.

PSY 324 Introduction to Behavioral Pharmacology
PSY 418 Psychology of Substance Abuse
HSVC 415 Working with Families and Groups: A Systems Perspective

Elective Credit - choice of six upper-division elective courses (30 units) must be in the Addiction Recovery/Chemical Dependency content area - must be approved by Program Director.

Aging/Older Adult and Disability Services Emphasis

This emphasis prepares students for the growing field of elder care and case management, as well as providing students with the knowledge and skills to serve people with disabilities.

SOC 306 Sociology of Health, Illness, and Medicine
HSVC 415 Working with Families and Groups: A Systems Perspective
HSVC 370 Providing Services for Clients with Disabilities
SOC 318 Gerontology
HSVC 375 Human Service Practice with Older Adults
PSY 423 Health Issues in Aging

Child and Adolescent Services Emphasis

This emphasis area is designed for anyone interested in working with children, youth, and families. It prepares students to work in the child welfare system, youth activity programs, and family support services, to name a few.

HSVC 415 Working with Families and Groups: A Systems Perspective
HSVC 380 Human Services Practice with Children and Adolescents

Choose Four from below:

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

SOC 306	Sociology of Health, Illness, and Medicine
PSY 415	Psychology of Adolescents
PSY 422	Child Psychology
SOC 320	Juvenile Delinquency
SOC 412	Sociology of the Family

Health and Human Services Administration Emphasis

In this emphasis area, students learn about the leadership and management of human service organizations, including managing boards of directors, obtaining and managing funding, human resources management, and other administrative roles and functions. Students also complete the human services core, thus receiving a good grounding in direct service skills to complement the leadership focus of this emphasis area.

HSVC 360	Managing and Leading Organizations
HSVC 415	Working with Families and Groups: A Systems Perspective

Choose Four from below:

HL 310	Legal and Ethical Issues in Healthcare Administration
HL 330	Health Informatics
HL 340	Healthcare Administration Human Resource Management
HL 410	Healthcare Administration Budgeting and Finance
HL 420	Healthcare Planning and Evaluation
HL 440	Healthcare Politics and Policy
PM 401	Introduction to Project Management

Human Services in Criminal Justice Emphasis

This emphasis area prepares students to work with individuals within the prison, probation and juvenile justice systems.

HSVC 415	Working with Families and Groups: A Systems Perspective
SOC 319	Criminal Behavior (**or**)
CJ 318	Fundamentals of Criminology
PSY 322	Forensic Psychology
PSY 220	Fundamentals of Abnormal Psychology
SOC 320	Juvenile Delinquency
HUM 215	History of Punishment and Prisons

Bachelor of Science in Criminal Justice

(This program version is being revised at the end of the fall 2016 quarter, refer to the updated BSCJ program plan below if inquiring for the winter 2017 start or beyond.)

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.

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, except for the Cyber Forensic Investigation Emphasis which requires College Algebra or higher.

CJ 314	Applied Research Methods
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
PSY 240	Critical Thinking and Writing Skills in Social Sciences

Emphasis Area ..... 25-45 Credits

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	Investigation of Business Crimes
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
CS 306	Information Management
CS 481	Network Security
IS 308	Internet Technologies
IS 345	Information Security
IS 464	Policy and Audits
IS 468	Tools and Techniques
IS 472	IT Compliance

Note: This Emphasis requires College Algebra or higher for the General Education Requirement

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 351	Global Criminal Justice

Required for all Emphasis areas.

Capstone ..... 5 Credits

CJ 465	Bureaupathology

Bachelor of Science in Criminal Justice

(Updated Program Starts in Winter 2017 Quarter)

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.

Total Required Credits..... 180 Credits

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

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

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
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

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 .....50 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
CS 481	Network Security
CS 306	Information Management **(or)**
IS 306	Data Management Communication and Networking
IS 330	Information Systems
IS 308	Internet Technologies
IS 345	Information Security
IS 464	Policy and Audits
IS 468	Tools and Techniques
IS 472	IT Compliance

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

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.

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

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, Couples 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.

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

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

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/Practica ..... 13 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

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

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

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
Division 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.

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.

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

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

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.

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 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
Division 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
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 6Credits

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).

Curriculum subject to change.
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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

Curriculum subject to change.
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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.

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 Core .....6 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.

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

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

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 ..... 30 Credits

Choose one of the concentration areas listed below:

Educational Leadership Concentration - Principal or Program Administrator

The Educational Leadership - Principal or Program Administration concentration provides students with an individualized approach to learning. This specialty is designed for practicing district and school administrators, education leaders, classroom teachers, and other aspiring leaders. The concentration is a natural fit for those on a leadership track in P-12 public and private schools, school systems, and other related organizations. In addition to a doctoral degree, students may simultaneously work toward Washington state certification as a principal or program administrator.

EEA 520	Technology for Educational Leaders
EEA 521	Educational Leadership
EEA 524	School Law
EEA 525	School Finance/Operations
EEA 527	Human Resources Management in Education
EEA 533	Supervision of Instruction
EEA 605	Reflective Seminar I
EEA 606	Reflective Seminar II
EEA 607	Reflective Seminar III
EEA 620	Internship I
EEA 621	Internship II
EEA 622	Internship III

Educational Leadership Concentration - Superintendent Certification

The Educational Leadership - Superintendent Certification concentration provides students with an individualized approach to learning. This specialty is designed for practicing district and school administrators, education leaders, classroom teachers, and other aspiring leaders. The concentration is a natural fit for those on a leadership track in P-12 public and private schools, school systems, and other related organizations. In addition to a doctoral degree, students may simultaneously work toward Washington state certification as a superintendent.

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EDLD 649	Executive Academy for Visionary Leadership and Educational Reform
EDLD 652	Advanced Seminar in Supervision and Instructional Leadership
EDLD 654	Organizational Leadership and Resource Management
EDLD 656	Policy, Governance and Community
EDLD 659	Executive Academy in Transformational Leadership
EDLD 681	Internship I
EDLD 682	Internship II
EDLD 683	Internship III
EDLD 641	Reflective Seminar I **(or)**
EDLD 671	Practicum I
EDLD 642	Reflective Seminar II **(or)**
EDLD 672	Practicum II
EDLD 643	Reflective Seminar III **(or)**
EDLD 673	Practicum III
EDLD 680	Pre-Internship Assessment and Assessment Seminar **(or)**
EDLD 670	Entry and Pre-Assessment Seminar
EDLD 684	Culminating Seminar and Portfolio Presentation **(or)**
EDLD 674	Culminating Seminar

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 648	Collaborating, Networking, and Outreach
LDRD 650	Curricular Design in Higher Education
LDRD 652	Building Academic Communities through Educational Technology
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
LDRD 668	Institutional Assessment and Evaluation

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 611	Leading through Project Management
LDRD 632	Collaborative Coaching
LDRD 634	Leading in a Global Environment
LDRD 636	Leading Diverse Teams
LDRD 639	Leading Organizational Development
LDRD 642	Organizational Design and Culture
LDRD 644	Managing Complexity in Organizations
LDRD 648	Collaborating, Networking, and Outreach

Specialized Study Concentration

The Specialized Study concentration allows students to frame a degree focus in a specific area consistent with their current or anticipated field of interest or specialization. Students will develop the skills they need to generate trust, empower others, and implement innovative and strategic solutions in their field of concentration, demonstrating academic rigor and scholarly research throughout their course of study. Students can build on any prior graduate focus, augmented with courses from the several doctoral concentrations and from other CityU master's programs to best design their proposed course of study. Students work with their advisor to identify the courses required for the specialized study concentration and document the rationale for the selections; this concentration proposal is subject to approval by the director.

Graduate Certificate

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

Change Leadership

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

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 i TEP 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

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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

Curriculum subject to change.
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General Studies Requirement Codes
CC College Composition / **CM** College Mathematics
HU Humanities / **NS** Natural Sci/Math / **SS** Social Sciences

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 302.

Advanced Accounting
AC 405 5 Credits

Advanced Accounting, AC 405, will take the student through an in-depth study of financial accounting and accounting research. Emphasis is placed on the preparation and analysis of consolidated financial statements using various methods, accounting for minority ownership and equity investments including the treatment of goodwill, disaggregation of financial reports into operating segment information, restatement of foreign currency transactions and translation of financial statements to reflect international monetary differences, partnership admission, dissolution, and liquidation, and accounting for state and local governments. This course also includes a brief overview of private not-for-profit organizations. Students will learn the concepts and techniques underlying the seven technical areas of accounting.

Course Entry 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 underling 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.

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 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.

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 AC 530.

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 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.

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

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**

Critical Thinking introduces the student to critical thinking processes used to analyze today's business issues and aid the student in identifying rational solutions. The 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 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.

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 is under development.

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 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.

COURSE DESCRIPTIONS

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 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 is both a substantive and skills-based course aimed at providing students the insights needed in order to conduct a risk assessment or risk audit for an entity with an eye toward developing recommendations for risk mitigation and prevention. In addition to theories of risk management, students will consider how assessments, audits, and investigations are interlinked in evaluating internal and external conditions and events involving fire, building systems, crime and terrorism, security deficiencies, worker safety, hazardous and toxic materials, disasters and emergencies.

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) AND (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 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 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.

COURSE DESCRIPTIONS

Power of Speaking and Listening
COM 318 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.

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.

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

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 course provides an introduction to the profession of counseling and the fundamental skills needed to facilitate therapeutic change. Topics include interviewing skills, establishing a therapeutic alliance, and professional documentation. Students will be able to conduct a client interview using the foundational practices of the field. Students will be required to join the American Counseling Association (ACA) during their work in this course.

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

Systemic Theory: Multicultural Counseling
COUN 502 5 Credits
In this course, students will address similarities and differences among various culturally diverse groups, and explore the characteristics and processes necessary to provide culturally competent counseling.

This 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.

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. Emotional, cognitive, behavioral, relational, social, and cultural factors are examined. Students will prepare a research paper which examines a core developmental concept and perform a literature search to identify current thinking or recent research on this topic. In addition, students will provide an oral report taking into consideration the context of individual, family, community, and cultural development.

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

Professional Ethics and Law
COUN 510 **5 Credits**

This 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.

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 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.

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**

In this course, students will evaluate scientific research in the mental health fields, as well as design a research study. Emphasis will be placed on exploring types of research and critically reviewing current studies relevant to being informed counseling practitioners.

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

Psychopharmacology
COUN 515 **5 Credits**

This course explores current psychopharmacology as an integrated treatment modality for psychological problems. Students examine neurotransmission and psychopharmacology as they relate to clinical intervention strategies and the referral process for psychopharmacological evaluation and treatment. Students are expected to demonstrate understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Students are also expected to demonstrate understanding of basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. Students are also given the opportunity to construct an appropriate treatment plan for a fictional case.

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

Career Counseling
COUN 516 **3 Credits**

This course is under development

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**

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.

Psychopathology and Psychopharmacology I
COUN 520 5 Credits
This course is under development.

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

Psychopathology and Psychopharmacology II
COUN 521 5 Credits
This course is under development.

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

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 victims 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.

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

Testing and Assessment
COUN 525 5 Credits
This graduate-level introduction to tests and assessments in counseling has three overarching objectives. First, students learn to administer, score, and interpret a variety of assessment instruments and incorporate test results into written reports. Students achieve this objective by completing a series of in-class diagnostic interviews, mental status examinations, symptom inventories, and personality assessments. Students then complete a full case evaluation with treatment plan. Second, students learn to apply measurement theory (including reliability and validity) by completing an addendum to their Research Study/Project Design from Research Methods and Statistics, addressing instrumentation and measurement. Third, students learn to apply clinical language and learn documentation skills. Students write a series of progress notes following in-class assessment activities, with instructor feedback provided prior to beginning the next assessment.

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. Theories are reviewed from the five major theoretical schools (psychodynamic, humanistic, behavioral, systemic, and constructivist). The course also reviews a number of current issues in counseling and psychotherapy. Once students acquire these competencies, they will be able to form an initial, critically informed personal theory of counseling. Course delivery will be via lecture, demonstration (live and videotape), in-class skill practice, and feedback.

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 and an experiential opportunity for students to learn group process theory and skills by participating as both members and as leaders. Students will explore the application of various group approaches to specific client populations and clinical settings.

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

Professional Counseling Orientation
COUN 528 1 Credit
This course is under development

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 addictions and co-occuring 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 develop a treatment plan that addresses complex co-occuring issues. As part of these activities, students will develop their own psychoeducation model of addictions for use with clients. Students will also have the opportunity to experience the process of behavior change, through engagement in a weekly support group.

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.

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.

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 is under development.

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.

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.

Practicum I
COUN 621 **1 Credit**
This course is under development.
Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

Practicum II
COUN 622 **1 Credit**
This course is under development
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.

Practicum III
COUN 632 **1 Credit**
This course is under development
Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

Practicum IV
COUN 633 **1 Credit**
This course is under development.
Course Entry Requirement: Admission to the M.A. in Counseling Program; COUN 550.

Internship I
COUN 651 **3 Credits**
In this first course of the internship sequence (COUN 651, 652, 653, 654, 655), 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. The primary method of instruction for this course is field-based learning, augmented by face-to-face group supervision and online discussion board 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, 654, 655), 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 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 III
COUN 653 **3 Credits**

In this third course of the internship sequence (COUN 651, 652, 653, 654, 655), 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 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 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.

Integrative Portfolio Project
COUN 690 **3 Credits**

In COUN 690, students will have an opportunity to apply their newly-acquired knowledge of research design and public policy in the mental health field, with their awareness of social justice issues that impact the mental health community into a comprehensive final project. Students will collect and analyze data from social justice projects conducted during their practica and/or internships regarding public policy, underserved populations, and client advocacy and the student will: 1) identify a social justice issue that is evident in their internship, 2) conduct a literature review on the issue, 3) design an investigation that might address the issue directly or through changes in public policy.

Course Entry Requirement: Admission to the M.A. in Counseling 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 course provides an introduction to the fundamental skills needed to facilitate therapeutic change. Topics include interviewing skills, establishing a therapeutic alliance, and professional documentation. Students will be able to conduct a client interview using the foundational practices of the field.

Systemic Theory: Diversity and Cultural Psychology
CPC 502 **3 Credits**

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

Professional Ethics and Law
CPC 510 **3 Credits**

The professional practice of psychology and counselling centres on thinking, questioning, and decision-making. This course provides a comprehensive investigation of ethical, practice and legal

codes and issues as they relate to the development of a professional identity. Areas of focus include multicultural issues, responsibilities and liabilities, confidentiality and its limits, duty to warn, and dual relationships. A differentiation will be made between the regulatory process that protects the public interest and the collegial association process that promotes self-interest and the profession.

Psychology of 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 systemic thinking and a variety of Family Therapy theories and interventions. Students explore the history of Family Therapy, the Feminist Critique, Post-Modern Theories, Neurobiological Research, and the new evidence based models of Family Therapy.

Brief Therapy Models
CPC 513 3 Credits
This course provides an overview of the common factors inherent in all effective psychotherapy, and provides skill development in how to plan treatment that is time-sensitive, pragmatic, and outcome-focused.

Research Methods and Statistics
CPC 514 3 Credits
This course, covering research in the social sciences, provides the context for the development of the ability to critically review, as an informed counselling practitioner, scientific research in the mental health fields.

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
Students will analyze social and psychological dimensions of power in interpersonal relationships. From this theoretical base, students will develop therapeutic competency to engage with victims and perpetrators of violence in a process of change. Theoretical understanding and clinical competencies will include attention to social context, ethics, and legal implications.

Psychology of Sexuality and Human Development
CPC 523 3 Credits
Developmental psychology describes emotional, cognitive, behavioral, relational, social, and cultural change as a function of age and the passage of time. Important aspects of psychological potential and psychological distress can be understood in the context of individual, family, community, and cultural development. This course reviews the dominant theories that have structured the psychology of human development. It enlarges the focus of inquiry to include class, culture, gender, age and sexuality. Students will explore how a developmental perspective informs clinical practice.

Psychopathology and Psychopharmacology
CPC 524 5 Credits
This course is an investigation of psychopathology from a therapeutic perspective based upon observable patterns of behaviour. Students develop skills in diagnostic assessment and case conceptualization. Emphasis will be on diagnosis of syndromes, with introductions to etiology, treatment, and prognosis.

Testing and Assessment
CPC 525 3 Credits
This course presents a survey of assessment techniques and instruments for personality, intelligence, achievement, interest, and aptitude. Students learn to incorporate test results into written reports, conduct mental status examinations, 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 Counseling Psychology
CPC 527 3 Credits
This course provides an experiential group counselling laboratory in which students learn group process theory and skills by participating as both members and as leaders. Students will explore the application of various group approaches to specific client populations and clinical settings.

Psychology Of Addictions
CPC 529 3 Credits
This course provides an introduction to the theory, research and therapy practices in the field of Addictions. The course will provide the fundamental skills needed to conduct an assessment of Substance use, diagnose the appropriate stage of the Addiction process and to develop a treatment plan. Topics include the identification of drugs and the effect on individuals, theoretical perspectives, assessment and intervention.

Comprehensive Exam - 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 is under development.

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

Child and Adolescent Counselling
CPC 600 **3 Credits**
An intense exploration of approaches to working with children and adolescents in therapy, this course emphasizes methods of integrating and applying systemic, developmental, and individual theories. Topics include: behavior problems, violence, drug and alcohol problems, school problems, suicide assessment, and family issues.

Research Project-Thesis
CPC 603 **4 Credits**
This course is the culmination of your learning in the Counseling Psychology Program. You will complete a major scholarly investigation of an approved theme, research funding, or research topic OR an applied project relevant to a current topic in the counseling field.

Psychology of Aging
CPC 604 **3 Credits**
In a time of changing demographics and longer lifespan, the skills and knowledge required for responding to elders is crucial to well-rounded clinical practice. This course looks at trends and demographics, covers development late in the lifespan in detail, examines the mental health issues associated with aging, provides guidelines and critique in the ethics of elder care, as well as emphasizing the unique set of clinical skills needed for service to the elderly.

Couple's Counselling
CPC 606 **3 Credits**
This course exposes students to the dynamics of couple relationships, potential issues, treatment approaches, and counselling techniques.

Introduction to Clinical Supervision
CPC 610 **3 Credits**
This course is a foundational introduction to the theory and practice of clinical supervision. Focus will be given to cultivating a working knowledge of a diversity of supervisory theories, their pragmatic clinical applications and skilled service delivery, understanding and analysis of the ethical and legal dimensions of supervisory practice, and supervisory professional and personal dynamics.
The format of the course will include in-class discussions, readings, group work and role play, self-reflective practice, written assignments, and a class presentation.

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**
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 Requirement: Successful Completion of Comprehensive Exam.

Practicum II
CPC 652 **2 Credits**
The Practicum courses provide clinical experience and professional supervision beyond the student's internship setting. Students will have the opportunity to participate in group supervision, discuss internship issues, journal their client contact therapy work, and conduct professional clinical case presentations.

Course Entry Requirement: Successful Completion of Comprehensive Exam.

Practicum III
CPC 653 **2 Credits**
The Practicum courses provide clinical experience and professional supervision beyond the student's internship setting. Students will have the opportunity to participate in group supervision, discuss internship issues, journal their client contact therapy work, and conduct professional clinical case presentations.

Course Entry Requirement: Successful Completion of Comprehensive Exam.

Practicum I: Case Conceptualization & Counselling Psychology Treatment
CPC 654 **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 Requirement: Successful Completion of Comprehensive Exam.

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.

Prerequisite: CPC 654.

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: This instruction for this course is offered over two quarters. The student may require a the 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).

Prerequistie: CPC 514, CPC 520.

Counselling Psychology: Thesis
CPC 696 **5 Credits**

This course is under development.

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 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.

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, and 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.

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 or CS 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 Requirements: IS 308 or CS 330, CS 332.

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.

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.

Course Entry Requirement: CS 555.

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.

Database Organization
CS 522 **3 Credits**

This course is an extensive and intensive emphasis on data administration and systems development in a database environment; including factors in the identification of data administration issues and their resolution; Database Management Systems (DBMS) hardware and software requirements; considerations in the selection, acquisition, installation and operation of commercial DBMS's.

Web Development Languages (Server Side)
CS 524 **3 Credits**

This course examines the main server-side programming languages used today for development of web sites and applications. It discusses in detail two common scripting languages Classic ASP using VBScript, and PHP. The course shows how these languages can be used to create dynamic web sites and applications by interacting with HTML forms, server-side databases, and client-side cookies. The course also surveys other languages (including Perl/CGI, ASP.NET, JSP and ColdFusion) that may be encountered when developing new websites and applications or maintaining older sites.

Operating Systems In A Distributed Environment
CS 530 3 Credits
This course includes an examination of basic operating system concepts. These concepts include the historical perspective of Operating System (OS) development, system design and logic structures. Special emphasis is placed on Windows and Unix/Linux. These systems relative strengths and weaknesses will be examined. Security, memory management and multiprocessing of the operating system will also be evaluated.

Computational Biology
CS 531 3 Credits
The field of computational and systems biology represents an integration of concepts and ideas from the biological sciences, engineering disciplines, and computer science. Recent advances in biology, including the human genome project and massively parallel approaches to probing biological samples, have created new opportunities to understand biological problems from a systems perspective. This course offers a clear exposition of the algorithmic principles driving advances in bioinformatics. Accessible to students in both biology and computer science, it strikes a unique balance between rigorous mathematics and practical techniques, emphasizing the ideas underlying algorithms rather than offering a collection of apparently unrelated problems. This course introduces biological and algorithmic ideas together, linking issues in computer science to biology and thus capturing the interest of students in both subjects.

Computer Architecture
CS 533 3 Credits
This course provides students with a fundamental understanding of computer architecture and components including the ALU, registers, busses, i/o, memory and caches. Students gain an appreciation for machine and assembly languages and how different architectures are used to address challenges in computing. Students who have completed this course will understand how to use the hardware of a computer effectively.

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.

Web Design and Implementation
CS 538 3 Credits
This course focuses on the basic design, publishing and implementation of web pages and sites, and how they can be effectively and efficiently used to support business objectives. Topics include the use of HTML, XML and CSS, the Internet and its history, the use of search engines, and characteristics of current web browsers.

System Analysis and Design
CS 542 3 Credits
This course includes an examination of the place and role of systems analysis and design within the systems development life cycle. Special emphasis is placed on particularizing system specifications and on implementation planning. Administrative aspects of systems design are also explored. This class is a core course in the Master of Science in Computer Systems (MSCS) program.

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.

Web-based Data Warehousing
CS 550 3 Credits
Extensive and intensive emphasis on data administration and systems development in a data warehouse environment; factors in the identification of data administration issues and their resolution; DBMS hardware and software requirements; considerations in the selection, acquisition, installation and operation of a commercial data warehouse.

Course Entry Recommendation: CS 522.

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

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 efficeincy 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.

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 Project
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.

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.

Adult Learning Theory and Development
EAD 510 3 Credits
The theory of adult learning and development provides a foundation for the core of the program and for the emphasis areas. Major concepts are covered in depth, including social and psychological aspects of adult learning, participation and motivation, self-directed learning, transformative learning, and recent theoretical perspectives. This course will provide advanced study of adult learning theory, philosophical foundations of adult education, and research relating to specific issues and approaches for facilitating adult education. In addition, the course will examine the role and characteristics of the adult learner in the 21st century.

Academic Research and Writing
EAD 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.

Curriculum Development and Instructional Design
EAD 515 **3 Credits**

This overview course familiarizes students with various curriculum development and instructional design models needed to support adult learning in higher education, business, and various training contexts. Topics include purposes of the learning, learner characteristics, work setting characteristics, work/task analysis, learning outcomes, needs assessment, course design, instructional strategies, resources, and assessment strategies. Students apply these concepts by choosing a model that matches a particular educational/training context and using it to develop a course or training experience for adult learners.

Effective Teaching with Diverse Learners
EAD 520 **3 Credits**

Research and practice in the teaching of adult learners provides a substantial grounding in the skills and abilities associated with effective teaching. By examining current and effective approaches, 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. Students learn to apply practices that are supported by a solid base of evidence and explore promising new ideas and emerging trends in the field of adult learning.

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.

Instructional Technology in Support of Learning
EAD 525 **3 Credits**

Technology continues to transform adult education by removing traditional barriers to learning. Adult educators 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 into adult learning programs to enhance the learning process and improve outcomes.

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.

Program Design and Assessment
EAD 535 **3 Credits**

Developing educational programs for adults in colleges, corporations, and other institutions includes identifying needs, establishing objectives, and critically evaluating outcomes. This course examines theories and techniques associated with the evaluation of educational programs, along with an overview of various models for evaluating courses and programs in education, industry, and adult training environments. Hands-on use of assessment tools and the development of an evaluation plan will provide opportunities to immediately apply knowledge and skills learned in the course.

Adult Education from a Global Viewpoint
EAD 550 **3 Credits**

This course focuses on the contexts of adult education in societies around the world. Emphasis is placed on preparing to work in a global context, both with foreign students on a local campus and to subsequently prepare local students to operate in a global society. Class participants will be able to design curriculum and programs for a students from around the world.

Experiential and Performance-Based Learning
EAD 551 **3 Credits**

Increasingly, adult learners demand and benefit from forms of learning that require engagement in real-world experiences and that are defined by performance-based outcomes. This course provides an overview of the definitions, theories, and practical approaches to designing and delivering experiential and performance-based learning that is rigorous and effective. Students apply

the basic principles to specific adult learning contexts, such as training, higher education, and vocational education.

Basic Education and Workforce Education for Adults
EAD 552 3 Credits
This course explores the development and delivery of workforce and basic education. Examining the content and cultural contexts of workforce education and adult basic education, including the GED, students will evaluate and make recommendations for these programs that provide tools for students to gain living wage jobs in their communities.

Legal and Ethical Dimensions of Adult Education
EAD 555 3 Credits
Educators working with adult students in educational settings need a foundation in the legal and ethical dimensions that will inform their practice. This course will explore higher education law and ethics with a focus on topics, including students with disabilities, sexual harassment, and violence on campus. The course will also survey legal principles and decisions that affect education leaders in various contexts.

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.

Managing Training and Development
EAD 561 3 Credits
Managing and delivering training are essential skills for human resource and performance improvement professionals. This course covers the models, techniques, and best practices for managing and delivering training systems and modules. Topics include managing the learning environment, selecting appropriate materials and assessments, and tracking learner performance and completion.

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.

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.

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

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 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.

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.

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

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 inter-disciplinary 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 Prerequisites: 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.

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 context of their own socio-cultural backgrounds and how such diversity affects how the students are perceived in the classroom. Issues such as equity, race, ethnicity, gender, socioeconomic status, language, disability, and other special circumstances are explored. This course promotes the candidate's sensitivity, acceptance, and ability to self-reflect in regards to issues related to diversity and inspires the candidate to do the same with his/her students. Course participants develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society.

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: Coursework in specific endorsement area completed.

September Experience
EDU 349 **1 Credit**

In this September Experience, candidates complete at least 20 half-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 at least 20 half-days in a school placement with guidance of a cooperating teacher and field supervisor. Topics include essential dispositions and skills in planning for instruction, engaging students, and assessing learning. Completion of this introductory internship provides candidates field-based perspectives and reflection skills needed to improve performance in this and following field experiences.

Prerequisite: Admission to the Bachelor of Arts in Education Program or permission of the Director.

Internship II
EDU 352 **1 Credit**

In this second developmental field experience, candidates complete a minimum of 25 half-days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. Topics include classroom duties; establishing a learning environment; working with individual students, small groups, and the whole-class; collaborative planning, instruction, and assessment; evidence of student learning; and developing collaboration and problem-solving skills. To build capacity regarding residency endorsement competencies, candidates plan and teach a minimum of 10 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

Prerequisites: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of Internship I or equivalent.

Internship III
EDU 353 **1 Credit**

In this third developmental field experience, candidates complete a minimum of 25 half-days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. Related topics include establishing a learning environment; collaborative planning, instruction, and assessment; evidence of student learning; and developing collaboration and problem-solving skills. To build capacity regarding residency endorsement competencies, candidates plan and teach a minimum of 10 lessons or activities, record and analyze a video of

their own teaching, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

Prerequisites: Admission to the Bachelor of Arts in Education Program or permission of the Director, and completion of Internship II or equivalent.

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.

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 evaluation student learning and promote student self-assessment. Emphasis is placed on the skills necessary to make data-driven decisions and how these decisions impact instruction, curriculum, and services. Practical application of this knowledge will enable the candidate to use assessment in making placement and instructional decisions as well as assist students in the classroom in monitoring and assess their own learning.

Performance: Student Assessment 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 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 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: 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 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, 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 (edTPA). Candidates complete an evidence-based portfolio showing evidence of the teacher candidate's performance for effective pre-service teachers. 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 Requirement: Completion of the Teacher Performance Assessment (edTPA).

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.

Need for Ed Leadership students; justify to continue educational leadership need.

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.

Prerequisites: 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 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.

Reflective Seminar I
EEA 605 1 Credit
Reflective Seminar I engages the intern in applying and practicing the entry level knowledge, skills, dispositions/

cultural competence, roles and responsibilities of the P12 principal and program administrator. The intern demonstrates that she/he meets or is progressing toward residency level standards for (ISLLC-based) Washington State certification as a principal or program administrator through reflective practice and data driven personal goals. In a supportive setting, the intern shares evidence of her/his skills as an educational leader, provides feedback to other interns, and shares internship activities and experiences.

Course Entry Recommended: EEA 521, EEA 533

Reflective Seminar II
EEA 606 **1 Credit**

Reflective Seminar II engages the intern in applying and practicing the entry level knowledge, skills, dispositions/ cultural competence, roles and responsibilities of the P12 principal and program administrator. The intern demonstrates that she/he meets or is progressing toward residency level standards for (ISLLC-based) Washington State certification as a principal or program administrator through reflective practice and data driven personal goals. In a supportive setting, the intern shares evidence of her/his skills as an educational leader, provides feedback to other interns, and shares internship activities and experiences.

Course Entry Recommended: EEA 521, EEA 533

Reflective Seminar III
EEA 607 **1 Credit**

Reflective Seminar III 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.

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 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.

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.

Counseling Testing and Appraisal
EGC 508 3 Credits
This course is designed to provide candidates with measurement tools that assess academic achievement, aptitude, psychosocial norms, and career and vocational interest. Principles of assessment, interpretation of results, behavioral observations, case studies, and cumulative file evaluation are included in class studies and activities from the candidate's internship practicum. Candidates develop case studies, begin their action research, participate in child study teams at the schools and interpret cumulative files.

Course Prerequisites: EGC 501.

Health Issues in Schools
EGC 509 3 Credits
This course investigates health issues that affect students in the schools. Emphasis is placed on such issues as attention-deficit/hyperactivity, autism, substance abuse, psychotic disorders, anxiety disorders and peer problems as they create barriers to learning. Candidates explore the design and application of systemic interventions which assist student learning. Related legal and ethical issues will be investigated.

Leadership for Change
EGC 510 3 Credits
This course provides the opportunity for candidates to understand the leadership role of the school counselor and consolidate their knowledge and skills. Emphasis is placed on the ASCA model, change theories, the school improvement process, leadership traits, 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 student's becoming familiar with its application. Students will explore their personal perspectives that influence practical approaches when working with students, parents, and colleagues and consider the applicability of diagnostic tools for diverse populations.

Assessment and Evaluation in Counselling
EGC 542 3 Credits
Candidates explore appraisal techniques and materials, knowledge of achievement, aptitude, interest, attitude, and career and vocational testing. The interpretation of tests and their limitations as well as behavioral observations and case studies will be covered in this course. Ethical considerations will be explored.

Career Counselling and Information Services
EGC 545 3 Credits
Students identify how knowledge of the world of work, career opportunities, and information services is relevant to academic and social counselling in the public schools. Students study educational and career decision-making, values, and information services as applied equitably to diverse groups.

Multicultural Counseling
EGC 596 3 Credits
This course is designed to build multicultural counseling competencies for success in working with all students. Focus will be placed on the principles of effective multicultural development: awareness, knowledge, and skills. Candidates engage in a cultural self-evaluation; investigate community cultures and issues; research resources that promote resilience and support for students in schools and research strategies that are culturally specific. This course will increase candidates' abilities to work effectively with all students.

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
Course in development at time of publication.

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 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 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.

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 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 I - Academic Reading & Writing
ELP 51 A/B **0 Credits**
College Prep I 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.

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

College Prep I - Academic Listening & Speaking
ELP 52 A/B **0 Credits**
College Prep I 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.

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

Course Entry Requirement: Successful completion of ELP 51 or equivalent recognized measurement of English proficiency, as stated by CityU Academic Policies.

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 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 equivalent recognized measurement of English proficiency, as stated by CityU 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.

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 R2 and R3, linear independence, bases and dimensions, linear transformations. This course includes introduction to determinants, and eigen-value problems. Upon successful completion of this course, candidates have content knowledge to effectively teach linear algebra in secondary and middle school settings.

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. This course has a minimum passing grade as a 2.0.

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. To pass this course, students must earn at least a 2.0 as their final grade.

Course Entry Requirements: ENG101 or equivalent course completed with a minimum 2.0; 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.

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 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 teaches educators to use diagnostic tools to assess reading and writing difficulties for a diversity of students. Based on the results of assessments given, educators will develop interventions to address specific literacy problems. Educators gain an understanding of the role of diagnosis, intervention, and immediate feedback to increase student success in learning. Educators will understand how students become thoughtful, independent readers who understand what they read. At the culmination of this course, educators will create and self-assess a professional portfolio containing work samples and other artifacts.

Literacy Assessment and Instruction Topics
ERL 416 **5 Credits**
This course examines instruction and assessment strategies in the essential components of literacy. Topics include phonemic awareness, phonics, fluency, vocabulary, comprehension, guided reading, phonology, morphology, orthography, and literacy assessment. Upon completion of this course, candidates have the skills to assess K-12 students in reading and design appropriate literacy instruction.

Literacy Instruction: Meeting the Needs of All Learners
ERL 417 **4 Credits**
This course examines fluency and family involvement in children's literacy development. Topics include instructional intervention, motivating reluctant readers, literature circles, welcoming parents as partners, and strategies for word recognition. Upon completion of this course, candidates can effectively modify literacy instruction to meet individual student needs and create meaningful opportunities for family involvement and support of literacy development.

Reading Internship
ERL 418 **4 Credits**
This course is the capstone course for the reading endorsement and is designed as a practicum for literacy instruction with P-12 students. The practicum includes intervention work with struggling readers, vocabulary, fluency and phonics instruction, comprehension strategy instruction, and literacy assessment. Upon completion of this course, candidates have completed the requirements for teacher certification endorsement in reading in the State of Washington.

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.

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.

Course Entry Requirement: 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.

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.

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.

Literacy Across Secondary Content Areas
ERL 552 3 Credits
How do I integrate literacy across content areas? How can my students learn content objectives and also use effective literacy strategies? Strategies will be introduced to help educators assess both concepts taught in specific subject areas and the processes in reading and writing students use to master those concepts.

Diagnostic Assessment in Literacy
ERL 554 3 Credits
This course focuses on formative and summative assessments to guide literacy instruction. Candidates examine the ways in which assessments are impacted by language, age, and cultural barriers. Candidates build on their knowledge of literacy skill development and utilize effective ongoing diagnosis and assessment strategies to support and enhance literacy skills and strategies development.

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; successful completion of ETC 537, ETC 547, ETC 549 or equivalents; student membership in International Reading Association.

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: Co-acceptance into the English language learners endorsement program, acceptance into MIT or M.Ed. Program, or permission of program director; accessibility to ELL students and/or classrooms, for no intended degree candidates only valid Washington State initial, residency, continuing, or professional teaching certificate or valid National Board Teaching certification is required.

Internship
ESL 418 **4 Credits**
This capstone course for the ELL endorsement is designed as a practicum for ELL instruction with P-12 students. The practicum includes intervention work with ELL students P-12, vocabulary, fluency, reading and writing instruction, and assessment. Upon completion of this course, candidates have completed the requirements for teacher certification endorsement in ELL in the State of Washington.

Linguistics and Language Acquisition
ESL 421 **5 Credits**
This course is an introduction to the principles and uses of linguistics as they pertain to the teaching of English Language Learners (ELL) and the process of second language acquisition. Candidates investigate theories of language learning, evaluate language acquisition theories, and review the major factors that affect second language learning. Candidates examine ELL teaching methods and create their own theories about language learning and teaching. The focus is the nature of human language, grammatical aspects of language, psychology of language, and language in society. Candidates examine the theoretical principles, analyze their applicability, and determine how to use them effectively when teaching ELL classes.

History of Bi-Lingual Education and Advocacy
ESL 431 **3 Credits**
This course is an introduction to the history of bilingual education, relevant federal education legislation, and court cases which are related to the teaching of English to students whose first language is not English. Legal cases relevant to advocacy for English Language Learners (ELL) and their families are examined.

Learning Strategies and Assessment
ESL 434 **5 Credits**
Through this course students will consider the cross-cultural factors that influence second language learners and investigate what instructional practices and materials are best suited for specific situations. They will also examine topics such as cooperative learning, cross-cultural testing, peer teaching, and methods for integrating content and language.

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 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.

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 in special education, including definitions of disabilities and program delivery. This course emphasizes identification, specific needs of students, service delivery, and legal issues. Practical application of these principles will form the foundation for future special education courses.

Performance: Exceptionality in Special Education
ESP 370B **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 an aversive therapy plan.

Student Assessment and Evaluation
ESP 408 **3 Credits**

This course focuses on the necessary foundations, strategies and understanding to successfully perform assessments and evaluations in the classroom for placement and implementation of programs for students receiving special education services. Emphasis is placed on the selection of appropriate assessment and evaluation tools, 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 Adaptations
ESP 423 **2 Credits**

This course provides educators with the pedagogical foundations, strategies, and understanding to successfully modify and provide curriculum adaptations within the learning environment for the special needs of exceptional students. Course work and class activities includes topics on classroom arrangements, adaptive equipment, grouping, scheduling, homework materials selection, classroom management accommodations, effective delivery, and adaptation of subject content, as well as ways to foster student social competence and self-determination.

In addition, participants investigate various instructional methods and strategies considered effective with specific areas of exceptionality, including: mental retardation, learning disabilities, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, physically disabled, health impaired, and gifted and talented.

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.

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.

Prerequisite: Entry to Special Education teacher endorsement program.

Student Teaching in Special Education
ESP 485 9 Credits
In Student Teaching, candidates seeking an Special Education P-12 endorsement co-teach with a cooperating teacher in a school special education 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 with a Special Education P-12 endorsement. Candidates seeking an approved second endorsement in this course must also demonstrate competencies of the second endorsement.

Prerequisites: 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

Behavior Analysis and Management Internship
ESP 498 1-12 Credits
Internship

Independent Study: Special Education
ESP 499 1-5 Credits
Independent Study: Special Education

Behavior Analysis and Management
ESP 525 3 Credits
The purpose of this course is to provide candidates opportunities to explore models for analyzing and managing student behaviors. The course emphasizes basic types of student behavior, motivation, prevention strategies, intervention strategies and behavior change plans. Practical application of these principles will be demonstrated through the completion of data collection samples, a functional behavioral assessment, positive behavior support plan, and aversive therapy plan.

Prerequisite: Admission to the Master in Teaching Program or permission of the Director.

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.

Prerequisite: 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.

Assessment
ESP 544 **3 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.

Course Entry Requirements: Admittance to the M.Ed. Program.

Course Entry Recommended: Completion of Foundation Core courses.

Curriculum
ESP 546 **3 Credits**

This course examines evidence based curriculum for individuals with disabilities. The course emphasizes student centered instructional design including assessment of the student learning context, best practices, grade level expectations, common core standards, and personalized learning. The course introduces candidates to elements of effective curriculum and instruction for students with disabilities and families. Candidates establish habits of professional practice that they will implement throughout their careers.

Curriculum Modifications and Adaptation
ESP 548 **2 Credits**

The purpose of this course is to provide candidates with the pedagogical foundations, strategies, and understanding to modify curriculum and make accommodations to the learning environment. This course emphasizes the identification of students' needs, developing appropriate learning strategies, and collaboration between appropriate staff members. Upon successful completion of this course, candidates will be able to modify curriculum and make accommodations for students with special needs.

Course Prerequisites: Admittance to the Masters in Teaching program or prior approval of the Program Director or Senior Faculty is required before students begin this course.

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.

Consultation and Collaboration with Families and Agencies
ESP 551 **6 Credits**

In this course candidates gain an understanding of the impact to the family and community with a child identified with a disability. Candidates develop a perspective of education, socialization and communication of students with disabilities. Candidates submit various artifacts which demonstrate their understanding of and the ability to communicate and assist families and communities using evidence based research methods practices and utilize this data to support and increase family and community participation.

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 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 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: 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 3.0 or higher cumulative GPA; 5. Accept school assignment as arranged by Placement Coordinator.

Performance: Fundamentals of the IEP Process

ESP 663 **0 Credits**

This course provides application of instructional and assessment practice with the compliance elements necessary for writing and implementing a quality Individualized Educational Plan (IEP). This course emphasizes State and Federal mandates, procedural safeguards, content requirements, and parent participation. Upon successful completion of this course, candidates will be able to write an appropriate IEP that meets the needs of special education students.

Exceptionality

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, 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.

Course Entry Requirement: Completion of Foundation Core courses.

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.

Recommended 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.

Learner and Learning Community
ETC 505 **7 Credits**
The Learner and the Learning Community block contains outcomes that introduce candidates to major theories of human growth and development, diversity within the educational system and society, public school law, and the rights and responsibilities of students and teachers. Additionally, within this block candidates are introduced to the cycle of inquiry to inform and improve teaching and learning practices. The candidates choose learning objects within the block and then utilize the rubrics to guide their performance, which ultimately supports candidates in the submission of artifacts to demonstrate all learning outcomes within the block were met proficiently.

Course Entry Requirements: Admittance to the Master in Teaching Performance Based program or prior approval of the Teacher Certification Program Director is required.

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.

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.

Assessment and Instruction
ETC 512 7 Credits
This course block examines the basic principles of instructional design, delivery and assessment as applied to the K-8 curriculum. Emphasis is placed on student centered instructional design, including learning context, best practices, grade level expectations, common core standards, and personalization, along with an introduction to assessment strategies, monitoring student progress and making data driven instructional decisions. Candidates learn how to develop an instructional plan and unit plan, establish habits of professional practice such as positive inclusion of historically marginalized students and families, and the ability to reflect on learning experiences in their classrooms.

Course Entry Requirements: Admittance to the Master in Teaching Performance Based 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.

Instructional Environment
ETC 535 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. This course reveals how candidates can integrate technology hardware, various types of educational software, and web resources across the K-8 curriculum to improve a teacher's classroom management.

Course Entry Requirements: Admittance to the Master in Teaching program or prior approval of the Teacher Certification Program Director is required.

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, 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.

Recommended Course Entry Requirement: 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 models for the delivery of services in special education as defined by the federal Individuals with Disabilities Education Act (IDEA) including definitions, placement procedures, least restrictive environment, early interventions, inclusion, program delivery models, integration, and school to work programs. It also identifies and examines other special programs including Section 504 of the 1973 Rehabilitation Act, English Language Learner (ELL), bilingual, highly capable, and federal, state, and local compensatory programs and service. This course is a foundation course and the concepts learned here will be of use in other courses.

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.

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 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.

September Experience
ETC 609 **1 Credit**

In this September Experience, candidates complete at least 20 half-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.

Recommended 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 at least 20 half-days in a school classroom with guidance of a cooperating teacher and field supervisor. Topics include essential dispositions and skills in planning for instruction, engaging students, and assessing learning. Completion of this introductory internship provides candidates field-based perspectives and reflection skills needed to improve performance in this and following field experiences.

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 a minimum of 25 half-days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. Topics include classroom duties; establishing a learning environment; working with individual students, small groups, and the whole-class; collaborative planning, instruction, and assessment; evidence of student learning; and developing collaboration and problem-solving skills. To build capacity regarding residency endorsement competencies, candidates plan and teach a minimum of 10 lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

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 a minimum of 25 half-days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. Related topics include establishing a learning environment; collaborative planning, instruction, and assessment; evidence of student learning; and developing collaboration and problem-solving skills. To build capacity regarding residency endorsement competencies, candidates plan and teach a minimum of 10 lessons or activities, 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: Mathematics: Concepts and Methods
ETC 660 0 Credits
This course provides application of instructional and assessment practices for mathematics in a variety of learning environments. Topics include assessment and instructional strategies for use in elementary and middle schools. Upon course completion, candidates are prepared to teach and assess mathematics.

Course Entry Requirement: ETC 541.

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 a minimum of 60 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: 1) Pass the state required exams for the endorsement(s) sought and relevant to the placement; 2) Pass all program course requirements with a 2.0 or higher; 3) Have all pre-requisites met; 4) Pass all internships leading to student teaching; 5) Have a cumulative GPA of 3.0 or higher; and 6) Accept school assignment as arrangement by Placement Coordinator

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.

Teacher Research III
ETC 686 1 Credit
In Teacher Research III, 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: ETC 683.

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.

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**

This course takes a comprehensive look at how markets are organized and how trading occurs. It establishes a framework for understanding how existing markets are established, how trading occurs in them, and how they evolve over time. 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 all core requirements; Currently enrolled with a cumulative GPA of 3.25 or higher; Completed FIN 543.

GENERAL STUDIES (GS)

Associate Degree Capstone
GS 295 **5 Credits**

This course, the final class in the general studies program, offers students the opportunity to integrate and consolidate their knowledge of the discipline. It is strongly recommended that students complete all other courses in their program before enrolling in GS 295.

General Studies Degree Capstone
GS 495 **5 Credits**

This course, the final class in the general studies bachelor level program, offers students the opportunity to integrate and consolidate their knowledge of the discipline. It is strongly recommended that students complete all other courses in their program before enrolling in GS 495.

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 recent changes and trends in the American health care system including the Patient Affordable Care Act, Accountable Care Organizations (ACOs), bundled payment systems, capitated care, the medical home model and federal requirements for setting standards for improving health care. Emphasis is placed on healthcare reform, tort reform, and the rising cost of medical care, as well as the regulatory agencies that mandate quality and safety within patient care.

Health Informatics
HL 330 **5 Credits**
Health informatics covers the representation, organization, and manipulation of clinical information and knowledge. This course provides students with an understanding of informatics and its healthcare applications. Students will gain knowledge of federal law as it pertains to the privacy and security of healthcare systems.

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 **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 and terminology and financial managerial accounting, including budgeting, cost accounting, and the financing of health care 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 for adding services or products.

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 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 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 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**
This course provides students an understanding of the use of marketing in the healthcare sector, including the creation of a marketing plan, the use of focus groups, and the creation of a marketing budget. Emphasis is placed on identifying market demographics, targeting, and positioning as well as decisions about product and service design, pricing and placement, and the promotion of health services. Students will gain an understanding of market research and the application of marketing strategies and tactics to support an organization's core strategies.

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 the Core MBA requirements; Currently enrolled with a cumulative GPA of 3.25 or higher; MC 584.

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 5 Credits
This course provides an overview and introduction to working in human services. Types of service delivery systems will be examined. The process of helping, including the ethical and legal implications of working with clients will be evaluated. The professional roles of the human service worker will be discussed, and students will explore their own professional interests in human service work.

Course Entry Requirements: PSY 240 or PSY 311.

Recommended Course Entry Requirements: PSY 209.

Ethics of Human Services Practice
HSVC 250 5 Credits
In this introduction 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 to twenty-first century challenges and opportunities. Includes principles associated with interventions, confidentiality, personal and professional boundaries, and cultural competence.

Course Entry Requirements: PSY 240 or PSY 311.

Recommended Course Entry Requirements: PSY 209.

Principles and Ethics of the Human Services Professions
HSVC 310 5 Credits
In this introduction 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 to twenty-first century challenges and opportunities. Includes principles associated with interventions, confidentiality, personal and professional boundaries, and cultural competence.

Organizational Systems
HSVC 320 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.

Overview of Health and Human Service Delivery Systems
HSVC 340 5 Credits
This course provides an overview and introduction to working in human services. Types of service delivery systems will be examined. The process of helping, including the ethical and legal implications of working with clients will be evaluated. The professional roles of the human service working will be discussed, and students will explore their own professional interests in human service work.

Course Entry Requirements: PSY 311, PSY 312.

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, HSVC 250 or HSVC 310.

Providing Services for Clients with Disabilities
HSVC 370 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.

Course Entry Requirements: PSY 240, PSY 209, HSVC 200, HSVC 250.

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 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 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 5 Credits

Identifying and assessing client needs and developing treatment plans form the 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 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, HSVC 250 or HSVC 310.

Advocacy for Diverse Communities
HSVC 420 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-occuring 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.

Capstone/Field Experience I
HSVC 490 5 Credits
Students complete a structured practicum in a human services setting. For students taking an emphasis, their practicum 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 Capstone/Field Experience I) in a placement approved by the Program Director or designee. These courses are graded as Pass/No Pass.

Course Entry Requirements: Practicum placement approved by Program Director. Students must complete all Human Services degree core courses before doing the internship: PSY 311; PSY 312; HSVC 310; HSVC 320; PSY 317; SOC 306; PSY 421; HSVC 410; HSVC 420

Capstone/Field Experience II
HSVC 495 5 Credits
Students complete a structured practicum in a human services setting. For students taking an emphasis, at least five credits (one term) 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 Capstone/Field Experience II) in a placement approved by the Program Director or designee. These courses are graded as Pass/No Pass.

Course Entry Requirements: Practicum placement approved by Program Director. Students must successfully complete HSVC 490 before taking this course.

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 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: IS 306 or CS 306.

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.

Course Entry Recommended: PM 401.

Database Technologies
IS 360 **5 Credits**

This course covers data modeling, design, normalization, change control, backup / recovery, data dictionaries, client server architecture, SQL, Relational and Object Databases, MS SQL Server 2008, Oracle, and mySQL (open source). The emphasis is on understanding why information resources are of critical importance and how to manage them. The course concludes with a discussion of the future directions of database technologies.

Course Entry Requirement: IS 306 or CS 306.

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: IS 365.

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 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: IS 360 or CS 416, 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.

Course Entry Requirements: IS 350.

Software Process Management
IS 450 **5 Credits**

This course covers software process improvement concepts including CQI, CMMI, and PCMM. These concepts illustrate how to assess the current state of software development and provide practice in how to systematically improve and manage the software development process using national and international standards. Both the improvement of the software development process as well as the improvement of the capability of software professionals is covered. Students will create a software process improvement plan by the end of this class.

Course Entry Requirement: IS 440.

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.

Course Entry Recommended: CS 472.

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.

Prerequisites: IS 350.

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 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

This course addresses the system administration role for information security. The course walks the emerging system administrator through the planning, development and implementation of a security plan, including the assessment of security posture, identification and classification of risk, the implementation of policy, and the application of controls. The plan and course address the full spectrum of systems including hardware, software, operating system, network and cloud components.

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.

INTEGRATED SUPPLY CHAIN MANAGEMENT (ISM)

Integrated Supply Chain Management
ISM 400 **5 Credits**
This course will develop a broader understanding of supply chain management principles and encourage a commitment to advancing supply chain and human operating teachings and practices. Students will understand the connection between human and supply chain systems as a larger system that needs to be fully considered when developing policies and procedures. Ultimately, this course prepares students to lead effectively in the supply chain with a focus on system performance and savings.

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.

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.

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 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

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 Requirement: ISM 592, Co-requisite ISM 572

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.

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 all core requirements; Currently enrolled with a cumulative GPA of 3.25 or higher; Completed ITMGMT 565 .

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)

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: Admission to the Doctoral Program, and completion of 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 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 the process of leading through strategic planning. 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 will align strategies to organizational 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 1
LDRD 680 3 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. Through critical analysis of two case studies, the student will write a 30-page paper and defend conclusions to a panel of program faculty. Successful completion of the comprehensive exam is required for degree completion.

Course Entry Requirements: Complete Core Leadership and Research courses.

Comprehensive Exam 2
LDRD 681 3 Credits
The Comprehensive Exam for the chosen concentration area will enable the student to demonstrate mastery over the leadership concepts and theories within the concentration, resulting in a

30-page paper. Successful completion of the comprehensive exam is required for degree completion.

Course Entry Requirement: Completion of all core courses (LDRD 605-625) and all 30 credits of student's chosen concentration.

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)

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 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.

ECritical Thinking and Innovation
MAL 550 3 Credits

This course explores innovative methods of problem-based solution analysis through critical thinking and analysis of alternatives. Collaborative brainstorming methods will be applied to determine optimal solutions that address actual problems verse symptoms of problems. You will be exposed to fallacies in reasoning, decision-making models, appreciative inquiry, and repercussion analysis. Humility and mistakes as an opportunity for improvement will be explored. You will learn how to challenge assumptions and expand perceptions. When to begin, continue, and cease the critical thinking process with be evaluated in the context of achieving viable and timely innovation and continuous process improvement.

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 fund-raising; 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 all core requirements; Currently enrolled with a cumulative GPA of 3.25 or higher; Completed MAL 535.

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, 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.

Pre-calculus

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. Strongly recommended: College Algebra and/or Precalculus.

Course Entry Requirement MATH 141

Topics in Discrete Mathematics

MATH 245 **5 Credits**

This course introduces students to basic ideas and proof techniques of discrete mathematics. Through various learning activities, students will explore concepts, such as sets and data structures, circuits, relations and functions, matrices, vectors, and graph theory. Upon completion of this course, students should be able to apply ideas from discrete mathematics to solve real-world problems.

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.

Pre-requisite 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 and Economics 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.

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.

Prerequisites: This course is to be taken at the end of the MBA program after all of the required MBA core courses. Exceptions to this policy will require the approval of the MBA Program Director.

Hospitality Management Business Practical Application I
MBA 561 3 Credits

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, MBA520, 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. Prerequisites: This course is to be taken at the end of the MBA after all of the required MBA core courses. Students must have completed MBA 560 or be enrolled concurrently in this course.

Hospitality Management Business Practical Application II
MBA 566 3 Credits

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 of all core requirements; 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 36 MBA quarter credit hours at CityU (or completion of MBA Core); Currently enrolled with a cumulative GPA of 3.25 or higher; completion of MC 584.

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.

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..

Prerequisites: 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.

Prerequisites: 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

Channel Management
MK 528 **3 Credits**

This course examines strategic issues involved in managing marketing channels. Interrelationships between manufacturers, wholesalers and retailers are assessed to bring insight to the challenge of channel cooperation, conflict, coordination and control, and power relationships. Strategic distribution choices and the management of inter-organizational relationships are investigated to assist in the development of systems and behavioral approaches that enable customers to be serviced at higher levels at a lower total cost. Class projects include a team project focused on identifying and solving a channel conflict by developing a channel management plan to address or resolve the conflict.

Course Entry Requirement: MBA 525

Public Relations and Media Management
MK 529 **3 Credits**

This course examines theories of public relations, historical development of the field and role in society, function, and the influence of public relations on marketing strategy and corporate and organizational effectiveness. Emphasis on the relationship between policy formulation and the communication

process is applied. How concerns and issues of the organization's various publics are identified and managed through the planning process and implemented in information and public relations programs is addressed. Message selection, choice of appropriate media technologies, design, strategies, budgeting and follow-up structures is investigated. Interaction between Public Relations and media is probed including how organizations develop collaborative and cooperative media relations with press, broadcast, internet and other outlets. Class projects include a team project identifying a concern or an issue for advocacy of an organization's publics and developing a PR Campaign Plan to advocate on behalf of the issue or resolve the concern or conflict.

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 all core requirements; Currently enrolled with a cumulative GPA of 3.25 or higher.; MK 526.

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.

People and Communication in Projects
PM 408 **5 Credits**
This course provides an overview of people and communication factors in managing projects. Topics include human resource planning; how teams work; managing conflict; social and relationship capital in the context of projects; managing behaviors; diversity; leadership pitfalls; and communication factors within a project environment.

Course Entry Requirements: PM 401 and PM 409.

Course Entry Recommended: PM 404, PM 410, and BC 302

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.

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.

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. Pre-requisites: PM 501. The assignments and core concepts in PM 504 are continued in PM 507.

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 Requirement: PM 501. 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 plan and predict potential project issues and have ready-to-implement mitigation plans if and when risk events materialize. From such work, students will learn about the impact of project risk as it relates to the probability of failure to achieve the business goals associated with the project and further determine the potential damage it has to the overall organization. Opportunity risk is also evaluated as it relates to project selection within the portfolio management process and toward achievement of strategic advantage for a business.

Course Entry Requirements: PM 501, PM 504.

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 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; recommended completion of 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 all core requirements; Currently enrolled with a cumulative GPA of 3.25 or higher.; PM 501.

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.

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: 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.

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: 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

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.

Course Entry Requirement: RESR 617

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.

Course Entry Requirement: RESR 623

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.

Course Entry Requirement: RESR 625

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, and recommend completion of RESR 619.

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 617, 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 623

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 explores issues related to nutrition. It introduces students to nutrition guidelines and assessment. Nutrition is also discussed in context of

life cycle and health, body composition and weight management, metabolism, alternative diets, food safety, and eating disorders. Nutrition related issues, such as malnutrition and hunger, are illustrated in order to develop an international perspective on the nutrition and health challenges facing contemporary world.

Environmental Science
SCI 215 (NS) 5 Credits
This course explores environmental change on a global scale, emphasizing the fundamental concepts of matter, energy, and ecology as applied to contemporary concerns. Environmental issues impacting more than two dozen countries are illustrated in order to develop an international perspective on the environmental challenges facing our planet.

Astronomy
SCI 302 (NS) 5 Credits
An overview of astronomy for students who have taken no previous college science courses. Beginning with an examination of the earth and its moon, the course will move through the solar system and discuss its formation. A study of the sun will lead to a discussion of stars in general and the Milky Way galaxy, followed by an exploration of the large-scale structure and dynamics of the universe as a whole.

Oceanography
SCI 303 (NS) 5 Credits
This course explores the field of oceanography by integrating current information and basic scientific principles used in the study of the oceans.

Meteorology
SCI 304 (NS) 5 Credits
This course will examine the Earth's atmosphere, with emphasis on weather observations and forecasting. Topics include: physical processes involved in weather phenomena, such as highs, lows, fronts, clouds, storms, jet streams, and air pollution.

Health and Wellness
SCI 306 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 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.

Prerequisites: 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 Prerequisites: 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.

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 will investigate how psychological, social-cultural, and linguistic factors affect students' second language learning and how to develop one's own teaching strategies that reflect what constitutes language and how languages are learned. Candidates will also develop a personal philosophy 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 a variety of language teaching methods including (but not limited to) the Grammar Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching, and Content-Based Instruction. Candidates examine and analyze a variety of teaching methods that reflect similar or opposing views based on different language learning principles. Through course readings and a discussion board forum, candidates reflect on what constitutes language

and how languages are learned with the purpose of gaining a fuller understanding of the principles and practices behind the choices teachers make regarding particular methods. Candidates will also complete classroom observation hours and analyze and reflect on this experience.

Course Entry Requirements: Bachelor's Degree and TESOL 510.

Teaching Grammar
TESOL 530 3 Credits

TESOL 530 focuses on the form, meaning, and usage 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. Specific topics include activating prior knowledge, giving feedback and making error corrections, and evaluating and using resources and technology. Candidates learn and demonstrate a variety of techniques for teaching the four language skills and design a variety of lessons incorporating these skills. Candidates also synthesize their own language learning experience and teaching philosophy in a final reflection paper.

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 introduces students to a needs-based, learner-centered approach to developing, adapting and selecting classroom materials for the adult learner of English. During the course candidates evaluate various classroom materials and create original materials for each of the four language skill areas; listening, speaking, reading, and writing. Candidates create a lesson plan and teaching demonstration using their own materials generated in this course and reflect critically on professional practice while sharing their knowledge and experience with peers. Candidates will also complete observation hours in an ESL classroom and analyze and reflect on this experience.

Course Entry Requirements: Bachelor's Degree and TESOL 510.

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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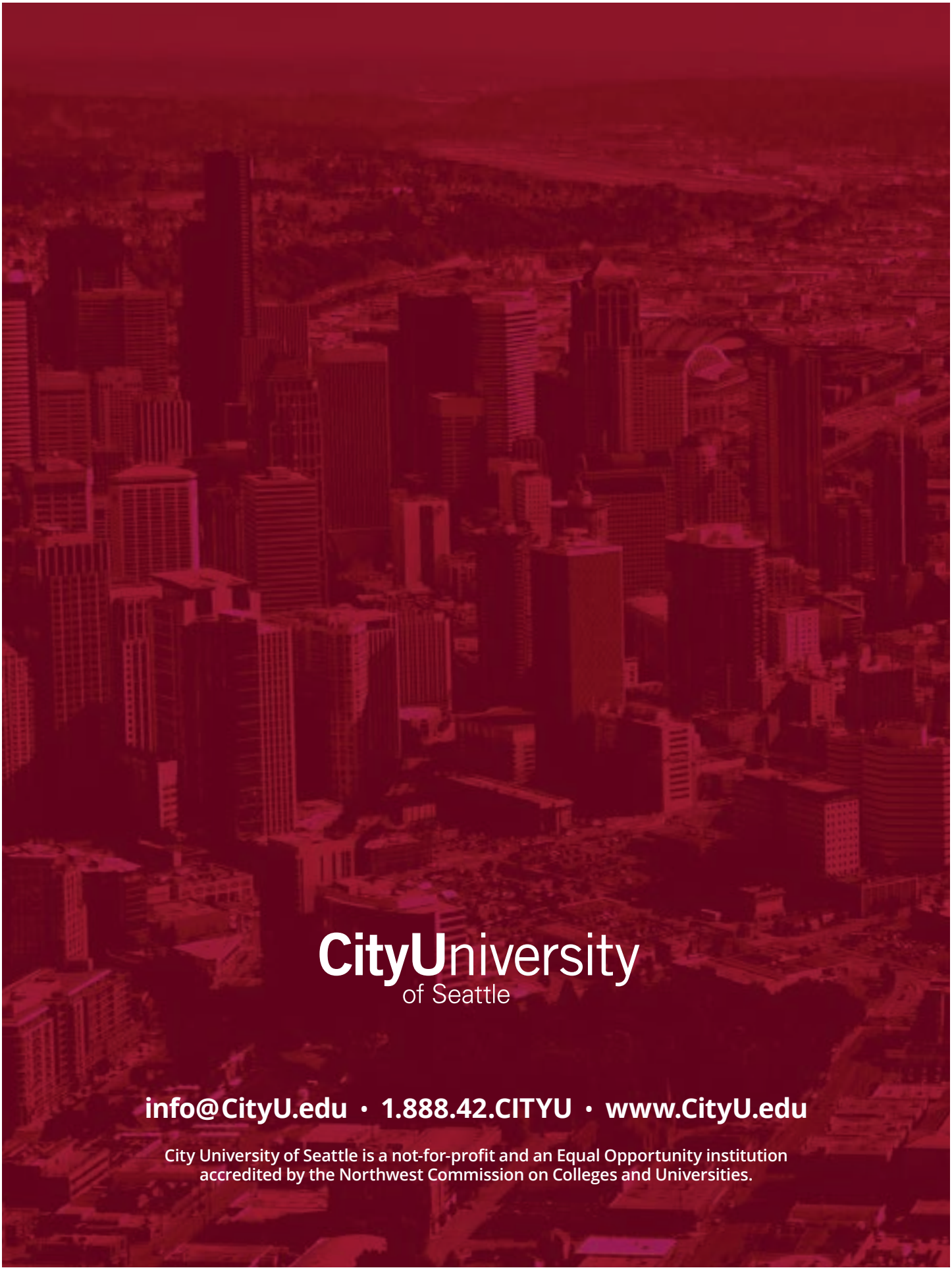

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