

1991-1992

Seattle Pacific University
School of Education

MASTER OF
EDUCATION
MASTER OF ARTS IN
TEACHING



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. If you are a teacher, the graduate programs in the School of Education will provide you with the opportunity to enhance your knowledge in the classroom. Should you desire administrative and supervisory assignments, look to our graduate programs to increase your professional competency. And if doctoral work is your goal, a master's degree from SPU provides superior preparation.



▲ Graduate Professor Mark Pitts, Ph.D., visits with student Melissa Schroeder at Leota Junior High School in Woodinville, Washington. Staying in touch with students, teachers and administrators in the field is vital for a dynamic graduate studies program.

The master of education degree represents a carefully articulated sequence of advanced courses that are natural extensions of your undergraduate academic and professional coursework and teaching experience. Courses emphasize both theory and practice.

Once you successfully complete a master's degree from Seattle Pacific, you will have:

- an understanding of the historical, social, economic, legal, political and technological forces which 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 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).



◀ "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

Graduate Degrees Offered:

Master of Arts in Teaching

- Secondary Education

Master of Education Degrees

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

Certificate "Only" Programs

- School Principal
- School Counselor

Admission

If you are planning to pursue any graduate education program other than the Master of Arts in Teaching, which itself is a teacher certification program at the graduate level, it is strongly recommended that you hold a teaching certificate *prior to making application*. Applicants must be fully admitted to Seattle Pacific University by the time 9 graduate credits have been taken. To meet this requirement, please submit the following articles to the Office of Admissions *no later than the first quarter of attendance*:

1. **A graduate application.** Obtain this through the School of Education or the Office of Admissions.
2. **A \$25 processing fee.**
3. **An official transcript from each college/university attended.** Transcripts should reflect a GPA of at least 3.0 in the last 45 credits of coursework.
4. **A copy of your most current teaching certificate (if possible).**
5. **Two letters of recommendation.** Preferably these should be from principals or others in a supervisory role. Letters for those wishing to pursue School Principal or School Counselor Credential must also state availability of an internship. If this is not possible, please contact Dr. Richard Smith (206/281-2371, School Administration) or Dr. Ginger MacDonald (206/281-2707, School Counseling).
6. **Scores from either the Miller's Analogy Test (MAT) or the Graduate Record Examination (GRE).** Acceptable mini-



▲ Peterson Hall houses the School of Education.

mum scores for admission are 35/MAT and 950/GRE (verbal + quantitative). Either exam may be taken at the University of Washington. Please call (206) 543-1170 for schedules and fees.

The Office of Admissions will inform you when/if your admission has been approved. When the School of Education receives this information, the graduate advisor will send you a program checklist listing all required courses, along with important information as to course sequencing and program guidelines. Any questions or concerns regarding this material should be directed to the School of Education at (206) 281-2210 early in the program. If necessary, appointments to see a graduate advisor will be scheduled through the secretary. *Note: Students wishing to enroll in the School Administration Degree Program or School Principal Certification Program must contact Dr. Richard Smith, (206) 281-2375, prior to University admission to follow through with this step.*

Program Policies

1. In no case may more than 6 credits of applicable correspondence, extension or media courses be applied toward a graduate program.

2. No more than 15 credits of thesis, practicum or project may apply toward a master's degree. Registration for these requires advance written approval through the School of Education. Internships, theses and projects must be completed within one year of initial enrollment.
3. A six-year deadline is given in which to complete a master's degree. This is determined from the quarter of the first course applied toward the program, not from the quarter of admission.
4. Students are held responsible for knowing and following the appropriate sequence of coursework in individual graduate programs.
5. No more than 9 SPU credits taken before admission will be applied to a graduate program.
6. With prior approval of the graduate advisor, it may be possible to apply current graduate courses from another university (12 credits maximum) to an SPU program. If such credits were taken before SPU admission, they must be approved when the program checklist is issued. If they are to be taken after enrollment in the program, please



◀ "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*

request advance approval a minimum of two quarters before registration, in the event that a petition is required. However, the last 15 credits of a graduate program must be completed at Seattle Pacific University.

7. One-credit courses from other universities may not apply toward a graduate program.
8. A maximum of 6 applicable 5000-level credits may be applied to a graduate program.
9. No more than 6 credits may be earned through credit-by-examination, and only if approved in advance by the director of graduate studies in the School of Education. Only admitted students are eligible and all course prerequisites must be fulfilled before the test is taken.
10. No course for which a grade less than a C (2.0) or for which merely a "pass" grade is earned may be accepted toward a graduate program. An overall GPA of 3.0 must be maintained to remain in a graduate program.
11. No more than 15 credits of 6000-level work may be taken in one quarter without permission of the dean of graduate studies. A fully employed student may take no more than 6 credits per quarter.
12. Graduate students may enroll in no more than 12 credits during the entire Summer Quarter (two four-week sessions), and in no more than 6 credits during each four-week session.

Off-Campus Courses

Some graduate education courses are offered at these off-campus locations: Bremerton, Kirkland, North Seattle and South Seattle. Please contact the School of Education for specific course availability, locations and schedules.

Course Scheduling

To accommodate teachers, *on-campus* courses are scheduled in the evenings during the school year, either from 4:30-7:05 p.m., or from 7:10 - 9:45 p.m. *Off-campus* courses are scheduled from 4:00-7:00 p.m. or from 4:30-7:30 p.m. to allow time for various administrative details. Summer school classes meet during the day.

Thesis/Project

If this is an option in your program which you are interested in utilizing, please contact the School of Education for prerequisites, an application and a list of procedures *prior to beginning research and registration*. Completion of either a thesis (6 credits) or a project (3 credits) requires supervision of a specified faculty member or committee, plus written approval of the director of graduate studies.

Comprehensive Examination

In addition to course requirements, students enrolled in all graduate programs with the exception of the Master of Arts in Teaching must complete a comprehensive examination covering the content of their programs. This test is usually taken during the last quarter of coursework, or the quarter

thereafter. Please contact the School of Education at (206) 281-2210 for an application. Submit this, with a \$50 fee, to that office at least two quarters in advance. You will then be notified as to specific examination procedures.

Degree Application

If you are completing a master's program, please submit a degree application to the School of Education at least 2-3 quarters before you finish. This will facilitate evaluation and the posting of your degree to your transcript. In addition, it will allow you to receive commencement instructions/information. Students are eligible for commencement as long as the degree is completed by the summer immediately following the ceremony. *Note: A maximum of 12 credits may be taken during summer.*

Master of Arts in Teaching

This 61-credit minimum graduate degree combines secondary teacher certification with a master of arts degree in the elements of teaching. 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 through course requirements in teaching methods, classroom management and evaluation. In the internship, students use their content and pedagogical knowledge/skills in a 10-week minimum, school-site teaching experience.

The Master of Arts in Teaching is structured as follows: certification courses (27 credits); practical experience and internship (19-24 credits); and supplemental courses (15 credits).

Certification Component (27 credits)

1. Foundations Phase (11 credits)
EDU 6120 (3), EDU 6132 (3), EDU 6133 (3), EDU 6134 (2)

2. Application Phase (11 credits)
EDU 6135 (3), EDU 6130 (3), EDU 6613 (3), designated Content Area Methods Course (2)
3. Orientation Phase (5 credits)
EDU 6130 (1), EDU 6131 (1), EDU 6139 (3)

Practical Experience (19 credits minimum)

1. Field Experience (2-5 credits)
EDU 6989 (2-5)
2. Internship (17-30 credits)
EDU 6138 (17-30)

Supplemental Courses (15 credits)

1. Required Courses (12 credits)
EDU 6085 (3), EDU 6430 (3), EDU 6526 (3), EDU 6982 (3)
2. Elective (3 credits)
Requires approval of program chair

For information and application procedures, contact the School of Education at (206)281-2361.

Master of Education Degrees

Curriculum and Instruction

This 51-credit degree is designed for teachers who wish to strengthen their classroom instructional skills, or fulfill such leadership roles as department chair, staff development leader, curriculum coordinator or team leader. The 15 elective credits allow flexibility to meet the specific needs of each teacher.

The Master of Education in Curriculum and Instruction is structured as follows: professional core (21 credits); major courses (15 credits); electives (15 credits); and a comprehensive examination.

Professional Core (21 credits)

1. Foundations Courses (9 credits)
EDU 6120 (3), EDU 6655 (3), EDU 6085 (3)
2. Research Courses (12 credits)
EDU 6970 (3), EDU 6971 (3), EDU 6972 (3), EDU 6973 (3)
Note: a 6-credit thesis (EDU 6995) may substitute for EDU 6972 and EDU 6973; or a 3-credit project (EDU 6960) may substitute for either EDU 6972 or EDU 6973.

Curriculum Core (15 credits)

EDU 6524 (3), EDU 6613 (3), EDU 6525 (3), EDU 6526 (3), EdSp 6644 (3)

Electives (15 credits)

You may select from graduate offerings in education or from another discipline provided any designated prerequisites have been met. A maximum of six 5000-level credits from the SPIRAL catalog may also be used to fulfill the elective requirement. It is not necessary to specialize in one particular area. Possible electives are as follows:

Arts in Education

EDU 6896 (5), EDU 6897 (3,3), EDU 6898 (4)

Early Childhood

EDU 6511 (3), EDU 6512 (3)

Earth Science

NMS 5140 (3), NMS 5000 (4), NMS 5001 (4), NMS 5403 (4), NMS 5430 (4), NMS 5506 (4), NMS 5534 (4)

General Education

EDU 6527 (3), EDU 6511 (3), EDU 6512 (3), EDU 6125 (3)

Mathematics

MAT 5251 (4), MAT 5503 (4), MAT 5504 (4), MAT 5505 (4), MAT 5530 (4), MAT 5550 (4)

Reading/Language Arts

EdRd 6506 (3), EdRd 6507 (3), EdRd 6641 (3), EdRd 6513 (3), EdRd 6529 (3), EdRd 6530 (3), EdRd 6531 (3), EdRd 6533 (3), EdRd 6572 (3), EdRd 6587 (3)

Special Education

EdSp 6643 (3), EdSp 6647 (3), EdSp 6649 (3), EdSp 6652 (3), EdSp 6950 (3)

School Counseling

EdCo 6670 (4), EdCo 6671 (3), EdCo 6673 (3), EdCo 6674 (3), EdCo 6675 (3), EdCo 6676 (3), EdCo 6677 (3), EdCo 6678 (3)

School Administration

EdAd 6580 (3), EdAd 6581 (3), EdAd 6584 (3), EdAd 6585 (3), EdAd 6586 (3), EdAd 6588 (3), EdAd 6589 (3)

Comprehensive Exam (written, take-home)

Reading/Language Arts

This 51-credit degree provides the classroom teacher with increased understanding of reading/language arts processes as they relate to learning. Objectives include the following: 1) integrating acquired reading, writing, listening and speaking skills with thinking — and relating these skills to cognitive and affective learning theory; 2) applying sociopsycholinguistic principles of written and spoken language development; and 3) developing an appreciation for the uniqueness of individual language faculty.

The Master of Education in Reading/Language Arts is structured as follows: professional core (21 credits); major courses

(24 credits); electives (6 credits—from approved list); and comprehensive examination.

Professional Core (21 credits)

1. Foundations Courses
EDU 6120 (3), EDU 6655 (3), EDU 6085 (3)
2. Research Courses
EDU 6970 (3), EDU 6971 (3), EDU 6972 (3), EDU 6973 (3)
Note: a 6-credit thesis (EDU 6995) may substitute for EDU 6972 and EDU 6973; or a 3-credit project (EDU 6960) may substitute for either EDU 6972 or EDU 6973.

Reading Core (24 credits)

EdRd 6507 (3), EdRd 6529 (3), EdRd 6530 (3), EdRd 6531 (3), EdRd 6533 (3), EdRd 6641 (3), EdRd 6952 (3), EdRd 6953 (3)

Electives (6 credits)

Select from EdRd 6506, EdRd 6513, EdRd 6572 (3), EdRd 6587 (3), EDU 6511 (3), EDU 6512 (3), EdSp 6652 (3).

Courses not in this list must receive written approval from Dr. Nancy Johnson.

Comprehensive Examination (written, on-campus)

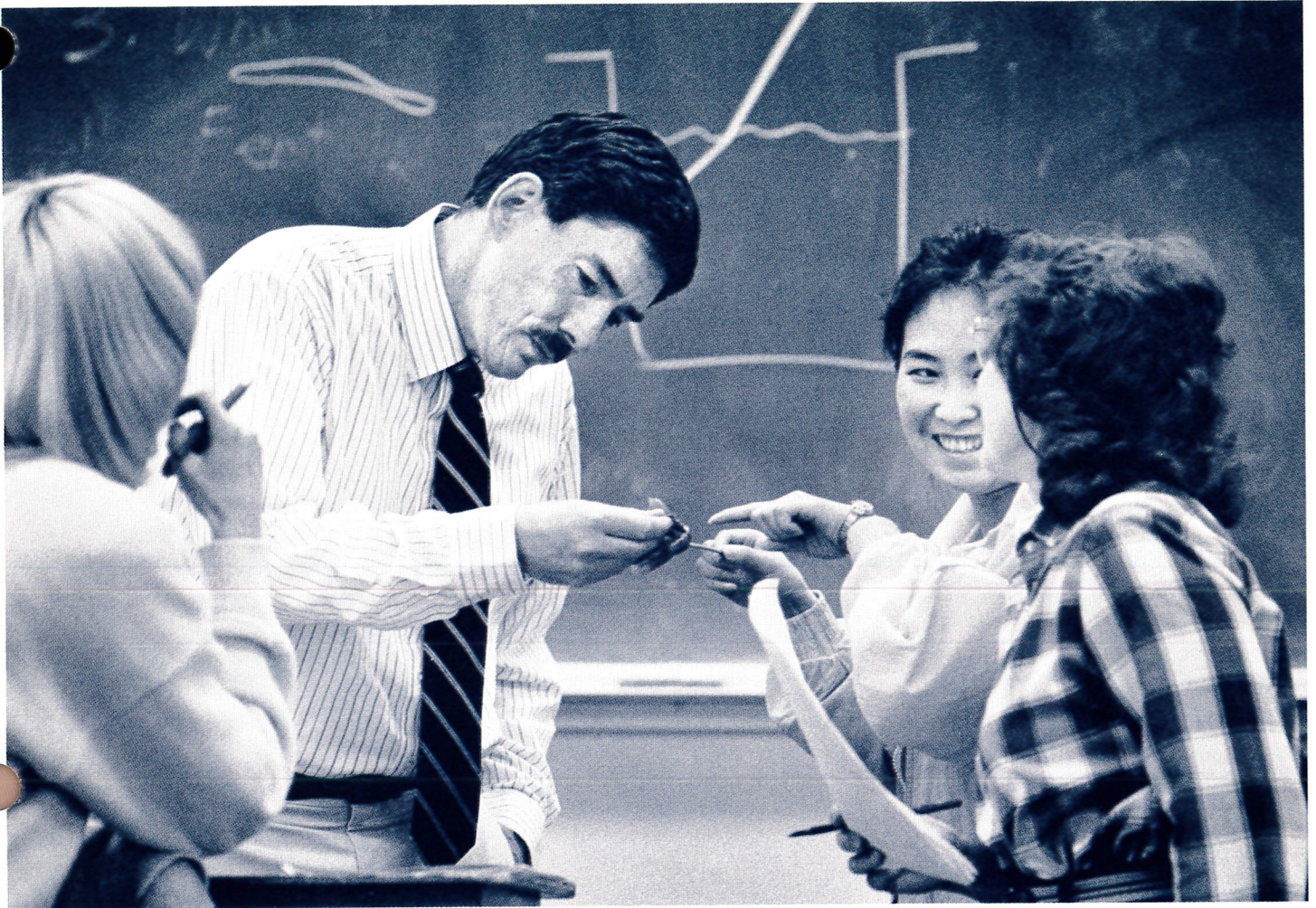
School Administration

This 51-credit degree is oriented specifically toward the needs of the building principal and assistant principal and includes the academic requirements for the School Principal's Credential.

The Master of Education in School Administration is structured as follows: professional core (18 credits); major courses (24 credits); internship (9 credits); and comprehensive examination.

Professional Core (18 credits)

1. Foundations Courses
EDU 6120 (3), EDU 6655 (3), EDU 6085 (3)
2. Research Courses
EDU 6970 (3), EDU 6971 (3), EDU 6972 or EDU 6973 (3)



▲ 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.

Administration Core (24 credits)

EdAd 6580 (3), EdAd 6581 (3), EdAd 6584 (3), EdAd 6585 (3), EdAd 6586 (3), EdAd 6588 (3), EdAd 6589 (3), EDU 6524 (3)

Internship (9 credits)

EdAd 6940 (3,3,3)

Comprehensive Examination (written, with oral defense)

School Counseling

This 61-credit degree is designed to prepare an individual for a position as a school counselor in the elementary or secondary school. Its successful completion will qualify the student for Washington State Initial

ESA certification as a school counselor.

The Master of Education in School Counseling is structured as follows: professional core (18 credits); counseling core (34 credits); internship (9 credits); and a comprehensive examination.

Professional Core (21 credits)

1. Foundations Courses
EDU 6120 (3), EDU 6655 (3), EDU 6085 (3)
2. Research Courses
EDU 6970 (3), EDU 6971 (3), and one of the following: EDU 6972 (3), EDU 6973 (3), EDU 6960 (3), or EDU 6995 (6).

Note: if EDU 6995 (6) is selected,

completion of a counseling core elective is not required.

Counseling Core (34 credits)

EdCo 6670 (4), EdCo 6671 (3), EdCo 6930 (3), EdCo 6931 (3), EdCo 6673 (3), EdCo 6674 (3), EdCo 6675 (3), EdCo 6676 (3), EdCo 6677 (3), EdCo 6678 (3), Elective (3)—*requires the prior approval of Dr. Ginger MacDonald.*

Internship (9 credits)

EdCo 6940 (3,3,3)

Comprehensive Examination (written)



◀ "I chose SPU because of its reputation as a caring institution. The professors affirm the value of the teacher in learning. They also inspire teachers with confidence, ideas and a desire to remain current. You come away from SPU dedicated to students and educational excellence." *Krista Mason, Graduate Student, Reading/Language Arts, School of Education*

Graduate Certification Programs

Admission procedures for these programs are the same as for graduate degrees except that it is not necessary to submit MAT or GRE test scores.

School Principal Certification

This 27-credit program is designed to certify the teacher already holding a master's or other advanced degree for a School Principal's Credential. In addition to selected courses from the Master's Degree in School Administration, an internship and comprehensive examination are required. Students interested in pursuing this program should contact Dr. Richard Smith (206/281-2375) prior to submitting an application.

The School Principal Certification Program is structured as follows: administrative core (18 credits); internship (9 credits); and a comprehensive examination.

Administration Core (18 credits)

EdAd 6580 (3), EdAd 6581 (3), EdAd 6584 (3), EdAd 6585 (3), EdAd 6586 (3), EdAd 6589 (3)

Internship (9 credits)

EdAd 6940 (3,3,3)

Comprehensive Examination (written, with oral defense)

School Counselor Certification

This 43-credit program is designed to certify the teacher who already holds a master's or other advanced degree for a School Counseling Credential. In addition to courses selected from the Master's Degree in School Counseling, an internship and comprehensive examination are required. Students interested in pursuing this program should contact Dr. Ginger MacDonald (206/281-2707) prior to submitting an application.

The School Counselor Certification Program is structured as follows: counseling core (34 credits); internship (9 credits); and a comprehensive examination.

Counseling Core (34 credits)

EdCo 6670 (4), EdCo 6671 (3), EdCo 6930 (3), EdCo 6931 (3), EdCo 6673 (3), EdCo 6674 (3), EdCo 6675 (3), EdCo 6676 (3), EdCo 6677 (3), EdCo 6678 (3), Elective (3)—*requires the prior approval of Dr. Ginger MacDonald.*

Internship (9 credits)

EdCo 6940 (3,3,3)

Comprehensive Examination (written)

Courses

General Education

Content Area Methods Course (2)

Prerequisite: Permission of instructor.

Presents contents-specific methods course which addresses the issues, tasks, teaching strategies and professional organizations of a specific secondary subject area.

EDU 6085 Values and Ethics in Education (3)

Offers educators an understanding of religious values and perspectives by examining basic elements of the Christian faith. Through studying the literature and theology of the Christian scriptures, educators will explore relationships between Christian faith and educational theory and practice.

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

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

EDU 6125 Philosophy of Education (3)

Presents a critical examination of selected readings in educational philosophy.

EDU 6130 Classroom Management (3)

Prerequisite: Permission of instructor.

Examines some of the many voices which have impacted classroom management practice. The course will assist experienced teachers in developing a classroom management policy that is not only satisfying in terms of its effectiveness in enhancing student learning, but also in terms of its coherence in addressing the various avenues of thought.

EDU 6132 Adolescents as Learners (3)

Prerequisite: Permission of instructor.

Studies adolescent psychology, sociology, developmental domains, learning theory and learning styles as they apply to the secondary student in the classroom.



◀ "All of us in the School of Education try to teach with listening ears and caring hearts, bearing the needs of teachers in mind. In view of various constraints in the classroom, we encourage teachers to develop, to expand and to explore pedagogic knowledge which is best suited for their individual situations." *Belinda Louie, Assistant Professor of Reading Education, School of Education*



▲ Chester Hausken and Mark Pitts, professors of education, and Carol Scott-Kassner, professor of music, exemplify the scholarship and friendliness of SPU's graduate faculty.

EDU 6133 Diversity in America (3)

Prerequisite: Permission of instructor.

Examines the diversity found in American classrooms and methods for dealing with this diversity in a positive and practical manner.

EDU 6134 Professional Issues (2)

Prerequisite: Permission of instructor.

Examines professional ethics, legal rights and responsibilities of teachers, professional organizations, and extracurricular responsibilities.

EDU 6135 Secondary Teaching Methods (3)

Prerequisite: Permission of instructor.

Provides instruction and practice in planning for instruction, teaching strategies, instructional technology and microteaching.

EDU 6139 Leadership in Teaching (3)

Prerequisite: Permission of instructor.

Presents a capstone experience which provides the opportunity for class members to use coursework in foundations, research, applications and internship to develop ten-

tative answers to questions developed throughout the internship. Activities will provide the opportunity to learn and practice cooperative leadership skills, such as case-building, consensus-building, decision-making, conflict resolution and outcome evaluation. Case studies will be drawn from tasks such as textbook selection, curriculum modification, departmental decision-making and district committee work.

EDU 6430 Essentials of Technology in Education (3)

Prerequisite: Permission of instructor.

Examines and applies educational technology issues and advances in education, including basic media and computer applications, software production, educational courseware, interactive multimedia and telecommunications.

EDU 6524 School Curriculum (3)

Examines trends for the design of school curricula.

EDU 6525 The School: A Multicultural Approach (3)

Provides an overview of firsthand experiences for learning about multicultural education. Examines cultural pluralism as it relates to prejudice and bias in our schools and society.

EDU 6526 Models of Teaching (3)

Examines the following basic instructional models and their permutations: information processing, personal development, social development and behavioral systems.

EDU 6527 Leadership for Instructional Change (3)

Prerequisite: EDU 6524.

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

EDU 6613 Educational Measurement and Evaluation (3)

Prerequisite: EDU 6970 or permission of instructor.

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 6900 Independent Study (1-5)

Prerequisite: Permission of the director of graduate studies.

Studies an approved topic accompanied by periodic conferences with a designated faculty member.

EDU 6918 Introduction to Secondary Teaching A (1)

Prerequisite: Permission of instructor.

Students will register for this segment the first year of their program, and will attend sessions as scheduled throughout. Essential to monitor mastery of program strands, use and evaluate portfolio, and to provide opportunity for observation, counseling and screening.

EDU 6919 Introduction to Secondary Teaching B (1)

Prerequisite: EDU 6918 and permission of instructor.

Students will register for this segment the second year of their program, and will attend sessions as scheduled throughout. Essential to monitor mastery of program strands, use and evaluate portfolio, and to provide opportunity for observation, counseling and screening.

EDU 6949 MAT Secondary Internship (17-30)

Prerequisite: Permission of instructor.

Provides a full-day, ten-week supervised experience in a secondary classroom setting functioning as a classroom teacher.

EDU 6950 Topics in Education (3)

Examines a current topic or issue. May be repeated for credit.

EDU 6960 Master's Project (3)

Prerequisites: EDU 6970, 6971. A project request form with a proposal must be approved by mentoring professor and the director of graduate studies before registration.

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.

EDU 6970 Educational Statistics (3)

Presents descriptive and inferential statistics. Both hand calculators and computers will be used to compute the statistical test of significance, parametric and non parametric.

EDU 6971 Introduction to Graduate Research (3)

Prerequisite: EDU 6970.

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 6972 Research Evaluation (3)

Prerequisites: EDU 6970, 6971.

Emphasizes critical analysis of research in the behavioral sciences. Identifies 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 6973 Research Design (3)

Prerequisites: EDU 6970, 6971.

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

EDU 6982 Educational Inquiry (3)

Prerequisite: Permission of instructor.

Investigates basic inquiry approaches to problems in education, including quantitative, qualitative and case study research paradigms.

EDU 6989 Field Experience (2-5)

Prerequisite: Permission of instructor.

Provides an introductory field experience in the quarter preceding the internship designed to familiarize prospective teachers with classroom procedures, teaching and learning styles, and various educational and classroom settings. Credit requirement depends on previous experience in classrooms and other educational settings.

EDU 6995 Master's Thesis (3)

Prerequisites: EDU 6970, 6971. A thesis request form with a proposal must be approved by the mentoring professor and the director of graduate studies before registration. 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; periodic conferences with major advisor. May be repeated to a maximum of 9 credits.

Early Childhood**EDU 6511 Strategies in Early Childhood (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.

EDU 6512 Issues in Early Childhood (3)

Examines current issues and trends in the field of early childhood education.

Reading**EdRd 6506 Holistic Assessment (3)**

Applies language orientation to the diagnosis of reading problems; examines assessment procedures in reading (formal and informal); explores remedial strategies to design and implement effective, efficient reading instruction.

EdRd 6507 Language Development and Literacy (3)

Explores children's language acquisition from birth through school entry in relation to cognitive and social development. Emphasis placed on the connection between language development and literacy.

EdRd 6513 Teaching of Oral Language (3)

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)

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)

Focuses on developing/improving reading language comprehension strategies in the content areas—each discipline in elementary/secondary schools. Examines diagnosing and personalizing instruction and learning.

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

Explores books written for children from preschool through adolescence and examines trends, issues and research in children's/young adult literature.

EdRd 6533 Teaching Writing: Process to Product (3)

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 development of effective teaching strategies.

EdRd 6572 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 (3)

Examines the structure and the social aspects of language of language, and how these affect the reading process.

EdRd 6952 Topics in Language Arts (3)

Prerequisites: EdRd 6531, 6533, 6507, 6529, EDU 6970, 6971.

Explores problems, issues and recent developments in language arts instruction. Coursework includes group and individual analysis of language arts curricula and instruction relative to various theories and research in an effort to improve practice.

EdRd 6953 Topics in Reading (3)

Prerequisites: EdRd 6529, 6530, 6641, 6507, 6531, EDU 6970, 6971.

Explores problems, issues and the most recent developments in reading instruction. Coursework includes group and individual analysis of reading curriculum and instruc-

tion relative to various theories and research in an effort to improve practice.

School Administration

EdAd 6580 Educational 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 Codes 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.

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 6589 Current Issues in Education (3)

Acquaints the student with major issues in American education, and provides an avenue for exploring the controversies surrounding these issues. A framework is presented for analyzing various recommendations.

EdAd 6940 Administrative Internship (9)

Prerequisites: EdAd 6580, 6581, 6584, 6586, 6585.

Provides advanced internship for professional teachers. Focuses on special educational competencies. Extra fee required.



▲ 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.

School Counseling

EdCo 6670 Introduction to School Counseling (4)

Presents an overview of the role of counseling in the K-12 school setting, covering topics such as program development and evaluation, referral and consultation, crisis teams, peer helpers and career development. Includes field observations of school counselors.

EdCo 6671 Introduction to Counseling Theory (3)

Focuses on theories of counseling and the development of a personal counseling model for application in the schools.

EdCo 6673 Group Counseling in Schools (3)

Provides experiential and didactic exploration of group process and leadership applied to school setting.

EdCo 6674 Assessment in School Counseling (3)

Prerequisite: EDU 6970 or equivalent.

Presents theory and practice of assessment for school counselors. Exposure to major tests and interpretation models used in area schools.

EdCo 6675 Legal and Ethical Issues in School Counseling (3)

Focuses on development of knowledge and skills in the application of Washington State guidelines and professional codes of ethics. Students will become familiar with standard procedures for dealing with issues such as abuse, discrimination, etc.

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

Explores treatment of and other issues related to students who experience personal or substance abuse, discrimination and/or who are dealing with stress and crises such as grief or suicide. Discusses preventative programs and ways to deal practically with students who may drop out due to social and family problems.

EdCo 6677 Counseling Diverse Populations (3)

Introduces information services and referral strategies in dealing with diverse socioeconomic, multicultural and ethnic needs; provides understanding of handicapping

conditions, behavioral disorders, developmental disabilities and giftedness; demonstrates coordination with other helping professionals in student services.

EdCo 6678 Advanced Developmental Foundations (3)

Presents a lifespan approach to human growth and development, focusing on issues which relate to school counseling at each period. How to consult with parents on developmental issues; how social and cultural background influence development.

EdCo 6930 Practicum I (3)

Prerequisite: EdCo 6671.

Introduces counseling skills and processes.

EdCo 6931 Practicum II (3)

Prerequisite: EdCo 6671, 6930.

Examines advanced counseling skills and processes.

EdCo 6940 School Counseling Internship (9)

Prerequisites: EdCo 6670, 6671, 6673, 6674, 6675, 6676, 6677, 6678, 6930, 6931, EDU 6970.

Provides practical experience designed to develop competencies necessary for the school counselor.

Educational Technology

EdTc 6431 Learning with Technology (3)

Presents strategies for promoting effective student use of educational technology through application of research and theory from social learning, cooperative learning and learning styles.

EdTc 6432 Essentials of Computer Authoring (3)

Develops skills in authoring computer learning materials, production of media materials and creation of interactive multimedia products.

EdTc 6433 Teaching with Technology (3)

Surveys and analyzes current approaches to the planning, use and evaluation of media and computer learning materials.

EdTc 6535 Issues in Educational Technology (3)

Explores current issues in research and practice in educational technology. Covers recent trends in equipment, materials and educational practices in the field.

Arts in Education

EDU/FPA 6896 Foundation of the Arts (5)

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 arts 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/FPA 6897 Application of the Arts (3,3)

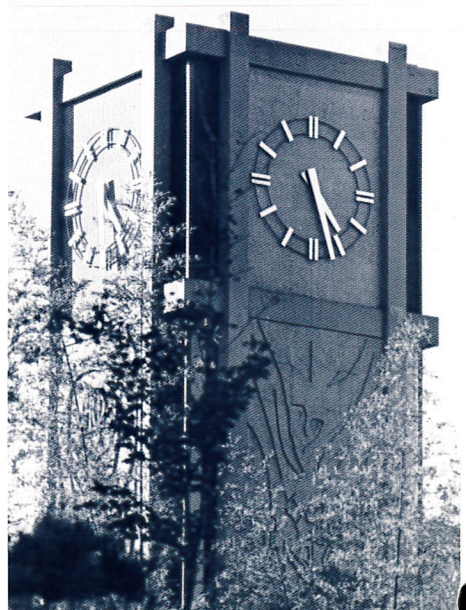
Prerequisite: EDUFPA 6896.

Equips students to implement an arts project which teaches the components of a particular form using the arts process and outside arts resources. Students will implement the project in their school, district, classroom or other educational setting. The Autumn Quarter seminar examines a range of models in arts in education, and develops skills in interpreting and critiquing existing studies. May be repeated once for credit.

EDU/FPA 6898 Synthesis of the Arts (4)

Prerequisites: EDUFPA 6896, 6897.

Provides opportunity to synthesize models of arts instruction. Emphasis is placed on community resources.



Special Education

EdSp 6643 Assessment in Special Education (3)

Explores diagnostic and evaluation 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 multi-cultural special education.

EdSp 6647 Special Education Curriculum and Instruction (3)

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

EdSp 6649 Mainstreaming (3)

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)

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 6950 Topics in Special Education (3)

Examines current topics and issues. May be repeated for credit.

Math Education

Completion of the following qualifies the teacher for a mathematics endorsement. Offered summers only.

MAT 5251 Real World Applications of Mathematics (4)

Introduces mathematical concepts in such areas as management science, probability and statistics, game theory, measurement and patterns. Provides real world applications of these concepts.

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 support systems.

MAT 5504 Algebra and Trigonometry for Teachers (4)

Includes development of the real number system, polynomials, linear equations and inequalities, algebraic functions, exponential and logarithmic functions, complex numbers, quadratic functions and systems of equation, and circular and trigonometric functions.

MAT 5505 Topics in Differential and Integral Calculus (4)

Prerequisite: MAT 5504 or equivalent.

Gives a problem-and-history approach to calculus. Emphasizes motivation and concepts.

MAT 5530 Topics in Probability and Statistics (4)

Prerequisite: MAT 5504 or equivalent.

Studies descriptive statistics, combinatorial methods, elementary probability and statistical inference with experimental methods for understanding and teaching these concepts.

MAT 5550, Topics in Euclidean and Non-Euclidean Geometry (4)

Prerequisite: working knowledge of first-year algebra.

Overviews Euclidean geometry, emphasizing intuitive and inductive approaches. Concentrates on concrete and pictorial work, including construction of two- and three-dimensional geometric models.

Earth Science Education

Completion of the following qualifies a teacher for an earth science endorsement. Offered summers only.

NMS 5000 Current Topics in Human Health and Bioethics (4)

Uncovers the importance of nutrition and stress management, relating to obesity, heart disease, cancer and anorexia. Investigates the relevance of genetics, molecular biology and bioethics, and provides hands-on lab experience.

NMS 5001 User's Guide for our Planet: An Environmental Odyssey (4)

Provides understanding of the interrelationships of the earth's systems. Includes natural versus human populations, water and forest ecology, animal and plant adaptations, and environmental awareness issues and projects.

NMS 5140 Ideal Science Activities for the Elementary Classroom (3)

Provides a tested model for planning meaningful science lessons, a deeper understanding of certain scientific concepts and related classroom activities.

NMS 5403 Down-to-Earth Geology (4)

Explains basic processes of mineral and rock formation as related to plate tectonics. Provides a wide selection of activities and resources for classroom application, and hands-on experience through field trips.

NMS 5430 Exploring the Universe Through Time and Space (4)

Explores origins, motions and characteristics of the universe. Presents use of instruments for making observations, interpreting data and keeping logs. Covers light properties, matter, solar systems, stellar evolution and space exploration.

NMS 5506 Clouds, Currents and Calamities (4)

Examines radiation, temperature, pressure, heat and humidity in relation to the study of weather patterns. Includes activities useful in the classroom and field trips to weather stations.

NMS 5534 Ocean Environments (4)

Examines interactions of major cycles in the ocean and their relationship to the plate tectonics theory. Includes activities for the classroom and field work at Blakely Island.

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