

SCHOOL OF EDUCATION

PETERSON HALL

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GRADADMISSIONS@SPU.EDU

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As a community of learners, Seattle Pacific University is committed to evangelical Christian faith and values, and to excellence in teaching and scholarship for the intellectual, personal, and spiritual growth of students. The mission of Seattle Pacific's School of Education is to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values.

The following conceptual framework has been adopted by the SPU School of Education to explain in more detail how we understand our mission. It describes the abilities, skills, and knowledge that we expect graduates of our program to be able to demonstrate.

1. **Foundational knowledge and skills.** Articulate key philosophies, theories, concepts, values, principles, and facts, and demonstrate the essential skills that underlie the content of the professional discipline and vocational goal for which you are being prepared.
2. **Leadership.** Demonstrate the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, and to help teams achieve goals. Demonstrate the ability to manage goals to completion.
3. **Communication.** Demonstrate the ability to listen, speak, read, and write with integrity, and effectively use traditional and new media. Make connections that create meaning between yourself and your audience.
4. **Analysis and problem solving.** Demonstrate the ability to separate an idea or incident into its component parts. Individually, or as a part of a team, use values and the skills of the discipline for developing a theory or solution, and evaluate its effectiveness.
5. **Professionalism.** Demonstrate a commitment to vocational integrity, the goals of the discipline, activity in the professional community, and continued professional development.
6. **Impact on student learning.** Demonstrate the ability to design, implement, and evaluate programs, activities, or lessons appropriate to the professional role for which you are being prepared and that have a measurable direct or indirect positive impact on student learning.

Master of Education (M.Ed.)

It has been said that there is no medicine like hope; no incentive so great and no tonic so powerful as expectation of something better tomorrow. Education is a prime giver of hope. It brings light to dark places, reveals options never before considered, and equips individuals with precise tools for lifelong learning. To impart that hope as an educator is a high privilege.

The graduate programs in the School of Education will provide teachers with the opportunity to enhance their knowledge of the classroom. Should they desire to become a principal or school counselor, Seattle Pacific University offers a master's degree and/or certificate program.

The Master of Education (M.Ed.) program represents a carefully articulated sequence of advanced courses that are natural extensions of the student's undergraduate academic and professional coursework and teaching experience. Courses emphasize both theory and practice. A successfully completed Seattle Pacific master's degree in education gives an individual the following:

- An understanding of the historical, social, economic, legal, political, and technological forces that shape the American educational system.
- A knowledge of, and the ability to apply, theories of teaching and learning to classroom, school, and related settings.
- Extensive knowledge of the literature, research, and trends in an area of professional specialization.
- The ability to communicate effectively using the written and spoken word.
- The necessary information and skills to access, interpret, apply, evaluate, and contribute to the research and related literature of education.
- An appreciation of the diversity found in our culture and other cultures.

- A view of education as a helping profession supported by the unique contribution of a Christian university helping to shape those views.

All degrees are accredited through the National Council for Accreditation of Teacher Education (NCATE) and the Washington State Board of Education.

GRADUATE EDUCATION PROGRAMS OFFERED

Master of Education Degree

- Curriculum and Instruction, with specializations in Teaching and Learning, Teaching and Learning (online), and Reading and Language Arts
- Educational Leadership
- School Counseling
- Master of Arts in Teaching Degree (secondary, elementary, and alternative route to certification)
- Doctor of Education Degree

Certificate-Only Programs (*For those with a master's degree*)

- School Counselor Certification
- Principal Certification
- Superintendent Certification

APPLICATIONS

Applications are accepted throughout the year. Early program admission is required. Ideally, the graduate application and other necessary items should be filed with the graduate program manager in the School of Education one quarter before the quarter in which program coursework will begin, so that the process of admission will be completed before initial enrollment. However, all application items, including test scores, should be filed with the graduate program manager in the School of Education by the first week of the quarter in which program coursework is to begin. In addition to general requirements of the University, specific program admission requirements include verification that a program for teacher's certification was completed. Applicants to degree programs should have obtained a score of 35 or better on the MAT, or 950 or better on the GRE (verbal plus quantitative). Applicants to "certification only" programs must have completed a master's or other advanced degree. Admission and application materials may be obtained from The Graduate Center by calling 206.281.2091 or 800.601.0603.

Newly admitted students will be assessed a one-time e-folio assessment fee at the time that they enroll for their first course.

Note: The School Counseling, Doctoral, Master of Arts in Teaching, and the Executive Leadership and Superintendent Certification programs each have specific admission dates. Refer to each respective program's information for its admission date.

POLICIES FOR SUMMER COURSES

No more than 6 graduate (6000-level) credits may be taken in one four-week Summer Session term. Since most graduate education courses are 3 credits and extend one four-week session only, a maximum of 12 credits can be taken in most summers.

Exception: If students enroll in EDU 6970 Interpreting and Applying Educational Research I or EDU 6971 Interpreting and Applying Educational Research II during the summer, they are permitted to take only one additional 3-credit graduate class per session because the courses, Interpreting and Applying Educational Research I and Interpreting and Applying Educational Research II, extend the full eight weeks of Summer Session. EDCO 6672 Organization and Administration of PK–12 Guidance Programs also extends the full eight weeks of Summer Session. This limits the maximum credits to 9 for that summer.

OFF-CAMPUS COURSES

Graduate education courses in school administration are offered at such off-campus locations as the Olympic Educational Service District in Bremerton, ESD #113 in Olympia, in Mt. Vernon/Burlington, and the Federal Way School District Administrative Office in Federal Way. Check the online schedule to determine when these occur.

COURSE SCHEDULING

Academic year. To accommodate working students, on-campus courses are scheduled in the evenings, either from 4:30–7:05 p.m. or from 7:10–9:45 p.m. Off-campus courses are usually scheduled from 4:30–7:05 p.m. Course schedules for the coming year are available online beginning in April for the subsequent academic year.

Summer Session. Summer Quarter (Summer Session) consists of two four-week sessions. Session One begins late June and ends mid-July. Session Two begins late July and ends mid-August. Graduate education classes generally meet during one session only, from Monday through Thursday, for a designated two-hour period. Interpreting and Applying Educational Research I, Interpreting and Applying Educational Research II, and Organization and Administration of PK–12 Guidance Programs meet twice weekly, for designated two-hour periods, over both sessions (i.e., the entire eight weeks of Summer Session).

MASTER'S THESIS

The master's thesis is a formal investigation into a research question that involves original data and primary sources, thus resulting in a scholarly manuscript suitable for binding and possible publication. It is not a requirement for a master of education degree, but an elective only. Examples include the following: (1) empirical research with results of interest and importance to the profession as a whole; (2) action or evaluation research that uses qualitative or quantitative data and provides results useful for local or state purposes; (3) a thorough review of literature and research on a topic important to the profession; and (4) an historical or philosophical analysis of recurring themes and issues in education.

Thesis research is conducted under the direction of a three-person committee, with a chairperson (selected by the student) responsible for the majority of guidance given to the student. Mentoring of the student is a primary concern. A copy of the thesis will be bound and kept in the SPU Library. Students may, but are not required to, order one or more copies for their own use.

A thesis should be at least 6 credits, but may be as many as 15 and is strongly recommended for those intending to apply for doctoral studies in the future. Individuals wishing to complete a thesis should contact the graduate program manager well in advance for written procedures.

EDU 6970 Interpreting and Applying Educational Research I, EDU 6971 Interpreting and Applying Educational Research II, and EDU 6972 Accountability Research and Measurement are prerequisites to the master's thesis.

MASTER'S PROJECT

The master's project is a 3-credit activity involving the practical application of knowledge and skills resulting in a product usable in the individual's professional or potential role. It is not a requirement for a master of education degree, but an elective only. Hence, it is not an option for some programs. Examples of projects include the following:

1. The development of district or school educational goals based upon needs assessment and literature review;
 2. The development of a curriculum and curriculum materials for a given set of district or school educational goals;
 3. The compilation of teaching resources and materials for a given curriculum; and
 4. The design of a program development and evaluation model for use in a school or district setting.
- Projects are not bound or retained by the School of Education.

The master's project is conducted under the direction of a faculty supervisor (selected by the student), who is responsible for the majority of guidance given to the student. Mentoring of the student is a primary concern.

A project should not exceed 3 credits. Individuals wishing to complete a project should contact the graduate program manager well in advance for written procedures.

EDU 6970 Interpreting and Applying Educational Research I and EDU 6971 Interpreting and Applying Educational Research II are prerequisites to the master's project.

COMPREHENSIVE EXAMINATION

A comprehensive exam is required for most graduate education programs, with the exception of the master of arts in teaching and the non-degree program for school-principal certification. This examination process is designed to help the student synthesize and apply information gained throughout the course of the graduate education program in which he or she was enrolled. The exam is usually taken during the last quarter of coursework or the first quarter thereafter. In all cases it is written. The educational leadership degree also includes an oral defense of the written responses. An application for the comprehensive exam should be submitted to the graduate program manager in the School of Education two quarters before the test will be taken. After the application is received, a student is sent instructions regarding the writing of the exam in his or her program.

CERTIFICATION

Continuing Teacher's Certificate

Any SPU master's degree within the School of Education may be used to fulfill the academic requirement for the continuing teacher's certificate. Applications for this credential can be requested from and processed by the ESD (Educational Service District) which served the individual's school district.

Professional Teacher's Certificate

The professional certificate will replace the continuing teacher's certificate for those teachers who originally obtain the residency certificate and for those whose initial certificate renewals expire before completion of the continuing certificate. (See additional information in the Curriculum and Instruction master's degree section.)

Other Washington State Certificates

Students who need to renew an initial teacher's certificate during their course of study, or who complete a program resulting in a specific type of state certification (e.g., residency teacher, school counselor, or school administrator) must formally apply for the credential as follows:

- Residency teacher. (Applies to master of arts in teaching only.) Students pursuing the master of arts in teaching will apply as part of the completion of the "initial certification" portion of this degree.
- Initial teacher (renewal). Those who need to renew an initial teacher's certificate apply while their graduate program is in progress, provided 15 quarter credits have been completed since the currently valid credential was issued.
- Initial school counselor. Students enrolled in a program meeting qualifications for school counselor's certification (ESA) should apply soon after program completion for certification.
- Initial school principal. Students enrolled in a program meeting qualifications for school principal certification should apply soon after program completion for certification.

Request applications for these certificates from The Graduate Center by calling 206.281.2091 or 800.601.0603.

Curriculum and Instruction (M.Ed.)

Teacher-related graduate degrees requiring residency certification as a prerequisite are housed within one department at SPU — Curriculum and Instruction. The Curriculum and Instruction master's program offers specialization in Teaching and Learning, and Reading and Language Arts. Courses are delivered both face-to-face and online, and a fully online master of education program with a specialization in Teaching and Learning is also available. Please note that even students outside the fully online program will likely need to take some online courses, and fully online students will be required to visit campus three times over the course of the program. When degree work is done, the transcript will verify the specific program completed as follows: Master of Education in Curriculum and Instruction. Specialization: [area of emphasis].

IMPORTANT: All of the coursework for Washington state's Professional Certification can be completed at SPU and count toward the M.Ed. in Curriculum and Instruction. The only planning requirement is that no more than two courses (6 credits) can be at the 5000 level, generally the Pre-Assessment Seminar and the Culminating Seminar.

Those who complete the Reading and Language Arts specialization will, in addition to receiving a Curriculum and Instruction degree, be prepared to add a K–12 supporting Reading Endorsement to their