

SCHOOL OF EDUCATION

PETERSON HALL

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GRADADMISSIONS@SPU.EDU

WWW.SPU.EDU/DEPTS/SOE

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

teaching certificate. Qualifications for adding this endorsement include passing the Praxis II (WEST-E) test in reading, and a successful pedagogy assessment.

Due to the focus of the Curriculum and Instruction degree on the K–12 school system, it is preferred that each applicant has completed an approved program for teacher certification prior to enrollment. Exceptions should be approved through the graduate program manager by calling 206.281.2378.

In addition to the course requirements listed below for the Teaching and Learning and Reading and Language Arts specializations, both specializations require students to create a portfolio over the course of their program, publicly present a solid piece of research in their interest area, and complete a comprehensive examination. However, these requirements will be integrated into students' coursework as much as possible.

SPECIALIZATION: TEACHING AND LEARNING (57 credits)

Foundations and Research (18 credits)

EDU 6085 Moral Issues in Education (3)
EDU 6120 American Education: Past and Present (3)
EDU 6655 Human Development and Principles of Learning (3)
EDU 6970 Interpreting and Applying Educational Research I (3)
EDU 6971 Interpreting and Applying Educational Research II (3)
EDU 6972 Accountability Research and Measurement (3)

Teaching and Learning (24 credits)

EDU 6524 Approaches to Curriculum Design (3)
EDU 6525 Culturally Responsive Teaching (3)
EDU 6526 Survey of Instructional Strategies (3)
EDU 6613 Standards-based Assessment (3)
EDU 6600 Communication and Collaboration: Parents, Colleagues, and Community (3)
EDSP 6644 Educating Exceptional Students (3)
EDRD 6641 Foundations of Reading Instruction (3)
EDTC 6536 Instructional Technology and Information Management (3)

Electives (15 credits)

The 15 elective credits may be selected from the following areas: reading and language arts, special education, school counseling, math education, science education, school administration (principal certification), or other graduate courses from across the university. Please note the availability of important courses in instructional technology (IT). While SPU does not offer a distinct specialization in IT, several elective courses prepare teachers to become IT leaders in their schools.

The **online curriculum and instruction program** includes the following elective courses:

EDTC 6431 Learning with Technology
EDTC 6433 Teaching with Technology
EDCO 6676 Students at Risk: Assessment and Intervention
EDRD 6507 Language Development, Diversity, and Literacy
EDRD 6533 Writing: Process to Product

Pre-Approved Electives

Possible electives for the **teaching and learning specialization** follow. These may be taken in any quantity or combination. Graduate degree offerings from other departments on campus are shown in the University Time Schedule, which is available through SAS by calling 206.281.2032.

Professional education (5000-level) courses are listed in the *Spiral* bulletin, available through the Continuing Education Department by calling 206.281.2214. A maximum of 6 credits of professional education courses may be taken.

Instructional Technology

EDTC 6431 Learning With Technology (3)
EDTC 6432 Computer Authoring and Production (3)
EDTC 6433 Teaching With Technology (3)

EDTC 6434 Networking and Telecommunications in Education (3)
EDTC 6535 Issues and Advances in Educational Technology (3)

Reading and Language Arts

EDRD 6508 Vocabulary Development
EDRD 6506 Literacy Assessment and Standards (3)
EDRD 6507 Language Development, Diversity, and Literacy (3)
EDRD 6529 Teaching Reading : Strategies of Instruction (3)
EDRD 6530 Teaching Reading in the Content Areas (3)
EDRD 6531 Children's/Young Adult Literature (3)
EDRD 6533 Writing: Process to Product (3)

Special Education

EDSP 6652 Seminar in Learning Disabilities and ADHD (3)
EDSP 6950 Topics in Special Education (3)

School Counseling

EDCO 6670 Introduction to School Counseling (3)
EDCO 6676 Students at Risk: Assessment and Intervention (3)
EDCO 6679 Career Counseling in the Schools (3)
EDCO 6680 Special Education and School Counseling (3)

Math Education

MAT 5251 Real World Applications (4)
MAT 5503 Problem Solving (4)
MAT 5504 Algebra and Trigonometry (4)
MAT 5505 Differential and Integral Calculus (4)
MAT 5530 Probability and Statistics (4)
MAT 5550 Euclidean and Non-Euclidean Geometry (4)

Science Education

NMS 5140 Ideal Science Activities (4)
NMS 5000 Human Health/Bioethics (4)
NMS 5001 User's Guide for Our Planet (4)
NMS 5403 Down to Earth Geology (4)
NMS 5430 Exploring the Universe in Time and Space (4)
NMS 5506 Clouds, Currents, Calamities (4)
NMS 5534 Ocean Environments (4)

Educational Administration/Principal Certification (EDAD)

Permission to take EDAD courses must be obtained from the chair of the Educational Leadership program prior to taking any of these courses.

COMPREHENSIVE EXAMINATION

The Comprehensive Examination is usually completed during the last quarter of coursework or the quarter thereafter. An application available from the School of Education should be submitted to the graduate program manager two quarters in advance.

SPECIALIZATION: READING AND LANGUAGE ARTS (57 credits)**Foundations and Research (18 credits)**

EDU 6085 Moral Issues in Education (3)
EDU 6120 American Education: Past and Present (3)
EDU 6655 Human Development and Principles of Learning (3)
EDU 6970 Interpreting and Applying Educational Research I (3)
EDU 6971 Interpreting and Applying Educational Research II (3)
EDU 6972 Accountability Research and Measurement (3)

Teaching and Learning (24 credits)

EDU 6524 Approaches to Curriculum Design (3)
 EDU 6525 Culturally Responsive Teaching (3)
 EDRD 6641 Foundations of Reading Instruction (3)
 EDRD 6506 Literacy Assessment and Standards (3)
 EDRD 6529 Teaching Reading: Strategies of Instruction (3)
 EDU 6600 Communication and Collaboration: Parents, Colleagues, and Community (3)
 EDSP 6644 Educating Exceptional Students (3)
 EDTC 6536 Instructional Technology and Information Management (3)

Additional Reading/Language Arts (12 credits)

EDRD 6507 Language Development, Diversity, and Literacy (3)
 EDRD 6533 Writing: Process to Product (3)
 Any two of the following three courses:
 EDRD 6530 Teaching Reading in the Content Areas (3)
 EDRD 6531 Children's/Young Adult Literature (3)
 EDRD 6508 Vocabulary Development (3)

Electives (3 credits)

Candidates may select from a list of approved Reading and Language Arts courses. Other graduate courses may be considered on an individual basis. (See list of approved electives.) It is also possible to use three credits of 5000-level courses, including the Pre-Assessment or Culminating Professional Certification courses.

COMPREHENSIVE EXAMINATION

The Comprehensive Examination is usually completed during the last quarter of coursework or the quarter thereafter. An application available from the School of Education should be submitted to the graduate program manager two quarters in advance.

Educational Leadership/School Principal Certification

The Master of Education in Educational Leadership program is designed to prepare an individual for a position as a school principal in the elementary or secondary school. This degree is nationally accredited by the National Council for the Accreditation of Teacher Education, and its successful completion will qualify the student for a Washington Initial PK–12 Certificate as a school principal.

A year-long (9-credit) internship is a part of the degree program in educational leadership. It is a vital, integrative experience in which students perform administrative activities while being supervised in a school setting. The primary objective is for the intern to acquire and practice the skills of effective management and leadership. Internship experiences will center on those competencies and skills defined in the Washington Administrative Code and the Interstate School Leaders Licensure Consortium (ISLLC).

Each applicant to the Educational Leadership program must have had a minimum of three years' experience as a certified classroom teacher. Exceptions should be approved through Richard Smith, chair and associate professor of educational administration. Contact him at 206.281.2375 or rsmith@spu.edu.

EDUCATIONAL LEADERSHIP REQUIREMENTS (51 credits) (Master's Degree)**Foundations/Research Core (21 credits)**

EDU 6085 Moral Issues in Education in Education (3)
 EDU 6120 American Education: Past and Present (3)
 EDU 6524 Approaches to Curriculum Design (3)
 EDU 6655 Human Development and Principles of Learning (3)
 EDU 6970 Interpreting and Applying Educational Research I (3)
 EDU 6971 Interpreting and Applying Educational Research II (3)

EDU 6972 Accountability Research and Measurement (3)

Educational Leadership Certification Core (21 credits)

EDAD 6580 Educational Administration (3)

EDAD 6581 The Principalship (3)

or

EDAD 6582 Private School Leadership (3)

EDAD 6584 Washington School Finance (3)

EDAD 6585 Washington School Law (3)

EDAD 6586 Human Resources Administration (3)

EDAD 6588 Instructional Supervision (3)

EDAD 6589 Current Issues in Education (3)

Internship (9 credits)

EDAD 6940 Principal/Administrative Internship (3, 3, 3)

Note: The internship extends over an entire school year, for three quarters. Interns are required to register for 3 credits per quarter.

COMPREHENSIVE EXAMINATION FOR MASTER'S DEGREE

This two-part examination, consisting of a written essay and an oral defense of the answers to these questions, is usually completed at the end of the program. An application, available in the School of Education, should be submitted to the graduate program manager two quarters in School Counseling advance. The oral defense is arranged individually through the chair of the program. The written test is to be completed prior to the "oral defense."

SCHOOL PRINCIPAL'S "CERTIFICATE-ONLY" PROGRAM (30 CREDITS)

People who otherwise qualify to enter the Educational Leadership program and already have a master's or other advanced degree need not complete a second master's degree to obtain certification as a school principal. It is necessary only to complete the school principal certification courses (21 credits) and internship (9 credits). The same guidelines and procedures for program admission apply.

School Counseling

The Master of Education in School Counseling program is designed to prepare individuals for a school counseling position in the elementary, middle, or high school. This degree is nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE), and its successful completion will qualify the student for a Washington Initial Educational Staff Associate (ESA) PK–12 certificate as a school counselor.

A year-long (9-credit) internship comprises a part of the degree program in school counseling. This vital, integrative experience in which students conduct supervised counseling in a school setting, has as its primary objective the provision of practical experiences in the duties and activities of the school counselor. The internship includes a minimum of 450 hours participation in a variety of meaningful activities related to the competencies required by the state of Washington knowledge base for school counselors (WAC 180-78A-270) as well as those recommended by the School of Education.

It is recommended but not required for admission that applicants for this program have previously obtained official certification as a classroom teacher with two years' teaching experience, or a bachelor's degree in psychology, social work, or a related field with two years' professional experience. Exceptions must be approved through the chair of school counseling by calling 206.281.2453.

SCHOOL COUNSELING — MASTER'S DEGREE WITH ESA CERTIFICATION**SCHOOL COUNSELING REQUIREMENTS (68 credits)****Professional Core (18 credits)**

EDU 6085 Moral Issues in Education (3)

EDU 6120 American Education: Past and Present (3)
 EDU 6655 Human Development and Principles of Learning (3)
 EDU 6970 Interpreting and Applying Educational Research I (3)
 EDU 6971 Interpreting and Applying Educational Research II (3)
 EDU 6972 Accountability Research and Measurement (3)

Major Courses (41 credits)

EDCO 6600 Introduction to Systems Theory (1)
 EDCO 6670 Introduction to School Counseling (4)
 EDCO 6671 Counseling Theory and Practice I (3)
 EDCO 6672 Organization and Administration of K–12 Guidance Programs (3)
 EDCO 6930 Counseling Theory and Practice II (3)
 EDCO 6931 Counseling Theory and Practice III (3)
 EDCO 6673 Group Counseling in the Schools (3)
 EDCO 6674 Introduction to Psychoeducational Assessment (3)
 EDCO 6675 Legal and Ethical Issues for School Professionals (3)
 EDCO 6676 Students at Risk: Assessment and Intervention (3)
 EDCO 6677 Multicultural Counseling in the Schools (3)
 EDCO 6678 Advanced Developmental Foundations (3)
 EDCO 6679 Career Counseling in the Schools (3)
 EDCO 6680 Special Education: Program and Methods (3)

Internship (9 credits)

EDCO 6940 School Counseling Internship (3,3,3)

Note: The internship requires a minimum of 450 hours spread over an entire school year (three quarters). Interns register for 3 credits per quarter.

SCHOOL COUNSELING “CERTIFICATE-ONLY” PROGRAM

People who otherwise qualify to enter the School Counseling program and already have a master's or other advanced degree need not complete a second master's degree in school counseling in order to obtain ESA (educational staff associate) certification as a school counselor. It is necessary to complete only the major courses (38 credits), elective (3 credits), internship (9 credits), and comprehensive exam. The same guidelines and procedures for program admission apply.

COMPREHENSIVE EXAMINATION

This two-hour essay examination is usually completed during the last quarter of coursework or the quarter thereafter. Comprehensive exams are scheduled once per quarter. An application (available from the School of Education) should be submitted to the graduate program manager two quarters in advance. To take the comprehensive exams, students must have completed all school counseling courses (except the internship).

EDUCATION BLOCK

School counseling students who do not have a valid teacher's certificate may be required, at the discretion of the program chair, to complete the “Education Block.” The Education Block includes:

- 100 hours of work in one classroom.
- At least one 3-credit education course, including EDCO 6130 Classroom Management.

ADMISSION REQUIREMENTS

The following materials are to be submitted for admission into the program:

1. A graduate application. (Available online at www.spu.edu.)
2. A \$50 processing fee. (Make checks payable to Seattle Pacific University.)
3. A transcript from each college/university where a degree was obtained, a professional certification program was completed, and where any graduate coursework was taken. These must be official transcripts and remain sealed in the original envelopes. Transcripts may be mailed directly to The Graduate Center at SPU.
4. Scores from either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). Official results must be sent directly to The Graduate Center at SPU. Test scores must be less than five years old to be valid. *Note: An alternative to submitting a GRE or MAT score may be available to certain applicants with permission of the chair of the school counseling program.*

5. If certified as a teacher, school social worker, etc., submit a copy of the actual certificate. Washington state law does not require a school counselor to be certificated as a teacher.
6. A personal statement. Applicants are to submit a typed personal statement (300–500 words) on their academic and professional goals as related to school counseling.
7. Two letters of recommendation. These letters should provide a current assessment of qualifications relative to past and future service in the professional setting, and capability for graduate study. Recommendations should come from present principals, supervisors, former professors, pastors, or colleagues.
8. The Moral Character and Personal Fitness Policy (available from the School of Education Administration Office, Peterson 300).
9. The Character and Fitness Supplement (available from the School of Education Administration Office, Peterson 300).

The applicant must also have a personal interview with the school counseling faculty.

Master of Arts in Teaching (Elementary/Middle and Secondary)

The Master of Arts in Teaching (MAT) combines a program for elementary/middle-level and secondary teacher certification with a master of arts degree in the elements of teaching. The degree is designed to be completed on a part-time basis. The certification component is completed in two years; the master's component may be done concurrently with the certification component, or it may be completed after the student has begun his or her teaching career.

The MAT is designed to prepare students who already have a bachelor's degree to teach. Satisfactory completion of the certification component of the MAT will qualify an individual to apply for a Washington State Residency Teaching Certificate. An additional 15 credits of non-certification classes will complete the master's degree portion of the MAT. **Students who already have a master's degree when entering the program will need to complete only the certification component to receive a second master's.**

Students receive a broad base of information about education, the nature of students, society, and the teaching profession as a whole. In addition, they gain skills and knowledge in the use of instructional and management strategies. Students will participate in various field experiences, culminating in an extended school-site teaching experience in the Spring Quarter of the second year.

ADMISSION REQUIREMENTS

The Master of Arts in Teaching program begins once a year during Autumn Quarter. Application materials should be submitted early during Winter Quarter, so students may be informed of final decisions by Spring Quarter.

The following items are required for application review:

1. **A graduate application.** (Available online at www.spu.edu.)
2. **A \$50 processing fee.** (Make checks payable to Seattle Pacific University.)
3. **A transcript** from each college/university where a degree was obtained, a professional certification program was completed, and where any graduate coursework was taken. These must be official transcripts and remain sealed in the original envelopes. Transcripts may be mailed directly to The Graduate Center at SPU.
4. **Scores** from either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). Official results must be sent directly to The Graduate Center at SPU. Test scores must be less than five years old to be valid.
5. **A personal statement.** This should be one to two pages, double-spaced, and address the following areas relative to you're your decision to pursue a teaching career: personal strengths, knowledge of the subject matter, interest/experience in teaching, ability to be a positive role model for students and leadership skills. It should also summarize previous experience of working with children or adolescents in a school or other setting.
6. **Two letters** of recommendation.
7. **The Moral Character and Personal Fitness Policy** (available from the School of Education

- Administration Office, Peterson 300).
8. **The Character and Fitness Supplement** (available from the School of Education Administration Office, Peterson 300).
 9. **Washington Educator Skills Test** – Basic (WEST-B) scores. (Passing scores on reading, writing, and mathematics subtests of Praxis I or CBEST may be substituted for the WEST-B.)
 10. **Endorsement Exam.** You must pass the WEST-E (Praxis II) in your desired endorsement area before enrolling in MAT classes.

The applicant must also have a personal interview with the school of education faculty.

In addition to the general requirements of the University, specific program admission requirements include a score of 385 or better on the MAT, or 950 or better on the GRE (verbal plus quantitative). Applicants must pass the Washington Educator Skills Test-Endorsement (West E/Praxis II) for the subject area in which they desire to teach by Autumn Quarter when classes begin.

In addition to the above prerequisites for admission, each applicant must have completed the content requirements for an endorsement in a subject area approved by the state.

Admission and application information can be obtained from The Graduate Center at 206.281.2091 or 800.601.0603, or send an email request to gradadmissions@spu.edu. You may also apply online at www.spu.edu/graduate.

MASTER'S IN TEACHING COURSE REQUIREMENTS (15 credits)

EDU 6085 Moral Issues in Education (3)
 EDU 6526 Survey of Instructional Strategies (3)
 EDU 6982 Educational Inquiry (3)
 EDU 6*** 6000-Level Elective (3)
 (Any 6000-level tech course)

RESIDENCY TEACHER'S CERTIFICATION COMPONENT

Secondary (49 credits)

Foundations Element (11 credits)
 EDU 6120 American Education: Past and Present (3)
 EDU 6132 Students as Learners (3)
 EDU 6133 Diversity in America (3)
 EDU 6134 Professional Issues: Child Abuse/Others (2)

Application Element (13 credits)
 EDU 6130 Classroom Management (3)
 EDU 6135 Secondary Teaching Methods (4)
 EDU 6613 Standards-based Assessment (3)
 EDU **** Content Area Methods Course at 6000-level (3)
 (EDMA 6357, EDSC 6359, EDU 6361, 6364, 6365)

Site Experiences Element (21 credits minimum)
 EDU 6942 September Experience (1)
 EDU 6949 MAT Secondary Internship (16)
 EDU 6989 Field Experience (4)

Orientation Element (4 credits)
 EDU 6139 Leadership in Secondary Teaching (3)
 EDU 6918 Introduction to Secondary Teaching (1)

Elementary (51 credits)

Foundations Element (11 credits)
 EDU 6120 American Education: Past and Present (3)

EDU 6132 Students as Learners (3)
 EDU 6133 Diversity in America (3)
 EDU 6134 Professional Issues: Child Abuse/Others (2)

Application Element (13 credits)
 EDU 6130 Classroom Management (3)
 EDU 6613 Standards-based Assessment (3)
 EDU 6432 Elementary Math Methods (3)
 EDU 6363 E-M LA/SS/Hum Methods (3)
 EDU 6362 E-M Sci/Health/Math Methods (3)

Site Experience (21 credits)
 EDU 6942 September Experience (1)
 EDU 6989 Field Experience (9)
 EDU 6949 Internship I (6)
 EDU 6949 Internship II (10)

Orientation element (4 credits)
 EDU 6918 Introduction to Teaching (1)
 EDU 6319 Leadership in Teaching (3)

ALTERNATIVE ROUTE TO CERTIFICATION

An Alternative Route to Certification based on the Master of Arts in Teaching is also available. See the Web site for the most up-to-date information.

Executive Leadership and Superintendent Certification

The Executive Leadership and Superintendent Certification program emphasizes the knowledge and skills appropriate to district-level administrative assignments in the PK–12 setting such as superintendent, assistant superintendent, deputy superintendent, directors, and other similar roles. Those completing the superintendent program should be able to do the following:

- Identify student needs.
- Prescribe an appropriate instructional program.
- Create the political capital and collaboration needed to improve student learning.

Successful completion of this program will qualify an individual for the Washington Initial School Superintendent's Certificate.

The program consists of a sequence of six 3-credit courses offered over a two-year period, and an internship consisting of at least 360 hours of field experience. Classes meet three times per quarter in a Friday-afternoon and Saturday-morning format. Readings and case studies are assigned in advance to maximize the amount of time for discussion, dialogue, and reflection. This program has three key components:

- **Team Building.** Participants go through the six-course sequence as a cohort. Monthly meetings with these same individuals also provide opportunities for networking and team building.
- **Weekend Coursework.** Classes meet three times per quarter, Friday afternoon to Saturday afternoon. Monthly sessions include (1) review of in-district internship work; (2) discussion of case studies; and (3) best-practice presentations by current practitioners. Participants are involved in selecting topics and planning the activities.
- **Field Experience.** Field experience is an integral part of the coursework and takes place over the same two-year period as the coursework. The goal of the internship is to develop the hands-on experience and skill needed to increase student learning through district-level leadership. The major focus of the internship is a meaningful, district-wide project that will make a difference in improving the district and address the portfolio criteria for the internship. In addition, shadowing, teamwork, and reflection are part of the internship process.

Each candidate for the executive leadership and school superintendent's certification program should have completed the following: (1) a program for teacher certification, (2) three years of experience as a

school administrator, and (3) a master's, doctoral, or other advanced degree. Exceptions to the above requirements should be approved through the program chair, Richard Smith, before application materials are submitted. Contact him at 206.281.2375 or rsmith@spu.edu.

GENERAL ADMISSION INFORMATION

About 15 applicants are admitted each year. Candidates are admitted as application materials are completed and reviewed. Candidates may begin the program during any quarter.

All items required for applicant evaluation are to be sent together in one packet. These materials should be directed to the following:

The Graduate Center
Seattle Pacific University
3307 Third Avenue West, Suite 111
Seattle, Washington 98119-1922

Applicants are accepted throughout the school year. To facilitate timely evaluation, applicants should send the necessary items a quarter before planning to enroll.

International students are not generally admitted to the superintendent-preparation program. International students who would like more information on admission requirements should call the chair of the program at 206.281.2375.

ITEMS REQUIRED FOR ADMISSION

The following materials are to be submitted for admission into the program:

1. A graduate application. (Available online at www.spu.edu.)
2. A \$50 processing fee.
3. Official transcripts from all institutions where a degree was conferred or where post-master's graduate coursework was completed. (To maintain their official status, transcripts must remain sealed in their original envelopes.)
4. A copy of the applicant's most recently earned professional certificate.
5. Two letters of recommendation. These must represent a current assessment of the applicant's qualifications. It is preferred that one be from the applicant's supervisor. The other recommendation may be from an instructor, another supervisor, pastor, or a colleague. Recommendations must remain sealed in their original envelopes.
6. A letter from the superintendent of the applicant's district, indicating that the district will work with him or her to make an internship experience possible. (If no internship site is available, the applicant should include a note to this effect with the application.)

EVALUATION

Once all items have been received, the evaluation will be based on University standards for graduate admission. Individuals are notified by letter. Please call The Graduate Center at 206.281.2091 or 800.601.0603 if you have questions about this process.

PROGRAM REQUIREMENTS (24 credits)

One course will be offered each quarter. Participants who take one course every quarter, plus the internship, will finish in two years. Participants may take longer, but taking one course each quarter is highly recommended.

Courses (24 credits)

EDAD 7580 Professional Growth Planning (3)

EDAD 7581 Systems Leadership (3)

EDAD 7584 Resource Management (3)

EDAD 7586 Interpersonal Relations (3)

EDAD 7588 Improving Student Learning (3)

EDAD 7589 Policy, Governance and Ethics (3)

EDAD 7890 Superintendent Field Experience (6) (Usually taken as six one-credit courses along with the respective course for the quarter.)

The Executive Leadership and Superintendent Certification program is a self-contained program leading to state certification. It can also be an integral part of a doctor of education degree. Coursework from the Executive Leadership and Superintendent Program meets the elective requirements of the doctoral program.

Doctor of Education (Ed.D.)

The Doctor of Education (Ed.D.) program is a 90-quarter-credit (post-master's) interdepartmental degree offered by Seattle Pacific University's School of Education. It is designed and intended largely for educators from a variety of settings, including public and private schools, and institutions of higher education. The degree is for active professionals interested in leadership and teaching positions in education. It can be tailored to meet varied professional needs and interests.

The core requirements of the degree are designed to develop instructional leaders by focusing on knowledge applicable to all fields and levels of education.

The program uses a cohort approach for core doctoral classes because of the many educational benefits of collaborative and cooperative learning, and continued professional association. Students admitted to the program are expected to proceed through these cohort courses as a group on a defined schedule and sequence. Cohort courses are noted with an asterisk in the following listings.

This is an interdepartmental degree; thus, students select courses and learning experiences, with the assistance of the director of doctoral studies, from a variety of areas and opportunities in the School of Education. They may also select graduate courses from other schools within the University.

This component of the program is designed jointly by the student and the doctoral director, and is subject to approval by the School of Education Doctoral Committee.

AREAS OF SPECIALIZATION

The specialization/elective component provides the opportunity to develop an area of expertise appropriate to the student's professional and academic goals. Areas of specialization include curriculum and instruction, school counseling and school psychology, educational leadership (superintendent and principal), reading/literacy, educational technology, special education, and self-designed specialization.

Earning an ESA certification as a principal, superintendent, or school counselor is also possible while working on the doctorate degree.

COURSE REQUIREMENTS

(90 quarter credits, post-M.S./M.A. degree; 135 quarter credits post-B.A./B.S.)

Foundations (9 credits)

EDU 6085 Moral Issues in Education (3)
EDU 6120 American Education: Past and Present (3)
EDU 7910 Seminar in Educational Values (3)

Instructional Leadership (12 credits)

*EDU 7101 Instructional Theory (3)
*EDU 7102 Curriculum Design (3)
*EDU 7103 Organizational Theory (3)
*EDU 7990 Leadership Colloquium (3)

Research and Dissertation (30 credits)

(Prerequisites: Interpreting and Applying Educational Research I and Interpreting and Applying Educational Research II)
*EDU 7972 Research Design and Analysis I (3)

- *EDU 7973 Research Design and Analysis II (3)
- *EDU 7974 Research Design and Analysis III (3) or *EDU 7107 Program Evaluation (3)
- *EDU 7991 Dissertation Orientation (1)
- *EDU 7995 Dissertation (20)
- *Cohort courses

Specialization/Electives (39 credits)

These courses are to be decided by the program advisor and approved by the director of doctoral studies.

They may be comprised of the following:

1. Courses
2. Internship/Practicum
3. Independent Studies (EDU 7900)
4. Graduate Seminars (EDU 6950)

Recommended Electives

The three classes that are prerequisites to certain requirements for the doctoral degree are as follows:

EDU 6970 Interpreting and Applying Educational Research I
 EDU 6971 Interpreting and Applying Educational Research II
 EDU 6655 Human Development and Principles of Learning

For non-education majors, three additional courses may be required:

EDU 6524 Approaches to Curriculum Design
 EDU 6526 Survey of Instructional Strategies
 EDU 6613 Educational Measurement and Evaluation

LEADERSHIP COLLOQUIUM AND COMPREHENSIVE EXAMS

After approximately one year of coursework (24 credits), students may register for the leadership colloquium (EDU 7990). This requires the student to write a scholarly paper and present that paper in a formal setting to the educational community. Graduate faculty of the School of Education conduct the evaluation of the scholarship and colloquium. The leadership colloquium must be taken before the student can take the comprehensive exams.

Upon completion of all courses, the student must pass written comprehensive examinations. These examinations will cover the foundations, professional and research components of the core, and the student's area of specialization. Successful completion of the comprehensive examination advances the student to the doctoral candidacy.

THE DISSERTATION

The doctoral dissertation is the culminating experience in the Doctor of Education degree. It is a scholarly inquiry into an area of professional and intellectual interest, and it is a highly individualized experience.

Working with faculty throughout the coursework and with a dissertation advisor, the student develops a research question and proposal. Using the expertise and knowledge developed in the research core courses (EDU 7972, 7973, 7974) and under the direction of a faculty dissertation advisor and committee, the student conducts the research and produces a quality report of the findings. As a final demonstration of scholarly competence, the student conducts an oral presentation and defense of the research.

While it is expected that the dissertation will follow standard accepted research methodologies and format, the topic of the research may vary depending on the professional goals and area of specialization of the student and the expertise of the faculty.

SUGGESTED THREE-YEAR PROGRAM SEQUENCE

Year One (30 credits)

Summer	Autumn	Winter	Spring
*EDU 7101	*EDU 7102	*EDU 7972	*EDU 7973
EDU 6085	Elective (3)	Elective (3)	Elective (3)
Electives (6)			

Year Two (30 credits)

Summer	Autumn	Winter	Spring
*EDU 7974			
or EDU 7101	EDU 7103	EDU 6120	EDU 7995 (3)
EDU 7990	Elective (3)	Elective (3)	Elective (3)
Electives (6)			

Year Three (30 credits)

Summer	Autumn	Winter	Spring
EDU 7910	Dissertation (6)	Dissertation (6)	Dissertation (6)
Electives (9)			
*Cohort courses			

ADMISSION REQUIREMENTS

The doctoral program requires considerable faculty time and resources; thus, a limited number of students will be admitted to the program each year. It is expected that all applicants will have at least a bachelor's degree (135-credit doctorate) or a master's degree (90-credit doctorate) from a regionally accredited college or university. Admission decisions will be based on the following:

1. Previous academic preparation and areas of study.
2. Overall undergraduate and graduate GPA.
3. GRE or MAT scores.
4. Professional experience.
5. Future professional plans.
6. Letters of recommendation.
7. A formal interview with School of Education faculty.

APPLICATION PROCEDURE

Cohort classes begin each summer. Screening applicants for admission is an ongoing process, and students may be admitted to the program throughout the year so they can begin needed prerequisites, foundations, and elective courses.

The following items are to be submitted to The Graduate Center. Items two, three, and four listed below should be included in the packet with the graduate application. After they have been received, the applicant may be contacted to schedule a formal interview with faculty in the School of Education. When a decision is reached, students will be notified of their status by letter.

1. A doctoral application (available online at www.spu.edu/graduate).
2. A \$50 processing fee.
3. Official transcripts from any institution where an academic degree was conferred, including any post-master's degree graduate coursework.
4. A personal statement discussing future professional plans and goals. This should not exceed 300 words and should also include the rationale for pursuing a doctoral degree.
5. Scores from the GRE or the MAT. Test scores must be less than five years old.
6. Four recent letters of recommendation. Two of these must be of an academic nature (from graduate professors, for example). Two must be of a professional nature, from supervisors.

PROGRAM AND ENROLLMENT POLICIES

At the time of admission, a student may transfer up to 15 post-master's degree credits into the doctoral program with the approval of the director of doctoral studies. Courses transferred must be graduate-level, from a regionally accredited institution, and relevant to the student's course of doctoral study. They must have been taken within the three years prior to admission, and must have been part of a planned program leading to a graduate degree or a professional certificate. Courses with grades below a 3.0 ("B"), or those receiving "pass" or "satisfactory" grades, cannot transfer into the program. Finally, transferred classes may be substituted for degree requirements if the student can document in writing that the transferred classes are comparable to required courses offered through Seattle Pacific University. Modifications to these transfer policies may be made at the discretion of the director of doctoral studies in consultation with the Doctoral Admissions Committee.

RESIDENCY REQUIREMENT

Students are expected to complete the required cohort courses (7000-level) in sequence during the first two years of the program. Once students begin their classes, continuous enrollment must be maintained throughout the program. Students who interrupt the residency requirement may be dropped from the program.

GRADE POINT AVERAGE

A 3.2 overall GPA is required for graduation.

DEGREE COMPLETION

All requirements for the doctoral degree must be completed within five years from the quarter the first post-admission course was taken. Students needing more than five years to complete the degree must file a time-extension petition with the director of doctoral studies.

COURSE DESCRIPTIONS**EDAD 6580 Educational Administration (3)**

Explores the administrative process, role of leadership, theories related to administration and leadership, and the basic principles of leadership, work motivation, decision making and communication. The case study method is used for part of the second half of the course. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDAD 6581 The Principalship (3)

Prepares students to effectively assume leadership positions as principals in schools and school districts that are educating students for living and working in this rapidly changing society. An off-campus, one-night retreat is required in this course. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDAD 6582 Private School Principalship (3)

Registration approval: graduate director.

Discusses why the demands on and responsibilities of administrators in the private sector, while parallel to those of their public school counterparts, differ in significant ways. Addresses issues in leadership relevant in any organization, and those that are particularly critical in a market-driven — and often faith-based — school environment including strategic planning, marketing, student and faculty recruitment, retention and evaluation, finances, and curriculum and instruction. Substitutes only for EDAD 6581 The Principalship, open only to candidates for private school administration. Offered alternate summers beginning in Summer 2000.

EDAD 6584 Washington School Finance (3)

Surveys principles of finance, sources of revenue, distribution of monies, budget, financial accounting, and reporting practices in Washington state. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDAD 6585 Washington School Law (3)

Familiarizes educators, particularly aspiring and practicing administrators, with legal issues present in American public and private education, focusing special attention on the statutes, regulations, and cases which affect the common schools of Washington state. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDAD 6586 Human Resources Administration (3)

Concentrates on the human resources function in the school system and examines this function from the perspective of both the principal and the district office. Stresses knowledge, skills, attitudes, and abilities to function effectively, and assists in the improvement of skills in the administration of personnel policies and regulations in light of today's complex climate in public education. Class not open to undergraduate students.

EDAD 6588 Instructional Supervision (3)

Examines principles, practices, and procedures needed for effective supervision of instruction within schools, emphasizing the principal's role in the public and private schools of Washington state. Class open to doctoral, graduate, non-matriculated and post-baccalaureate students.

EDAD 6589 Current Issues in Educational Leadership (3)

Acquaints the student with major issues in American education and provides an avenue for exploring the controversies surrounding these issues. Presents a framework for analyzing various recommendations. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6600 Communication and Collaboration: Parents, Colleagues, and Community (3)

Enhances participants' communicative competence with K-12 students, colleagues, and the community. Addresses the practical applications of interpersonal and social communications through relationship development, effective listening techniques, small-group processes, collaborative learning activities, and instructional strategies.

EDAD 6900 Independent Study (1–5)

Registration approval: independent study agreement.

Allows student to work with a faculty member on an agreed-upon topic.

EDAD 6940 Principal/Administrative Internship (1–9)

Provides advanced internship for aspiring principals. Focuses on state educational and ISLLC competencies. May be repeated for credit up to 9 credits. Class open to doctoral and graduate students.

EDAD 7580 Professional Growth Planning (3)

Covers professional growth planning through data gathering and analysis of personal and professional styles. Applies concepts to create models of self-directed learning organizations. Class open to superintendent majors. Class open to doctoral students.

EDAD 7581 Systems Leadership (3)

Focuses on the ability to create shared ownership for a district-wide vision based on success for all students.

EDAD 7584 Resource Management (3)

Covers working with fiscal resources, facilities, and the personnel within the district to enhance achievement of the district vision and accountability for resources.

EDAD 7586 Interpersonal Relations (3)

Covers building positive interpersonal relations, monitoring climate, empowering employees and creating the teams necessary to achieve the district vision. Addresses working with the community, the media, parents, business, and the many related agencies to create additional partners in achieving the district vision.

EDAD 7588 Improving Student Learning (3)

Explores integrating teaching, learning, and assessment in an aligned curriculum model that supports successful student learning.

EDAD 7589 Policy, Governance and Ethics (3)

Focuses on the ability to work with the school board, the Legislature and other political entities to forge the necessary partnerships to achieve the district vision.

EDAD 7890 Superintendent Field Experience (1)

Field experience runs parallel to the coursework and involves application, discussion, and reflection of the above content in a two-year, six-quarter format. Portfolios and journals are a part of the field experience work. May be repeated for credit five times.

EDCO 6130 Classroom Management for Non-Teachers (3)

Registration approval: coordinator.

Presents class room management theory and strategies for the PK–12 school setting. Designed for school counselors, school psychologists, administrators and others who deliver classroom lessons but are not classroom teachers. Class open to doctoral and graduate students.

EDCO 6600 Introduction to Systems Theory (1)

Registration approval: department chair. Introduces students to the philosophical base for the school counseling and school psychology programs, focusing on a systemic understanding of individuals within their family, classroom, school, and community. Class open to doctoral and graduate students.

EDCO 6670 Introduction to School Counseling (4)

Overviews the history of the profession and the role of developmental school counseling in the PK–12 setting. Covers such relevant topics as consultation and referral, individual and group counseling, large group guidance, and coordination of guidance and counseling programs. Serves as an introduction to the codes, organizations and guidelines involved with the profession. Includes 20 hours of field observations of school counselors. Class open to doctoral, graduate and non-matriculated students.

EDCO 6671 Counseling Theory and Practice I (3)

Integrates theory and practice and provides students with a knowledge base in individual and family dynamics in terms of major counseling theories, principles, and techniques. Provides the opportunity to develop basic counseling skills, integrate theory and practice, and prepare for counseling students in PK–12 schools. Videotaped sessions with peers are evaluated by the professor, supervisors and peers. Class open to doctoral and graduate students.

EDCO 6672 Organization and Administration of K–12 Guidance Programs (3)

Prerequisite: EDCO 6600, 6670, 6678.

Discusses the following aspects of a school counselor's work: developing and implementing a comprehensive guidance and counseling program with emphasis on a balance of responsive services, systems support, individual planning, and guidance curriculum; organizational responsibilities such as class scheduling, advising, and placement; program evaluation; guidance curriculum development; and planning and instructing large group guidance lessons. Class should be taken toward the end of the student's program. Class open to doctoral and graduate students.

EDCO 6673 Group Counseling in the Schools (3)

Registration approval: instructor.

Prerequisite: EDCO 6671, 6930 (either concurrent enrollment or completed). Focuses on the understanding of group theory and process, the development, implementation, and evaluation of small task groups in PK–12 schools, and participation as a group member. Class open to doctoral and graduate students.

EDCO 6674 Introduction to Psychoeducational Assessment (3)

Prerequisite: EDU 6970 and EDCO 6670.

Examines theory and practice of assessment for school counselors and school psychologists. Provides exposure to major tests and appraisal instruments, assessment guidelines and procedures, and interpretation models used in area schools. Covers the basics of psychometric theory and interpretation. Class open to doctoral and graduate students.

EDCO 6675 Legal and Ethical Issues for School Professionals (3)

Presents the knowledge and skills needed to apply Washington state and federal law in the PK–12 school setting. Explores school counseling and school psychology codes of ethics and standards of practice. Students become familiar with standard procedures for dealing with issues such as abuse and discrimination. Class open to doctoral and graduate students.

EDCO 6676 Students at Risk: Assessment and Intervention (3)

Explores significant topics related to students and their families: person abuse, substance abuse, discrimination, changes in family roles and structures, crisis intervention, consultation about grief, suicide prevention, drop-out prevention, and preventative programs which alleviate the unique needs of students in the above areas as they interfere with a student's progress in school. Class open to doctoral, graduate, and non-matriculated students.

EDCO 6677 Multicultural Counseling in the Schools (3)

Focuses on promoting cultural competency for school counselors working with diverse populations. The course is organized around three components: promoting awareness of students' worldview; creating knowledge of various cultural groups; and learning cross-cultural counseling skills. Class open to doctoral and graduate students.

EDCO 6678 Advanced Developmental Foundations (3)

Presents a lifespan approach to human growth and development, focusing on issues which relate to school counseling and school psychology at each period. Addresses how to work with students and consult with educators and parents on developmental issues and how social and cultural backgrounds influence development. Class open to doctoral and graduate students.

EDCO 6679 Career Counseling in the Schools (3)

Features a PK–12 approach to career counseling, focusing on how career counseling and guidance can be the context for students meeting the school's overall learning goals. Provides a model for educational and career decision making through career developmental theories, programs, inventories, and information services. Class open to doctoral and graduate students.

EDCO 6680 Special Education: Programs and Methods (3)

Addresses the arenas in which school counselors and education teachers interact, including student populations such as developmentally or learning disabled, and gifted and behavior disordered. Discusses working with parents, referral sources, legal issues, and in-school staff collaboration. Class open to doctoral, graduate, and non-matriculated students.

EDCO 6900 Independent Study (1–5)

Registration approval: Independent study agreement.

Student works with a faculty member on an agreed-upon topic. May be repeated for credit up to 6 credits.

EDCO 6910 Peer Review (2)

Continuing certification class to meet OSPI requirement. Open to ESA certificated school counselors.

EDCO 6930 Counseling Theory and Practice II (3)

Prerequisite: EDCO 6671.

Provides students with a knowledge base in individual and family dynamics in terms of major counseling theories, principles, and techniques. Students refine basic counseling skills, learn advanced counseling skills, and strategies for assisting students in PK–12 schools. Videotaped sessions with peers are evaluated by professor, supervisors, and peers. This course is an extension of EDCO 6671. Class open to doctoral and graduate students.

EDCO 6931 Counseling Theory and Practice III (3)

Prerequisites: EDCO 6671, 6930.

Focuses on significant issues in counseling and advanced counseling skills and processes. Refines students' counseling skills working with a student in a PK–12 school setting. Audio tapes of counseling sessions will be evaluated by professor, supervisors, and peers. Class open to doctoral and graduate students.

EDCO 6940 School Counseling Internship (1–9)

Registration approval: instructor.

Prerequisites: EDCO 6600, 6670, 6671, 6672, 6673, 6674, 6675, 6676, 6677, 6678, 6679, 6680, 6930, 6931, EDU 6970.

Develops competencies necessary for the school counselor. May be repeated for credit up to 9 credits. Class open to doctoral and graduate students.

EDCO 6951 Topics in School Counseling (3)

Examines a current topic or issue in school counseling. May be repeated for credit one time. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDMA 6357 Teaching Secondary Mathematics (3)

Registration approval: School of Education.

Overviews content methods and strategies appropriate for the teaching of secondary school mathematics. Emphasizes problem solving, and gives attention to the NCTM Standards and to the Washington State Essential Academic Learning requirements. Class open to master of arts in teaching majors. Class open to graduate students.

EDMA 6900 Independent Study (1–5)

Registration approval: Independent study agreement.

Student works with a faculty member on an agreed-upon topic.

EDRD 6506 Literacy Assessment (3)

Registration approval: coordinator.

Prerequisites: EDRD 6507, 6641 or instructor approval.

Examines current issues, trends, and research in assessment of reading and writing. Surveys various forms of assessment, both formal and informal — their purposes, value and limitations. Reviews criteria for constructing and implementing developmentally appropriate assessment procedures for PK–12 classrooms.

Class open to doctoral and graduate students.

EDRD 6507 Language Development and Literacy (3)

Explores children's language acquisition from birth through school entry in relation to cognitive and social development with an emphasis on the connection between language development and the development of literacy. Foundation course for the reading/language arts curriculum and instruction master's degrees. Class not open to undergraduate students. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6529 Teaching Reading: Strategies of Instruction (3)

Prerequisites: EDRD 6507 and 6641, or permission of instructor.

Surveys a comprehensive approach to reading instruction for enhancing students' ability to decode, comprehend, and interpret a variety of texts with the goal of increasing teachers' effectiveness in instructional decisions for reading. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6530 Teaching Reading: Content Areas (3)

Prerequisites: EDRD 6507 and 6641, or permission of instructor.

Focuses on developing and improving reading comprehension of written material from various content areas. Examines research related to critical factors of expository text including relevant background, text structure, and vocabulary. Elective course for reading/language arts curriculum and instruction master's degree. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6531 Children's/Young Adult's Literature (3)

Prerequisites: EDRD 6505 and 6641, or permission of instructor.

Examines trends, issues, and research in children's and young adult literature. Considers the variety of literary genres appropriate for K–8 classrooms, and selection and effective strategies of utilization of these various forms of literature. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6533 Writing: Process to Product (3)

Examines current issues and research in the elements of and conditions for the writing process, and research in stages of development of writing ability. Provides strategies for effective instruction. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6641 Foundations of Reading Instruction (3)

Explores the nature of the psychological processes involved in the development of literacy from the children's emergent understandings of print through skilled and strategic reading. Foundations course for the reading/language arts curriculum and instruction master's degree. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6900 Independent Study (1–5)

Registration approval: Independent study agreement.

Student works with a faculty member on an agreed-upon topic.

EDRD 6950 Special Topics (1–5)

Registration approval: Instructor.

May be repeated for credit up to 5 credits.

EDRD 6952 Topics in Language Arts (3)

Registration approval: coordinator.

Prerequisites: EDRD 6506, 6507, 6529, 6531, 6533, 6641, EDU 6970, 6971.

Explores selected current issues in language arts from the perspective of research theory and pedagogical practice. Class open to doctoral and graduate students.

EDRD 6953 Topics in Reading (3)

Prerequisites: EDRD 6506, 6507, 6529, 6531, 6533, 6641, EDU 6970, 6971.

Registration approval: coordinator.

Explores issues, problems, and recent developments in reading instruction. Discusses selected current issues in reading from the perspective of research, theory, and pedagogical practice. Culminating course for the reading/language arts curriculum and instruction master's degree. Class open to doctoral and graduate students.

EDSC 6359 Teaching Secondary Science (3)

Registration approval: School of Education.

Assists students in relating their understanding in various science disciplines to the practical problems of planning and implementing learning experiences for secondary students. Emphasizes the use of inquiry/problem-solving approaches to science learning and the Washington State Essential Academic Learning requirements. Class open to master of arts in teaching majors. Class open to graduate students.

EDSC 6900 Independent Study (1–5)

Registration approval: Independent study agreement.

Student works with a faculty member on an agreed-upon topic.

EDSP 6642 Individual Education Programs (3)

Prerequisite: EDSP 3107 or EDSP 6644.

Registration approval: School of Education.

Classroom presentation centers around the interaction of the disabled child with the school. Topics include federal and state regulations for the education of the disabled; procedures for referral, diagnosis, and placement; formation of individual education programs, service models, task analysis, and sequencing of skills; formation and evaluation of behavioral objectives; selection of instructional materials and methodology; and classroom organization. (Pre-service emphasis.) Course equivalent: EDSP 4642.

EDSP 6644 The Exceptional Student and Inclusion (3)

Presents programs and assessment procedures appropriate for exceptional students including those with mental retardation, orthopedic disabilities, behavior disorders, hearing and visual impairments, learning disabilities, and giftedness. Explores multicultural special education. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDSP 6646 Severe Disabilities (3)

Registration approval: School of Education.

Prerequisite: EDSP 3107 or EDSP 6644.

Explores the issues surrounding the education of the developmentally disabled person. Includes definitions and classification systems, etiology, theoretical approaches, strategies for educational diagnosis and intervention, family problems, and other issues. Course equivalent: EDSP 4646.

EDSP 6648 Teaching Students With Emotional and Behavioral Disorders (3)

Registration approval: School of Education.

Prerequisite: EDSP 3107 or EDSP 6644.

Provides special educators with knowledge related to characteristics and inclusion strategies for children and youth with behavior disorders or emotional disturbance. Course equivalent: EDSP 4648.

EDSP 6652 Seminar in Learning Disabilities and ADHD (3)

Studies the characteristics and educational/social needs associated with learning disabilities. Includes definitions and characteristics, theoretical approaches to learning disabilities, available resources, etiologies, and educational approaches to learning disabilities. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDSP 6653 Teaching Reading to Exceptional Students (3)

Prerequisite: EDSP 3107 or EDSP 6644.

Focuses on diagnosis of reading strengths and weaknesses; of correlates of reading problems; and analysis and selection of methods and materials for reading instruction of special needs children, including children who speak English as their second language. Course equivalent: EDSP 4653. Class open to education majors. Class not open to undergraduate students.

EDSP 6658 Issues in Special Education (3)

Prerequisite: EDSP 3107 or EDSP 6644.

Explores major trends and issues affecting special education, including the rights of the disabled, emerging trends in educational services and major issues surrounding the quality of life of disabled individuals. Open to special education majors only. Course equivalent: EDSP 4658. Class open to education majors. Class not open to undergraduate students.

EDSP 6900 Independent Study (1–6)

Registration approval: Independent study agreement.

May be repeated for credit up to 9 credits. Class open to graduate students.

EDSP 6931 Practicum (3)

Registration approval: Instructor.

Provides an opportunity for students to use multiple programs learned in previous methods courses to create an efficient, effective learning environment. May be repeated for credit two times. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDSP 6950 Topics in Special Education (3)

Examination of a current topic or issue. May be repeated for credit two times. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDTC 6431 Learning With Technology (3)

Addresses strategies for promoting effective student use of educational technology through application of research and theory from social learning, cooperative learning, and learning styles. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDTC 6432 Essentials: Computer Authoring (3)

Covers development of skills in authoring computer learning materials, production of media materials, and creation of interactive multimedia products. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDTC 6433 Teaching with Technology (3)

Provides survey and analysis of current approaches to the planning, use, and evaluation of media and computer learning materials. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDTC 6434 Networking and Telecommunication for Education (3)

Examines basic local and wide area networking systems for schools. Explores information literacy, resources, and applications, with emphasis upon issues related to the design, delivery, and evaluation of instruction via networks.

EDTC 6535 Issues and Advances in Educational Technology (3)

Discusses current issues in research and practice in educational technology. Covers recent trends in equipment, materials, and educational practices in the field. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDTC 6536 Instructional Technology and Information Management (3)

Examines common and emerging uses of instructional technology with an emphasis on tools that enhance teaching, learning, and information management. Includes hands-on experience with a variety of technologies as well as discussions on technology's role in school reform.

EDTC 6900 Independent Study (1–5)

Registration approval: Independent study agreement.

Student works with a faculty member on an agreed-upon topic. May be repeated for credit up to 6 credits.

EDTC 6930 Technology Practicum (1–5)

Registration approval: instructor.

EDU 6030 Educational Methods in Theatre (3)

Registration approval: School of Education.

Explores contemporary methods and trends in the teaching of high school theatre, emphasizing the following: management of a production program; critical response to artistic experiences; contexts of theatrical works; connections within the arts; and pedagogy. Attention is given to AATE standards and Washington State Essential Academic Learning Requirements in the Arts. Class open to master of arts in teaching majors. Class open to graduate students.

EDU 6085 Moral Issues in Education (3)

Examines how Christian theology shapes the theory and practice of education, and helps educators develop a theologically, philosophically, historically, and politically informed framework for taking ethical leadership in both public and private schools. Attribute: Biblical Heritage Graduate. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6120 American Education: Past and Present (3)

Explores how various educational theorists, from the founders of the Republic on forward, have made explicit connections between effective PK–12 schooling and American democracy, equality of opportunity, and other prized ideals. Examines past and present aims and challenges of popular education through historical documents and contemporary issues. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6125 Philosophy of Education (3)

Presents a critical examination of selected readings in educational philosophy. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6130 Classroom Management (3)

Registration approval: School of Education.

Presents classroom management in the context of educational philosophy, law, and adolescent psychology. Provides an opportunity for pre- and in-service teachers to develop a coherent classroom management plan for use in their classrooms. Class open to master of arts in teaching majors.

EDU 6132 Students As Learners (3)

Registration approval: School of Education.

Studies adolescent psychology, sociology, developmental domains, and learning theory as they apply to the secondary student in the classroom. Class open to master of arts in teaching majors.

EDU 6133 Diversity in America (3)

Registration approval: School of Education.

Explores the diversity found in American classrooms. Discusses theoretical bases related to diversity and methods for dealing with this diversity in a positive and practical manner. Class open to master of arts in teaching majors.

EDU 6134 Professional Issues: Child Abuse/Others (2)

Registration approval: School of Education.

Examines professional ethics, legal rights and responsibilities of teachers, professional organizations, and extracurricular responsibilities. Class open to master of arts in teaching majors.

EDU 6135 Secondary Teaching Methods (4)

Registration approval: School of Education.

Presents instruction and practice in planning for instruction, teaching strategies, instructional technology, and microteaching. Class open to master of arts in teaching majors.

EDU 6136 Content Methods (3)

Provides specific content methods pertaining to instructional theory, lesson planning, classroom management, and related topics designed to enhance and to be applied in an actual classroom setting.

EDU 6139 Leadership in Secondary Teaching (3)

Registration approval: School of Education.

A capstone experience that provides the opportunity to use coursework in foundations, research, pedagogy and internship to develop tentative answers to challenges encountered in teaching. Activities will provide the opportunity to learn and practice cooperative leadership skills, such as consensus building, decision making, conflict resolution, and outcome evaluation. Case studies will be drawn from internship experiences. Class open to master of arts in teaching majors.

EDU 6200 Professional Certificate Preassessment Seminar (1)

Reviews standards and criteria for professional certification. The candidates, with assistance from their school and University team members, will use the State of Washington Professional Growth Plan format to develop their plans in accordance with the 17 criteria for Washington State Professional Certification. May be repeated for credit up to 3 credits.

EDU 6361 Secondary English Methods (3)

Registration approval: School of Education.

Provides a foundation for teaching in the language arts classroom. Explores appropriate methods for secondary education and examines recent trends in the field. Class open to master of arts in teaching majors. Class open to graduate students.

EDU 6364 Teaching Secondary Social Studies (3)

Registration approval: School of Education.

Examines recent trends, practices, and educational objectives of social studies programs in secondary education. Attention will be given to planning, teaching, and evaluation in social science courses. Class open to master of arts in teaching majors. Class open to graduate students.

EDU 6365 Methodology for Foreign Language Teaching (3)

Registration approval: School of Education.

Overviews the theoretical paradigms of second language learning and teaching; definition and evaluation of communicative competence; strategies for teaching skills of listening, speaking, reading, and writing; and selection and development of instructional materials, including new technology. Class open to master of arts in teaching majors. Class open to graduate students.

EDU 6524 Approaches to Curriculum Design (3)

Examines trends in the design and development of school curricula including models of the curriculum.

Class open to doctoral, graduate, non-matriculated and post-baccalaureate students. Provides an overview of the theoretical bases and practical implications of multicultural education. Examines cultural pluralism in our society and emphasizes strategies to reduce prejudice and bias in our schools. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6525 Culturally Responsive Teaching (3)

Provides an overview of the theoretical bases and practical implications of multicultural education. Examines cultural pluralism in our society and emphasizes strategies to reduce prejudice and bias in our schools.

Assist students in understanding and becoming aware of working with and teaching diverse groups within the educational setting. Examines the complex issues facing educational environments which include issues of race, class, gender, religion, ethnicity, and exceptionality.

EDU 6526 Survey of Instructional Strategies (3)

Examines exemplary teaching models articulated by leading educational theorists whose ideas are widely practiced in education today. These, along with other models, provide strategies for planning lessons through the lenses of a particular construct. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6613 Standards Based Assessment (3)

Discusses the role of measurement and assessment in teaching and learning. The focus is on the theory and practice in the construction, administration, interpretation, and evaluation of educational assessments. The course content will include development of skills in preparing teacher-made tests, informal assessment activities, and the use of assessment results in the planning and evaluation of curriculum and instruction. Class open to doctoral and graduate students.

EDU 6655 Human Development and Principles of Learning (3)

Explores principles and research in human learning and their implications for curriculum and instruction. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6900 Independent Study (1–6)

Registration approval: Independent study agreement.

Independent study of approved topics with periodic conferences. May be repeated for credit up to 24 credits. Class open to doctoral and graduate students.

EDU 6918 Introduction to Secondary Teaching I (1–4)

Registration approval: School of Education.

Introduces the critical elements leading to successful secondary teaching. Provides opportunities to become familiar with the changing standards and expectations that result from Washington state's educational reform movement. Students will register for this segment the first year of their program and will attend sessions as scheduled throughout. Class open to master of arts in teaching majors.

EDU 6942 September Experience (1)

Registration approval: School of Education.

Prerequisite: Admission to the School of Education.

Requires three weeks of observation and assistance at the opening of a school year in a program that reflects the level and subject matter preferred by the pre-service teacher. Includes any faculty meetings, preparation days, and in-service workshops that take place prior to the students' arrival at school. The intern

will then remain for the first two weeks of the school year. Course equivalent: EDU 3942. Class open to graduate students.

EDU 6946 TESOL Internship (1–17)

Registration approval: School of Education.

Provides an opportunity for observation and daily teaching in public or approved private schools under the direction of a master teacher. May be repeated for credit up to 34 credits. Class open to TESOL majors. Class open to graduate students.

EDU 6948 Secondary Internship (1–20)

A full-day, 10-week supervised experience in a secondary classroom setting functioning as a classroom teacher. May be repeated for credit up to 20 credits.

EDU 6949 MAT Secondary Internship (1–20)

Registration approval: School of Education.

A full-day, 14-week supervised experience in a secondary classroom setting functioning as a classroom teacher. Class open to master of arts in teaching majors.

EDU 6950 Topics in Education (1–6)

Examination of a current topic or issue. May be repeated for credit up to 24 credits. Class open to doctoral and graduate students.

EDU 6960 Master's Project (3)

Registration approval: Instructor.

Prerequisites: EDU 6970, 6971; approval of application and proposal by supporting professor and director of graduate studies.

Involves the practical application of knowledge and skills which results in a product useable in the individual's professional or potential role. This is approved and supervised by a faculty member with expertise in the selected area of study. May be repeated for credit two times. Class open to graduate students.

EDU 6970 Interpreting and Applying Educational Research I (3)

Introduces descriptive and inferential statistics for teachers and others and the first of a sequence in research methods in education. Covers descriptive statistics including measures of central tendency and variability, and correlation and regression. Introduces basic concepts in statistical inference, including sampling distributions, significance tests, confidence intervals, and tests of significance. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6971 Interpreting and Applying Educational Research II (3)

Prerequisite: EDU 6970.

Provides an overview of social science research methodology. Emphasizes understanding the concepts, procedures, and vocabulary of quantitative educational research, preparing students to critically evaluate research articles and to develop an original research proposal. Class open to doctoral and graduate students.

EDU 6972 Accountability Research and Measurement (3)

Prerequisites: EDU 6970, 6971.

Studies research methods and research literature with an emphasis on critical analysis of research in the behavioral sciences. Uses the knowledge of statistical design and research methods to critique methods and findings of selected research. Class open to doctoral and graduate students.

EDU 6982 Educational Inquiry (3)

Registration approval: School of Education.

Investigates basic inquiry approaches to problems in education, including quantitative, qualitative, and case study research paradigms. Class open to master of arts in teaching majors.

EDU 6989 Field Experience (2, 4)

Registration approval: School of Education.

Introductory field experience designed to familiarize prospective teachers with classroom procedures, teaching methods, and learner needs. Two or 4 credits required depending on previous experience in classrooms and other educational settings. May be repeated for credit up to 6 credits. Class open to master of arts in teaching majors.

EDU 6995 Master's Thesis (3,6)

Prerequisites: EDU 6970, 6971, 6972.

Registration approval: Instructor and graduate director.

Makes formal investigation, under the direction of a committee assigned by the director of graduate studies, into a research question that involves original data and primary sources and results in a scholarly manuscript suitable for binding and possible publication. Requires demonstrated, acceptable progress on thesis study; and periodic conferences with major advisor. May be repeated for credit up to 9 credits. Class open to graduate students.

EDU 7101 Instructional Theory (3)

Prerequisite: EDU 6526.

Studies teaching/learning theories with applications to instructional settings. Examines constructivism, developmentalism, behaviorism, cognitive science, and information processing. Students will be expected to articulate strengths and weaknesses of various theories and to make specific applications to their area of emphasis. Class open to doctoral students.

EDU 7102 Curriculum Design (3)

Prerequisite: EDU 6524.

Examines curriculum design based on an advanced study of theoretical constructs of the curriculum. Discusses the academic-centered, society-centered, and learner-centered models. Students will be expected to develop a curriculum design appropriate to their areas of emphasis that includes significant research findings as well as specific curricular applications. Class open to doctoral students.

EDU 7103 Organizational and Leadership Theory (1–3)

Seeks to describe, understand and predict human behavior in the educational setting. Focuses on major theories of leadership-trait theory, contingency theory, path-goal theory and transformational theory. May be repeated for credit up to 3 credits. Class open to doctoral students.

EDU 7105 Issues in Education (3)

Prerequisites: EDU 6120, 6085.

Studies emerging and controversial issues in education. Issues will be chosen on the basis of their present significance and their potential for fundamental change in the educational system. Students will be expected to study the issues in depth and to develop written and oral positions. Class open to doctoral students.

EDU 7107 Program Evaluation (3)

Examines the method and role of evaluation research in conducting formative and summative evaluations of educational programs. Emphasizes the use of evaluation results in the decision making process. Class open to doctoral students.

EDU 7900 Independent Study (1–6)

Registration approval: independent study agreement.

Student works with a faculty member on an agreed-upon topic. May be repeated for credit up to 24 credits.

EDU 7910 Seminar in Educational Values (3)

Prerequisite: EDU 6085.

Studies ethics and values as they affect educational decision making and policy. Class open to doctoral students.

EDU 7972 Doctoral Research Design and Analysis I (3)

Prerequisites: EDU 6970, 6971.

Focuses on social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. The first in a sequence of three courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation. Class open to doctoral students.

EDU 7973 Doctoral Research Design and Analysis II (3)

Prerequisites: EDU 6970, 6971, 7972 or equivalent within the last two years.

Focuses on social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. The second in a sequence of three courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation. Class open to doctoral students.

EDU 7974 Doctoral Research Design and Analysis III (3)

Prerequisites: EDU 6970, 6971, 7972, 7973. Focuses on social science research methodology with an emphasis on qualitative research designs. The third in a sequence of three courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation. Class open to doctoral students.

EDU 7990 Leadership Colloquium (3)

Students write a scholarly paper and present it to the educational community. Evaluation of the scholarship and colloquium is conducted by the graduate faculty in the School of Education. Class open to doctoral students.

EDU 7995 Doctoral Dissertation (1–21)

Prerequisites: EDU 6970, 6971, 7972, 7973, 7974.

Requires original research conducted under the guidance of a faculty advisor. Includes a dissertation orientation class. May be repeated for credit up to 21 credits. Class open to doctoral students.

FACULTY

Henry F. Algera, *Assistant Professor of Curriculum and Instruction*; B.A., University of Winnipeg, 1989; B.Ed., 1989; M.A., Providence Theological Seminary, 2000; Ed.D., Seattle Pacific University, 2003. At SPU since 2003.

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Elletta A. Kennison, *Professor Emeritus, Assistant Professor of Education*; B.A., University of Washington, 1972; M.Ed., 1978; Ed.D., 1991. At SPU 1974–2000; teaching online courses from 2001.

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William J. Rowley, *Dean; Associate Professor of School Counseling*; B.A., Pasadena College, 1962; M.A., San Jose State College, 1967; Ed.D., University of Northern Colorado, 1973. At SPU since 1996.

Christopher A. Sink, *Professor of School Counseling*; B.A., University of California-Irvine, 1978; M.S., California State University-Fullerton, 1981; Ph.D., University of California-Riverside, 1988. At SPU since 1994.

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Richard E. Smith, *Professor of Education Administration*; B.A., Seattle Pacific College, 1963; M.A., University of Oregon, 1968; Ph.D., 1972. At SPU since 1988.

Sharon Young, *Associate Professor of Mathematics*; B.A., University of Redlands, 1966; M.A., University of Denver, 1976; Ph.D., University of Colorado, 1979. At SPU between 1995–1999 and since 2000.