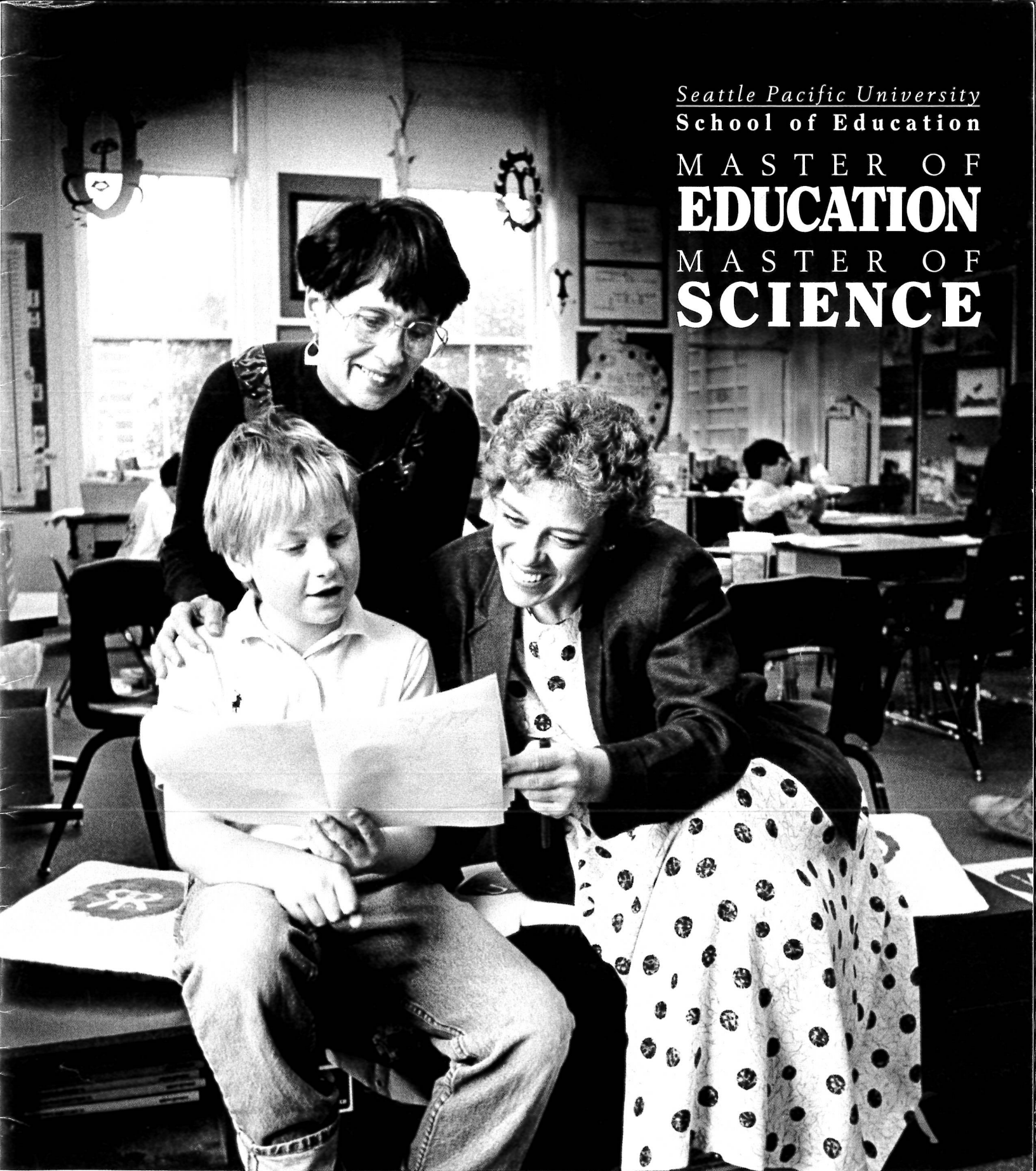


Seattle Pacific University
School of Education

MASTER OF
EDUCATION
MASTER OF
SCIENCE



90-91

◀ "The continuing increase in the quality and quantity of graduate students in the School of Education is exciting. In a short period of time they have become an integral part of this university!" *Jeffrey Fouts, Associate Dean and Director of Graduate Studies, School of Education*

Degrees offered include:

Master of Education

- School Administration
- Curriculum and Instruction
- Reading/Language Arts Education

Master of Science

- Human Resources

In addition, the School of Education offers a program leading to the Washington State Principal's Credential.

Off-Campus Courses

The School of Education offers off-campus graduate courses for the master of education degree in Bremerton, Kirkland, Everett and South Seattle. Contact the School of Education for specific information as to courses available at these sites and other program information.

Admission

1. To apply for the master of education program, you must have completed an undergraduate teacher education program from an accredited institution.
2. Prerequisites for the master of science degree are indicated in the program description for the M.S. major.
3. Application for admission to graduate study can be made on the enclosed form or by calling the Office of Graduate Admissions at (206) 281-2021.
4. Following notification of acceptance for graduate studies, you should contact the School of Education for an appointment with a graduate advisor to develop a program plan.

Comprehensive Examination Requirement

In addition to the general requirements for all master's degrees at Seattle Pacific University, a comprehensive examination covering the content of the degree is required of all candidates in school administration, curriculum and instruction, reading/language arts and human resources. The exam

is usually taken during the last quarter of coursework. An application for a comprehensive exam must be submitted no later than the second week of the term prior to the examination term. The fee should be paid at the Business Office. For application forms, please contact the School of Education Graduate Office.

Thesis Procedures

In programs for which a thesis is an option, the following procedures apply.

1. When your thesis proposal is approved, the director of graduate studies will appoint a committee to assist you, oversee the preparation of the research report,

and conduct an examination of the research.

2. The form and style manual approved is the most recent edition of the Publication Manual of the American Psychological Association.
3. You must register for three credits the quarter the thesis is initiated and for three or more credits for each quarter thereafter until the thesis is completed.
4. You must submit two copies of the thesis to the School of Education for binding, with a fee of \$20 per copy.

Contact the School of Education Graduate Office for further guidelines.



▲ Peterson Hall houses the School of Education.



◀ "What makes graduate study at Seattle Pacific special? I'd give much of the credit to our high quality students and their significant contributions. They enliven our classes and enrich our mutual and collective academic experience." *Peter Smith, Professor of Education, School of Education*

Master of Education

M.Ed. in Curriculum and Instruction

The curriculum and instruction degree is designed for educators who wish to strengthen their classroom instructional skills or be on the "cutting edge" of educational leadership in such roles as department chair, staff development leader, curriculum coordinator, team leader or similar assignments.

The degree program consists of an 18-credit professional education core, a 15-credit curriculum module, and 15 credits of electives.

- A. General Requirements:
 1. Forty-eight credits in approved courses.
 2. Not more than 6 credits of 5000 level courses.
 3. Satisfactory completion of a comprehensive examination.
- B. Professional Education Core (18 credits)
 1. Research (12 credits): EDU 6980, 6981 and one of the following:
 - a. EDU 6990 and EDU 6991;
 - b. EDU 6984 (3 credits) and either EDU 6990 or EDU 6991; or
 - c. EDU 6995.
 2. Social Foundations (3 credits): EDU 6120.
 3. Psychological Foundations (3 credits): EDU 6655.
- C. Curriculum and Instruction Core: (15 credits) EDU 6613, EDU 6525, EDU 6930, EDU 6935, EdSp 6644.
- D. Elective: (15 credits)

Students may select from graduate offerings in education or from another discipline with the prior approval of their program advisor.

Elective credits may also be used to focus on one specific area of interest. Areas in which you might choose to focus your elective credits include:

1. Arts in General Education: EDU/FPA 6896, 6897, 6898 (5 credits each).
2. Early Childhood Education: EDU 6501, 6511, EDRD 6507.
3. Earth Science: Selected Courses.
4. Math: MAT 5503, 5504X, 5505X, 5530X, 5550X.
5. Instruction: EDU 6930, EDLR 6535, EDAD 6588 and selected 5000 level courses.
6. Reading/Language Arts: EDRD 6507, 6529, 6530, 6531, 6533 r other selected reading courses.
7. Special Education: EDSP 6643, 6644, 6647, 6649, 6652.

M.Ed. in Reading/Language Arts

This program provides the classroom teacher with increased understanding of reading/language arts processes as they relate to learning. The program prepares reading/language arts resource specialists (K-12) who serve as diagnosticians, evaluators and consultants. Objectives in the major include: a) integrating acquired reading, writing, listening and speaking skills with thinking—and relating these skills to cognitive and affective learning theory; b) applying socio-psycho-linguistic principles of written and spoken language development; and c) developing an appreciation for the uniqueness of individual language facility.

- A. General Requirements
 1. Forty-eight credits in approved courses.
 2. Not more than 6 credits in 5000 level courses.
 3. Satisfactory completion of a comprehensive exam.
- B. Professional Education Core (18 credits)
 1. Research (12 credits): EDU 6980, 6981 and one of the following:
 - a. EDU 6990 and EDU 6991;
 - b. EDU 6984 (3 credits) and either EDU 6990 or EDU 6991; or
 - c. EDU 6995.

2. Social Foundations (3 credits): EDU 6120.
 3. Psychological Foundations (3 credits): EDU 6655.
- C. Specialization (30 credits)
1. Required: EdRd 6507, EdRd 6529, EdRd 6530, EdRd 6531, EdRd 6533, EdRd 6641, EdRd 6972, EdRd 6973.
 2. Electives: EdRd 6506, EdRd 6513, EdRd 6542, EdRd 6572, EdRd 6587, EdRd 6920, EdRd 6931, EDSP 6652.

M.Ed. in School Administration

This degree is oriented specifically toward the needs of the building principal and assistant principal and includes the academic requirements for the Initial and Continuing Principal's Credential.

- A. General Requirements
 1. Fifty-one credits in approved courses.
 2. Not more than 6 credits in 5000 level courses.
 3. Satisfactory completion of a comprehensive examination.
- B. Professional Education Core (15 credits)
 1. Research (9 credits): EDU 6980, EDU 6981, EDU 6990 or EDU 6991.
 2. Social Foundations (3 credits): EDU 6120.
 3. Psychological Foundations (3 credits): EDU 6655.
- C. Major core (36 credits)
 1. Required Courses (33 credits): EdAd 6580, EdAd 6581, EdAd 6584, EdAd 6585, EdAd 6586, EdAd 6588, EdAd 693½/3, EDU 6935, EdRd 6529 (elementary) or EdRd 6530 (secondary).
 2. Approved Elective (3 credits).



"I originally chose Seattle Pacific to update my teaching credentials. The teaching, the environment and the support were so outstanding I considered no other school at which to earn my master's degree in reading and language arts education. The education profession is rapidly changing and the professors of SPU have proven again and again that they are true scholars at the forefront of new theoretical and practical teaching information." *Candace Donovan, Graduate Student, School of Education*

Administrative Certification

Principal's Credential

This specialization qualifies persons who have completed three or more years of successful professional teaching for the Washington State Principal's Credential. The credential is available for service as a principal or assistant principal in an elementary or secondary school. A student interested in entering a credential program for principals should consult the advisor on school administration.

A. Prerequisite:

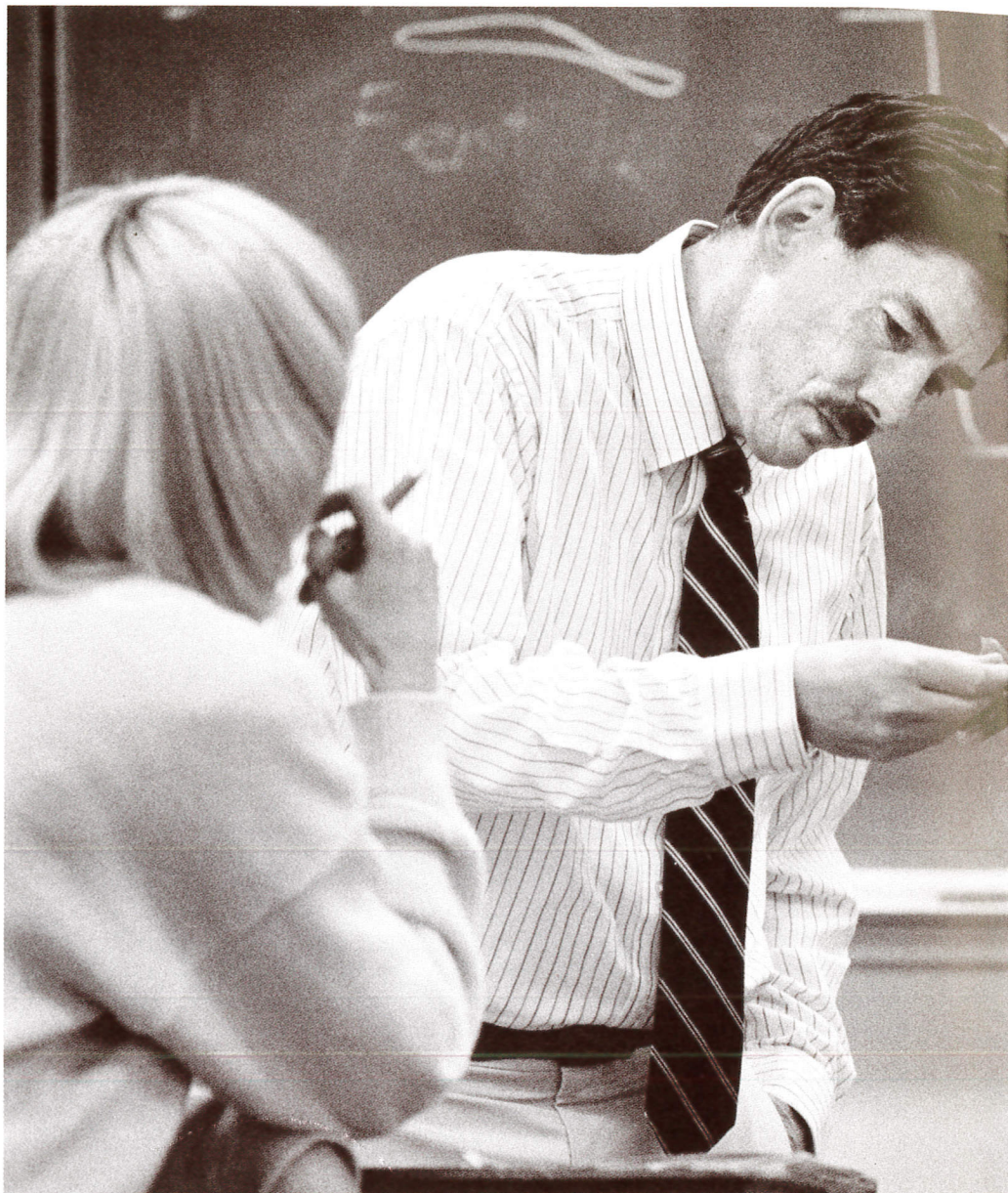
To apply, you must hold a Continuing or Standard Teaching Certificate.

B. Procedures for Procuring the Credential:

1. Apply for admission to graduate studies at Seattle Pacific University through the Office of Graduate Admissions.
2. Secure a written agreement from the school district (superintendent) and the on-site supervisor (building principal) that an internship will be provided.
3. Provide two references. Stamped and addressed envelopes for obtaining the references must accompany the completed application.
4. Secure the approval of the administration certificate advisor in the School of Education for a projected schedule of courses to be completed.

C. Requirements:

1. Approved master's degree.
2. Twelve-credit specialization in administration.
3. Thirty credits of graduate level studies approved for preparation of principals.
4. Nine-credit internship.
5. Successful completion of an exit examination.
6. Minimum of three years certificated experience in the public schools.



Master of Science

M.S. in Human Resources

The M.S. in human resources program prepares individuals for managerial level responsibilities in the human resources profession. Core courses broadly cover the many facets of human resources, including management development, organizational behavior, adult learning, industrial psychology, compensation, legal aspects and human resources management. Students can elect to emphasize human resources administration, training, organizational development, or the generalist role.

A. General Requirements

1. Forty-five credits including 30 core course credits and 15 approved human resources elective credits.
2. You are expected to possess general competencies in business, education, personal computer use and technical writing as well as competencies related to courses taken. This will be demonstrated prior to graduation through successful completion of a written comprehensive examination over these areas.

Courses

EDU 6076 Advanced Study of Style (3) (repeatable)

Prerequisite: EDU 5070.

Provides an opportunity to develop classroom applications of learning style theory introduced in the prerequisite beginning course in learning styles. Emphasizes developing classroom procedures across content areas and grade levels. May be repeated for credit.

EDU 6120 Foundations: Issues and Ideas in American Education (3)

Advanced study of the history, philosophy, sociology and ethics of American education.

EDU 6122 Values and Moral Responsibility in Education (3)

An examination of the educator's/counselor's role in the moral life of students/clients. Includes a study of the nature of morality, its development in persons, and various approaches to values/moral education in school and counseling settings.

EDU 6125 Philosophy of Education (3)

Presents a critical examination of selected readings in educational philosophy.

EDU 6310 The Middle School (3)

Exploration of the unique needs of adolescents both educationally and personally. Organization and design of instructional programs which best suit the preadolescent/early adolescent.

EDU 6501 Child Development (3)

Examines developmental concepts from prenatal period through elementary school years. Emphasizes observations, theories, trends and issues in the study of children.

EDU 6511 Strategies in Early Childhood Education: A Developmental Approach (3)

Examines strategies, materials and model programs to aid preschool and primary teachers in classroom organization and instructional design. Emphasizes individual needs assessment, behavior guidance strategies, concept teaching, integrating content areas and working with parents.



▲ *School of Education graduate faculty like Art Ellis, Ed.D., work closely with students to maximize classroom time. Small class size means more personal attention.*

3. You may take no more than 18 credits from courses offered through the Seattle Pacific University School of Business.

4. Either an internship (HRD 6950) or a practical or research project (HRD 6960) in human resources. Internships must be approved by a faculty advisor and supervised by both a faculty and an industry advisor. Projects must be approved and supervised by a faculty advisor.

B. Professional Core Courses (30 credits)
HRD 6000, HRD 6010, HRD 6260, HRD 6262, HRD 6265 or HRD 6212, HRD 6410, HRD 6500, HRD 6510, HRD 6520, HRD 6950 or HRD 6960.

C. Elective Emphasis Courses (15 credits)

1. Administration of HR: HRD 6204, HRD 6205, HRD 6206, HRD 6207, HRD 6208, HRD 6209.

2. Organizational Development: HRD 6259, HRD 6261, HRD 6263, HRD 6264, HRD 6266.

3. Training and Development: HRD 6412, HRD 6420, HRD 6425, HRD 6431, HRD 6436, HRD 6601, HRD 6606, HRD 6611.

EDU 6525 The School: A Multicultural Approach

Designed to provide an overview of first-hand experiences for learning about multicultural education. Examines cultural pluralism as it relates to prejudice and bias in our schools and society.

EDU 6613 Educational Measurement and Evaluation (3)

Prerequisite: EDU 6980.

Examines purposes for educational evaluation and develops concepts, skills and abilities needed to evaluate instruction and learning.

EDU 6655 Advanced Educational Psychology: Learning Theory (3)

Explores principles and research in human learning and their implications for curriculum and instruction.

EDU 6896 Foundations and Framework for the Arts in General Education (5) (FPA 6986)

Presents an introductory course in a sequence leading to a fifth year or master's degree in "Arts in General Education." Examines how the arts process serves as a framework for developing and teaching the arts at all levels and infusing that process throughout the curriculum. Explores the contribution of the art to the individual child and the relationship of current brain and learning styles research to the arts. Participants work with artist-teachers in music, visual arts, drama, dance, literature and media.

EDU 6897 Application of the Arts in General Education (3,3) (FPA 6949)

Prerequisite: EDUFPA 6986.

Provides the second in a set of core courses designed for an emphasis in "Arts in General Education." Students implement an art project in their school, district or classroom. May be repeated for credit.

EDU 6898 Synthesis of the Arts in General Education (4) (FPA 6898)

Prerequisites: EDUFPA 6806 and 6949.

Provides the final course in a core sequence leading to an emphasis in "Arts in General Education." Students will synthesize models of arts instruction. Emphasis is placed on community resources.

EDU 6900 Independent Study (1-5)

Prerequisite: Permission of instructor.

Independent study of approved topics with periodic conferences.

EDU 6920 Topics in Education (1-3)

Examination of a current topic or issue. May be repeated for credit.

EDU 6928 Readings in Education (1-10)

Prerequisite: Permission of instructor, 15 graduatelevel credits of "B" work or above in the department.

Provides opportunity for extensive reading in an approved area culminating in a written report; periodic conferences.

EDU 6930 Models of Teaching (3)

Examines four basic instructional models and their permutations. Models studied are information processing, personal development, social development and behavioral systems.

EDU 6931/6932/6933 Practicum (2-3), (2-3), (2-3)

Provides supervised experience in professional areas at the graduate level. Permission must be secured by August 1 (quarterly for reading). Extra fee required.

EDU 6935 The School Curriculum (3)

Examines trends in the design of school curricula.

EDU 6936 Leadership For Instructional Change (3)

Prerequisite: EDU 6935.

Explores the planning of curricular improvements in the context of educational change, including interaction between levels of instructional planning.

EDU 6980 Educational Statistics (3)

Presents descriptive and inferential statistics for teachers and others who are preparing to take "Introduction to Graduate Research." Both hand calculators and the SPU computer will be used to compute statistical test of significance, parametric and nonparametric.

EDU 6981 Introduction to Graduate Research (3)

Prerequisite: EDU 6980.

Investigates basic research approaches to problems in the behavioral sciences. Emphasizes a broad understanding of the research process and the development of a research plan including opportunity to critique research in an area of study.

EDU 6984 Master's Research Project (max. 3 credits per quarter)

Prerequisite: Permission of graduate advisor.

EDU 6990 Seminar in Evaluating Research (3)

Prerequisite: EDU 6981.

Emphasis on critical analysis of research in the behavioral sciences. Identification of research generalizations of and overall findings in selected areas. Uses the knowledge of statistical design and research methods to critique methods and findings of selected research.

EDU 6991 Seminar in Research Design (3)

Prerequisite: EDU 6981.

Emphasizes student research. Develops an understanding of research design, including univariate and multivariate studies and selected distribution free methods.

EDU 6995 Thesis (3-9)

Prerequisite: Permission of thesis advisor.

Requires demonstrated, acceptable progress on thesis study; periodic conferences with major advisor. May be repeated for credit.

Educational Administration

EdAd 6571 Leadership in the Christian School (3)

Explores the role and responsibilities of the educational leader in the Christian school with emphasis on such areas as organizational structure, staff selection, school climate, community relations, student affairs and staff relations.

EdAd 6580 Education Administration (3)

Explores background, structure, methods and problems of school organization.

EdAd 6581 The Principalship (3)

Explores the function and phases of administration and the role of the teacher and administrator in modern elementary and secondary school organization.

EdAd 6584 School Finance (3)

Surveys principles of finance, sources of revenue, distribution of monies, budget, financial accounting, and reporting practices in Washington state.

EdAd 6585 Washington School Law (3)

Examines the Washington Administrative Code and the Revised Code of Washington in relation to Common School Provisions in private and public sectors of the state of Washington. Focus is on legal implications to educators.



◀ Located just seven minutes from downtown, the Seattle Pacific campus provides a pleasant and convenient setting for advanced coursework in the teaching professions.

Learning Resource Education (EdLr)

EdLr 6535 Instructional Technology and Systems (3)

Prerequisites: EdLr 5433, EDU 6655.
Examines all facets of instructional technology. Provides a critical study of three instructional systems which can serve as possible models for course development.

Mathematics Education (EdMa)

MAT 5503 Problem-Solving in Mathematics (4)

Presents ways to promote positive attitudes toward mathematics. Increases knowledge of problem solving techniques, resources and the development of a support system.

MAT 5504X Advanced Algebra and Trigonometry for Teachers (4)

Prerequisite: MAT 5502.
Covers standard college algebra topics including factoring, arithmetic of complex numbers, solution of equations and non-linear inequalities, and graphing. Includes discussions of some applications.

MAT 5505X Concepts of Calculus (4)

Prerequisite: MAT 5504.
Gives a problem and history approach to calculus. Emphasizes motivation and concepts.

MAT 5530X Probability and Statistics for Teachers (4)

Prerequisites: MAT 5501, MAT 5502.
Studies descriptive statistics, combinatorial methods, elementary probability, and statistical inference with experimental methods for understanding and teaching these concepts.

MAT 5550X Geometry for Teachers (4)

Prerequisite: MAT 5502.
Survey Euclidean geometry, emphasizing intuitive and inductive approaches. Concentrates on concrete and pictorial work, including construction of two- and three-dimensional geometric models.

EdAd 6586 School Personnel Administration (3)

Develops a basic understanding of the school administrator's role in the selection, evaluation and supervision of school employees. Assists in the improvement of skills in the administration of personnel policies and regulations in light of the complexities of today's climate in education (both public and private sectors.)

EdAd 6588 Instructional Supervision (3)

Examines principles, practices, and procedures essential for instructional supervision.

EdAd 6920 Topics in Education (1-3, Repeatable)

Examination of a current topic or issue. May be repeated for credit.

EdAd 6931/6932/6933 Internship (3),(3),(3)

Prerequisites: Graduate degree standing and experience as a certified teacher.
Advanced internship for professional teachers. Focuses on special educational competencies. Extra fee required.

Reading Education (EdRd)

EdRd 6506 Diagnosis and Remediation (3)

Prerequisite: Experience as a certificated teacher or permission of graduate advisor. Uses a language orientation to the diagnosis of reading problems; examines assessment procedures in reading (formal and informal); explores remediation strategies to design and implement effective, efficient reading instruction.

EdRd 6507 Language Development and Literacy (3)

Prerequisite: Experience as a certificated teacher or permission of graduate advisor. Explores children's language acquisition from birth through school entry in relation to cognitive and social development. Emphasis will be placed on the connection between language development and literacy.

EdRd 6513 Teaching Language Arts: Oral Language (3)

Prerequisite: Experience as a certificated teacher or permission of graduate advisor. Focuses on children's oral/spoken language development; examines the role of oral language in a whole language curriculum; develops methods of integrating oral/spoken language instruction in language arts curricula.

EdRd 6529 Teaching Reading: Strategies of Instruction (3)

Prerequisite: Experience as a certificated teacher or permission of graduate advisor. Surveys reading instruction; explores reading as power and discovery through communication; considers power to decode, interpret and comprehend; surveys different reading approaches, materials and methods; explores classroom design and design of teaching strategies.

EdRd 6530 Teaching Reading/Language Arts: Content Areas (3)

Prerequisite: Experience as a certificated teacher or permission of graduate advisor. Focuses on developing/improving reading/language comprehension strategies in the content areas—every discipline in elementary and secondary school; examines diagnosing, and personalizing instruction and learning.

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

Prerequisite: Experience as a certificated teacher or permission of graduate advisor. Explores books written for children from preschool through adolescence and examines trends, issues and research in children's/young adult literature. Attention will be given to selection criteria and utilization of trade books in reading/language arts instruction.

EdRd 6533 Teaching Writing: Process to Product (3)

Prerequisite: Experience as a certificated teacher or permission of graduate advisor. Focuses on the ways children learn to write through examination of the various stages in the process of writing. Examines current issues in the teaching of writing and developing of effective teaching strategies.

EdRd 6572 Teaching Reading: Language-Different Children (3)

Reviews the history of and philosophy behind bilingual/bicultural education programs; explores a variety of reading strategies which are appropriate and effective for teaching reading to language-different children.

EdRd 6587 Nurturing Young Authors (3)

Offers insights into encouraging and promoting personal writing and authorship for children/adolescents; develops techniques and strategies to promote power and excitement of writing; explores ways to implement writing celebrations into the language arts curriculum.

EdRd 6641 Socio-Psycho Linguistics of Reading/Language Arts (3)

Prerequisite: Experience as a certificated teacher or permission of graduate advisor. Examines the structure of language, the social aspects of language, and how these affect the reading process.

EdRd 6920 Topics in Education (1-3 credits, repeatable)

Examination of a current topic or issue. May be repeated for credit.

EdRd 6931/6932/6933 Practicum in Reading/Language Arts (39 credits)

Prerequisite: Permission of graduate advisor.

Provides supervised experience in reading/language arts. Individually designed to develop competencies related to reading resource specialist certification. May be repeated for credit; cumulative maximum of 9 credits.

EdRd 6972 Seminar: Topics in Language Arts (3,6)

Prerequisite: EdRd 6531, EdRd 6533, EDU 6981, EdRd 6507, EdRd 6629.

Explores problems, issues and recent developments in language arts instruction. Course work includes group and individual analysis of language arts curricula and instruction relative to various theories and research in an effort to improve practice. May be repeated for credit; cumulative maximum of 6 credits.

EdRd 6973 Seminar: Topics in Reading (3,6)

Prerequisite: EdRd 6529, EdRd 6530, EdRd 6641, EDU 6981, EdRd 6507, EdRd 6531.

Explores problems, issues and the most recent developments in reading instruction. Coursework includes group and individual analysis of reading curriculum and instruction relative to various theories and research in an effort to improve practice. May be repeated for credit; cumulative maximum of 6 credits.

Special Education (EdSp)

EdSp 6643 Assessment and Evaluation in Special Education (3)

Explores diagnostic and evaluative procedures commonly used with exceptional children. Develops ability to write criterion-referenced tests and use formal and informal testing devices and procedures. Identifies issues/ethics related to evaluation practices.

EdSp 6644 The Exceptional Individual (3)

Presents programs and assessment procedures appropriate for exceptional people, including those with mental retardation, orthopedic handicaps, behavior disorders, hearing and visual impairments, learning disabilities and giftedness; explores multicultural special education.

EdSp 6647 Seminar in Special Education Curriculum and Instruction (3)

Prerequisite: EdSp 6644.

Analyzes special education curriculum and instruction relative to various theories and research in an effort to improve practice.

EdSp 6649 Mainstreaming: Education of Exceptional Children

Prerequisite: EdSp 6644 or permission of instructor.

Studies the nature and philosophy of mainstreaming and related issues, instructional programs and strategies. Appropriate for both regular and special education teachers.

EdSp 6652 Learning Disabilities (3)

Prerequisite: EdSp 6644 or permission of instructor.

Studies the characteristics and special problems associated with learning disabilities. Includes definition and characteristics, theoretical approaches to learning disabilities, available resources, etiologies and educational management of learning disabilities.

EdSp 6900 Independent Study (1-5)

Prerequisite: Permission of instructor.

Independent study of approved topics with periodic conferences.

EdSp 6920 Topics in Education (1-3 credits, repeatable)

Examination of a current topic or issue. May be repeated for credit.

EdSp 6931/6932/6933 Practicum (2-3) (See EDU 6931/6932/6933)

Prerequisite: Permission of instructor.

Individually designed to develop competencies related to special education standards.

Human Resources (HRD)

HRD 6000 Principles of Human Resources Management (3)

An introduction to the management of human resources in organization. Examines the various functions and purposes of HR. Includes HR planning, compensation and benefits, job analysis and design, employee selection, training and develop-

ment, performance appraisal, organizational development, change implementation, quality of work life, and governmental impact. Emphasizes the legal and ethical implications in HR management.

HRD 6010 Managing Training and Development (3)

Develops an understanding of the role of human resources in organizations. Examines the functioning of the senior training and development manager and the changing role of HR itself. Examines the functioning of the training department in relation to staffing, planning, budget determination and forecasting, instructional design and program evaluation, as well as the training process as it applies to effectively changing employee and overall organizational skills, attitudes and values.

HRD 6204 Employee Relations and Labor Negotiations (3)

Explores the history of the American labor movement. Evaluates typical worker needs, the reasons workers join unions, and the implications of those needs for labor contracts, contract negotiations, contract administration and terminating labor-management relationships.

HRD 6205 Human Resources Planning and HR Information Systems (3)

Develops the planning dimensions of human resources from strategic HR planning and forecasting to the planning efforts involved in meeting immediate needs based on tactical analysis. Presents several basic types and models of planning strategies used in HR forecasting and HR planning. Topics include: information systems, the influence of laws and unions in planning, succession planning, internal and external environmental factors in planning, employee and management training strategies, and HR research.

HRD 6206 Job Analysis, Structuring and Selection (3)

Discusses the analysis of task and technologies, environmental impacts, work methods and equipment, development of job descriptions, establishing pay levels, work group structuring, work scheduling, quality of work life, techniques of recruiting and selection, and the legal implications in these areas.



▲ Stimulating learning environments like Diane Oleson's fourth grade classroom at Perkins Elementary School in Seattle are enhanced through the quality graduate programs offered at SPU.

HRD 6207 Employee Wage and Salary Administration (3)

Covers pay administration, the relationship between pay and employee behavior, legal issues in compensation, methods of job evaluation and pay base determination, market surveys of pay scales, comparable worth and pay incentives.

HRD 6208 Employee Benefits Programs (3)

Covers employee benefits including life/medical and other insurance plans, profit-sharing, Social Security and other retirement plans, unemployment, insurance and flexible benefit plans. Considers the impact of Section 89 of the Internal Revenue Code changes enacted in 1988.

HRD 6209 Performance Management

Covers the role of human resources in the improvement of organizational productivity. The course emphasizes effective job analysis and Human Resources planning and includes the importance of a coordinated system of job design and description, and performance appraisal. Covers implementing a systematic performance appraisal and improvement system, Management by Objective, handling difficult employees, employee discipline and terminations.

HRD 6212 Employee Law/Labor Law and Regulations (3)

Considers the state/federal laws and regulations that organizational managers and senior human resources administrators should understand. Topics include Washington labor laws, federal regulations and laws, recent court decisions involving labor practices, federal executive orders, civil rights, age discrimination, veterans readjustment acts, equal pay and comparable worth, guidelines on employee testing and selection, and implications for the future. The ethical concerns of organizations will be stressed along with legal issues.

HRD 6259/BUS 6161 Managerial Communications (3)

Considers the effective structuring, transmission and reception of various forms of messages within complex organizations. Topics include communication theory, interpersonal dynamics, small group process, communication networks, and both oral and written forms of message transmission.

HRD 6260/BUS 6165 Organizational Behavior (3)

Introduces theory and research directed at the problems of understanding, predicting and influencing individual and group behavior in organizations. Topics include: motivation, communication, leadership and power, group dynamics, decision-making, conflict and stress management.

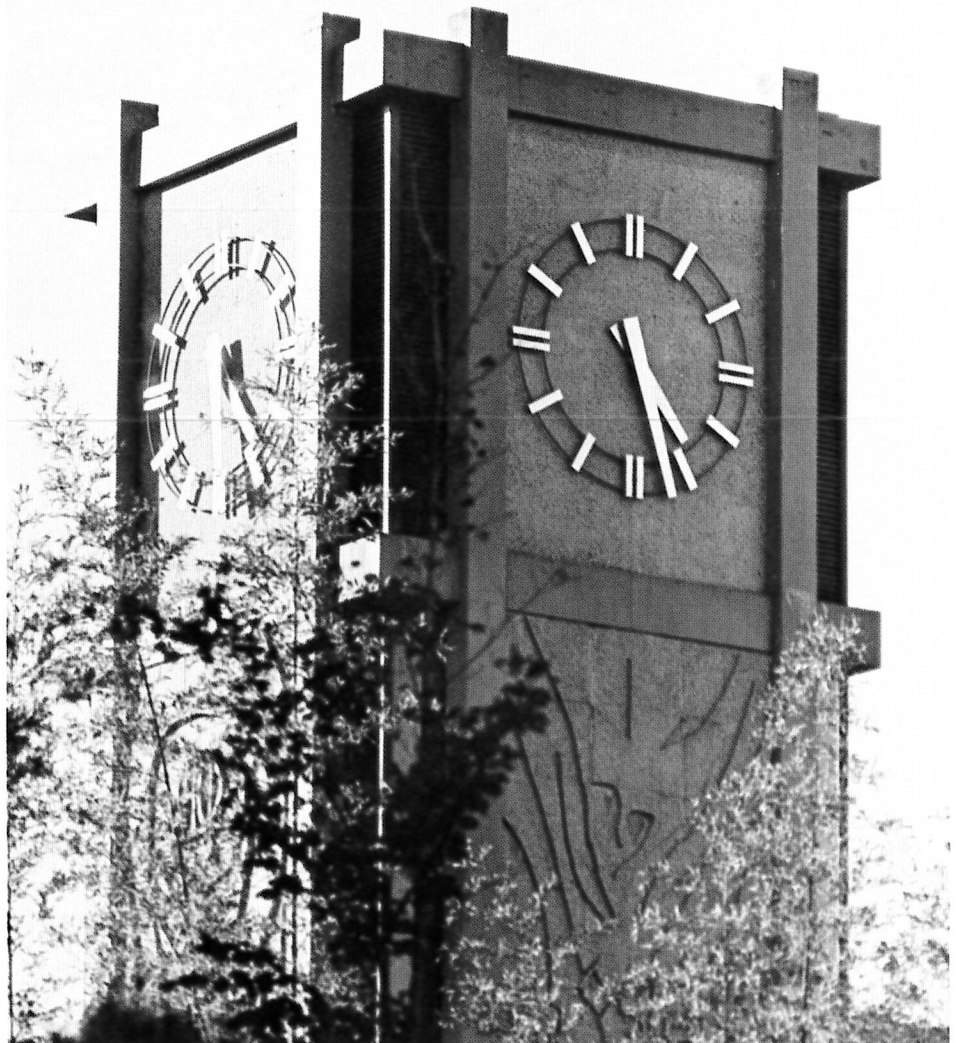
HRD 6261 Managerial Perspective On Human Resources (3)

Prerequisite: BUS 6165.

Examines the development of policies affecting the relationship between an organization and its employees. Four policy areas are emphasized: employee influence, human resources flow, reward systems and work systems. The course is taught from a general management (as opposed to functional human resources management) perspective and is case-based.

HRD 6262 History of Management Thought (3)

Considers the development of management theory. Attempts to draw lessons from past experience.



HRD 6263/BUS 6263 Organizational Theory and Design (3)

Prerequisite: BUS 6165.

Examines organizational theories and research as the basis for effective design of organizational structures and processes. Emphasizes impact on organizational effectiveness of "fit" among the organization's environment, strategy, structure, process and people.

HRD 6264/BUS 6264 Organizational Development and Change (3)

Prerequisite: BUS 6263.

Examines principles and methods in organizational development. Based on the "action research" model, which emphasizes a collaborative process of data collection, diagnosis, action planning, intervention and evaluation.

HRD 6266/BUS 6241 Ethical Decision-Making (3)

Prerequisite: HRD 6265 BUS 6144, Biblical Literature Course.

Covers ethical reasoning as it applies to business situations. Specific topics include: corporate social responsibility, affirmative action, dispute resolution, consumer protection, employee rights, advertising ethics and economic justice.

HRD 6410 Adult Learning Systems (3)

Prerequisite: HRD 6265 or instructor permission.

Examines the nature of adult training and learning. Presents an instructional system for short-term adult training. Explores the process of instruction from design through presentation and evaluation. Introduces a technique for the use of non-educational technical experts as instructors.

HRD 6412 Learning Needs Diagnosis and Instructional Design (3)

Prerequisite: HRD 6410 or instructor permission.

Presents concepts and techniques of diagnosing learning needs; develops a specific ISD course design approach, involving problem identification, job analysis, assessment of learning styles, use of behavioral objectives, learning systems tailored to specific subject area (topic/design congruence), and learning application techniques. Course development includes media/topic match, use of problem-solving as part of instruction, and materials development.

HRD 6420 Techniques of Evaluation (3)

Prerequisite: HRD 6410 or instructor permission.

Presents techniques for evaluation. Explores simple statistical tools, examines the role of summative and formative evaluation and return to investment calculations.

HRD 6425 Computer-Assisted Instruction (3)

Prerequisite: HRD 6412 or instructor permission.

Presents current concepts and techniques of design along with computer-based instruction (CBI) and interactive video programs in training and education. Discusses the specific type of training best suited to CBI and explores the specific problems of associated course design.

HRD 6431/EdLr 6535 Instructional Technology and Systems (3)

Examines all facets of instructional technology. Provides a critical study of three instructional systems which can serve as possible models for course development.

HRD 6500 Industrial Psychology (3)

Examines the history of industrial, organizational and personnel psychology, and their impact on human resources. Considers psychological research in testing, human engineering, group functioning and interaction, leadership, worker efficiency, working conditions, consumerism and marketing, as well as a basic understanding of research design and statistical methods used in human resources.

HRD 6510 Synergistic Management and Leadership (3)

Examines the historical foundation and theoretical base of the systems/contingency management theory.

HRD 6520 Principles of Planning and Change (3)

Examines the heuristic and algorithmic methods of problem diagnosis, data-gathering, problem-solving and the associated decision-making processes. Follows planning from the organizational master plan through strategic, divisional and operational plans. Emphasis is placed on ethical implications of decision-making.

HRD 6611 Advanced Techniques of Classroom Instruction (3)

Prerequisite: HRD 6601 or instructor permission.

Considers the fundamentals of live presentation in the adult classroom environment. Examines preparation, rehearsal and presentation with an emphasis on equipping of non-educator trainers.

HRD 6919 Special Topics in Human Resources (3)

May be repeated for credit.

HRD 6950 Internship in Human Resources (3-6)

Supervised internship in an approved setting involving concepts and strategies developed in previous coursework.

HRD 6960 Project in Human Resources (3-6)

Either a field-based or research-based project involving concepts and strategies developed in previous coursework.