

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