

COLLEGE OF EDUCATION

Sue A. Schmitt, EdD, Dean

Ivan L. Hutton, PhD, Associate Dean

*SusanEllen Bacon, PhD, Associate Dean, Professional Development/
Continuing Education Programs*

Degrees Offered

Doctor of Education/Educational Leadership (EdD)

Specializations are available in the following areas:

- Adult Learning and Development

- Higher Education Administration

- P-12 Educational Administration for Principals, Program Administrators, or Superintendents

- School Psychology

- Student Development Administration

- Teacher Leadership

Educational Specialist (EdS)

- School Psychology Specialization

- Educational Administration Specialization

- Special Education Specialization

Master of Arts in Education/Adult Education and Training (MAEd)

Master of Arts in Education/Counseling (MAEd)

- Community Counseling Specialization

- School Counseling Specialization

Master of Arts in Education/Educational Administration (MAEd)

- General Administration Specialization

- Principal Specialization

- Program Administration Specialization

Master of Arts/Student Development Administration (MA)

Master of Arts in Education/Teaching English to Speakers of Other Languages (MAEd)

Master of Education/Adult Education and Training (MEd)

Master of Education/Curriculum and Instruction (MEd)

- General Curriculum and Instruction

- Individually Designed Program

Master of Education/Educational Administration (MEd)

- General Administration Specialization

- Principal Specialization

- Program Administration Specialization

Master of Education/Literacy for Special Needs (MEd)

Master of Education/Special Education (MEd)

Master of Education/Student Development Administration (MEd)

Master in Teaching (MIT)

Master of Education in Teaching English to Speakers of Other Languages (MEd)

Programs Leading to Certificates

Seattle University Certificates:

Community College Teaching
 Department Head/Team Leader
 Literacy Specialist
 Staff Development
 Teaching English to Speakers of Other Languages

Washington State Certificates:

Principal – Residency
 Program Administrator – Residency
 School Counseling – Residency
 School Psychologist – Residency
 Superintendent – Initial
 Teacher – Residency
 Teacher – Professional (second-level)

Courses:

Adult Education and Training
 Counseling
 Curriculum and Instruction
 Education
 Educational Administration
 Educational Leadership
 Literacy
 Professional Certificate (second-level teacher certificate)
 Post-Baccalaureate
 School Psychology
 Special Education
 Student Development Administration
 Teacher Education
 Teaching English to Speakers of Other Languages

Mission

Guided by Seattle University's Jesuit tradition, the mission of the College of Education is to prepare ethical and reflective professionals for excellent service in diverse communities. These professionals will contribute positively to the values, principles and practices of their communities, workplaces and professional associations.

These five principles, integral to the Mission Statement, guide decision-making:

1. The College of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
2. The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
3. The College of Education strives to provide a curriculum relevant to the needs of its profession and the greater society and supported by the best practice and research.
4. The College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.

5. The College of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

Admission Requirements

Master's degree programs each have a specified grade point average (GPA) and other admission requirements found in their program descriptions that follow this section.

College of Education General Requirements:

- Four-year equivalent bachelor's degree from a regionally accredited institution and initial certification (where applicable). Applicants from bachelor's degree programs with neither letter nor numerical grading must submit GRE or Miller Analogies Test (MAT) scores as determined by their program.
- Completion of the College of Education Self-Assessment Form
- If English is not applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy 2008-01 in Admissions Policies for details.

General Format of Degree Studies

Following are typical programs for each major field (except master in teaching). While details vary from program to program, all education graduate degree programs contain the following components:

- Admission as degree applicant (see general admission requirements)
- Students accepted on probation must remove all conditions of probation before completing more than 15 credits of degree work at Seattle University.
- Initial course work: 15 credits of course work to include EDUC 500 Introduction to Educational Research, plus the designated first course in the major field and other courses designated at admission or by the program advisor.
- Candidacy: Entrance into candidacy status provides students and program faculty with an audit of student progress. Candidacy does not ensure successful program completion. Admission to degree candidate status is based on the following criteria:
 - 3.00 (B) grade point average (GPA) in the first 15 credits; (20 credits for counseling and school psychology majors)
 - Recommendation of major program advisor
 - Submission of a planned program of studies approved by advisor
 - Counseling majors only: successful completion of EDUC 500, Introduction to Educational Research; COUN 510, Fundamental Counseling Skills; and COUN 511, Counseling Theories.
 - School psychology majors only: successful completion of EDUC 500, Introduction to Educational Research; and SPSY 501, Introduction to School Psychology.
 - Educational leadership: successful completion of EDLR 621, 622, and 623; and approval of a program of studies.
- Advanced course work:
 - Completion of major field course work. The amount varies from program to program and student to student.
 - Completion of core and approved electives. The amount varies by degree, from program to program, and student to student.

- In the programs requiring a practicum or internship, there are two evaluation points beyond initial admission—at candidacy and just prior to the practicum or internship—to further determine the candidate’s capabilities to function effectively in the practicum or internship role.
- Comprehensive examination:
 - Satisfactorily complete a written comprehensive examination covering the major area of study. The student may seek an examination appointment as soon as all major area course work is completed. The examination is offered at least three times each year.
 - Some programs offer an alternative to the comprehensive examination. School Psychology requires the School Psychology Praxis II test.

Grade Point Average

A 3.00 (B) GPA must be maintained during graduate study. In addition, individual programs may have minimum grade requirements for specific courses. Please check individual program student handbooks for details.

Time Limit

All degree work must be completed within six years. This limit includes transfer credit.

Residency

Students are encouraged to spend at least one quarter in full-time study, preferably the first summer quarter (except counseling). Eight hours or more per quarter constitutes full-time graduate study.

Certification Program Records and Information Release Form

All applicants to College of Education programs preparing for Washington state certification in the P-12 schools (program administrator, principal, school counselor, school psychologist, superintendent, teacher) are required to sign a Records and Information Release form. This release form allows Seattle University to share records and information with the Office of the Superintendent of Public Instruction (OSPI) for the purpose of OSPI’s investigation of a candidate’s character and fitness for the role for which the candidate is preparing. Applicants are required to sign this release form prior to enrolling and attending their first class in their certification program.

Degree Work and Certification Combined

By careful planning some students may combine degree work with a program leading to teacher endorsement, initial principal or program administrator’s certificate, counselor or school psychologist’s certificate.

Enrollment Limits for Employed Students

Anyone holding full-time employment is ordinarily limited to six hours per quarter. (This may be exceeded when added courses are an integrated part of the working day, e.g., internship, and certain independent studies and graduate projects.)

Non-matriculation Limits

Non-matriculated students must check with program coordinator or division chair for available courses and credit limits.

Commencement Participation Requirements

Graduate students who have six or fewer credits of degree requirements remaining to be satisfied and who meet the grade point standards for their degree programs are eligible to participate in commencement. All students enrolled in the master in teaching program scheduled to complete degree requirements in the summer quarter are eligible to participate in commencement the preceding spring.

Doctoral (EDLR) candidates must have completed the doctoral project/dissertation, have secured the signatures of their committee and the chair and have turned the project/dissertation in to the program director by April 10th of the year in which they wish to participate in the commencement ceremony. Doctoral students who participate in the commencement ceremony will not have their degree posted to the transcript in June unless the dissertation is signed off by the EDLR program director and the dissertation and all other grades (including removal of all I and N grades) are received by the Office of the Registrar on the date final grades for the spring term are due as published in the University Academic Calendar.

Adult Education and Training

Carol L. Weaver, PhD, Program Director and Department Chair

Degrees Offered

Master of Arts in Education (MAEd)

Master of Education (MEd)

Certificate Offered

Post-Master's Certificate in Community College Teaching

Overview

The master's degree in adult education is intended for those planning to instruct adults or manage programs designed for adult learners in post-secondary institutions or public and private organizations. Students select their area of specialization, which can include adult development or basic education, teaching English as a second language, or human resources development (training). Many students create a course of study that includes two of the specializations to more broadly prepare for job opportunities. Up to nine elective credits and the internship may be used to emphasize a particular content area.

The specializations include:

- Adult development or adult basic education prepares individuals to work in community colleges or social service agencies helping adults improve basic skills in reading, writing, and math.
- Human resources development is designed for those who wish to administer or instruct in employer-sponsored training programs.
- English as a second language prepares individuals to work with adult learners who wish to improve their ability to speak English.

Admission Requirements for Adult Education

Applicants are considered for enrollment every quarter. Admission is selective, and candidates are evaluated on their individual merits rather than on a comparative basis. Requirements include:

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Four-year equivalent bachelor's degree from a regionally accredited college or university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. Applicants with less than a 3.00 GPA may apply but are required to submit by the application deadline official GRE or MAT scores
- Two recommendations from recent supervisors using College of Education forms
- Résumé indicating a minimum of one year's work experience
- College of Education Self-Assessment form

Degree Requirements for Adult Education

- A 3.00 cumulative GPA must be maintained to remain in the program and to graduate from the program.
- Satisfactory completion of a three credit hour internship. The internship is selected cooperatively by the student and major advisor and is designed to provide a practical learning experience in an appropriate setting.
- Satisfactory performance on a comprehensive examination of selected areas within the program of study. The examination may be taken upon completion of Part I, Part II, and Part III of the program of study.

Master of Arts in Education/Adult Education

Degree Requirements:

Master of Arts in Education/Adult Education

I. Basic College of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 513	Adult Learning	3

II. Adult Education and Training Requirements

21 credits, including:

AEDT 510	Course Design for Adult Learners.....	3
AEDT 562	Foundations of Adult Education	3
AEDT 563	Instructional Methods for Adult Learners	3
AEDT 566	Internship in Adult Setting	3
AEDT 577	Evaluation in Programs for Adult Learners.....	3
AEDT 595	Adult Education Graduate Project.....	3
EDUC 515	Multicultural Perspectives	3

III. Adult Education and Training Electives

Choose a total of 12 credits from the following:..... 12

AEDT 564	Issues in Basic Skills for Adults
AEDT 565	Philosophy and Methods of Skill Training
AEDT 567	Internship in Adult Setting (1- 3)
AEDT 568	Introduction to Administration in Adult Education
AEDT 569	Teaching Methods in Basic Skills for Adults
AEDT 573	Human Resources: Training, Education and Development
AEDT 574	Continuing Education for the Professional
AEDT 576	Building a Consulting Practice
EPDES 930-944	Teaching English as a Second Language
SDAD 559	The American Community College

IV. Elective Courses

Choose two of the following ten courses:..... 6 to 7

COUN 510	Fundamental Counseling Skills
COUN 511	Counseling Theories (4)
COUN 512	Lifespan Career Development
EDAD 570	Leadership in Education I
EDAD 571	Leadership in Education II
EDUC 530	Philosophy of Education
LITC 526	Literacy in the Content Fields
TSOL 531	Second Language Acquisition: Theories and Issues
TSOL 534	Linguistics for Language Teachers I
TSOL 535	Linguistics for Language Teachers II

NOTE: Other electives may be substituted with approval of advisor.

Minimum credits required for degree48

Master of Education/Adult Education

Degree Requirements:

Master of Education/Adult Education

I. Basic College of Education Requirement

Nine credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 513	Adult Learning	3

II. Adult Education and Training Requirements

18 credits, including:

AEDT 510	Course Design for Adult Learners.....	3
AEDT 562	Foundations of Adult Education	3
AEDT 563	Instructional Methods for Adult Learners	3
AEDT 566	Internship in Adult Setting	3
AEDT 577	Evaluation in Programs for Adult Learners.....	3
EDUC 515	Multicultural Perspectives	3

III. Adult Education and Training Electives

Choose a total of 12 credits from the following..... 12

AEDT 564	Issues in Basic Skills for Adults
AEDT 565	Philosophy and Methods of Skill Training
AEDT 567	Internship in Adult Setting (1 to 3)
AEDT 568	Introduction to Administration in Adult Education
AEDT 569	Teaching Methods in Basic Skills for Adults
AEDT 573	Human Resources: Training, Education and Development
AEDT 574	Continuing Education for the Professional
AEDT 576	Building a Consulting Practice
EPDES 930-944	Teaching English as a Second Language (3 to 12)
SDAD 559	The American Community College

IV. Elective Courses

Choose three of the following 10 courses:.....9 to 10

COUN 510	Fundamental Counseling Skills
COUN 511	Counseling Theories (4)
COUN 512	Lifespan Career Development
EDAD 570	Leadership in Education I
EDAD 571	Leadership in Education II
EDUC 530	Philosophy of Education
LITC 526	Literacy in the Content Fields
TSOL 531	Second Language Acquisition: Theories and Issues
TSOL 534	Linguistics for Language Teachers I
TSOL 535	Linguistics for Language Teachers II

NOTE: Other electives may be substituted with approval of advisor.

Minimum credits required for degree48

Post-Master's Certificate in Community College Teaching

The post-master's certificate in community college teaching provides practical teaching preparation for individuals who seek or hold teaching positions in community colleges. Individuals seeking the certificate usually will have a master's degree in a content area taught in the community college system. The certificate is not required in Washington community colleges.

The courses and the required supervised teaching experience are designed to provide an overview of the characteristics of community college students; the history, purposes, beliefs, aims, and administrative structure of the community and technical college system in the state of Washington; program planning and course development; and instructional methods.

Admission Requirements

- Application for Graduate Admission form with non-refundable \$55 application fee. (Application fee waived for Seattle University alumni.)
- Master's degree (or higher) from a regionally accredited college or university in a field other than education.
- Two recommendations, one from the master's degree major advisor and one from a current supervisor, regarding student's ability to perform as a teacher in the content field.

Post-Master's Certificate in Community College Teaching Requirements

The post-master's certificate in community college teaching requires a minimum of 15 credits be taken at Seattle University. If students have completed courses that are substantially similar to those required for the certificate, substitutions may be made from other course offerings at Seattle University.

I. Required Certificate Courses

AEDT 510	Course Design for Adult Learners	3
AEDT 561	Internship in Community College Setting	3
AEDT 563	Instructional Methods for Adult Learners	3
EDUC 513	Adult Learning	3
SDAD 559	The American Community College.....	3
Minimum credits required		15

Issuance of Certificate

- The certificate will be issued by the Seattle University registrar in accordance with established policies and procedures of the university. Candidates must make application prior to the published deadline and provide the required evidence of completion.

Counseling

Community Counseling Program Director and Department Chair: Hutch Haney, MS
School Counseling Program Director: Manivong J. Ratts, PhD, NCC

Degree Offered

Master of Arts in Education (MAEd)
 Community Counseling specialization
 School Counseling specialization

Overview

Flexible scheduling allows students to integrate graduate studies with full-time work commitments. Curricula incorporate theoretical perspectives with practical applications. Instructional approaches encourage an equal emphasis on direct and reflective learning experiences.

The result for the student is a humanistic learning community that respects the life experiences of the adult learner, along with an ethical sensibility that emphasizes personal responsibility and professional accountability.

Program graduates work in educational and mental health settings, institutional environments, and private practice. Public and private schools, colleges, social services, and mental health agencies, correctional facilities and youth service bureaus have all become venues for graduates of these programs.

Electives and Related Programs

Electives for all of the program options are available from other programs. Students should work closely with advisors to ensure selection of approved electives.

Admission Requirements

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for Seattle University alumni.) The deadlines to submit all application materials for each review period are October 20 for winter or spring quarter enrollment and March 20 for summer or fall quarter entry.
- Evidence of four-year equivalent bachelor's degree from a regionally accredited institution in the area of psychology, sociology, social work, education, nursing, women's studies, cultural studies or a related academic area. The baccalaureate degree must be completed at the time of application.
- Applicants with a bachelor's degree in a non-human services discipline may apply if they have:
a) completed 45 quarter hour credits (or 30 semester credits) in courses related to human services or
b) 500 supervised work/volunteer hours in human services. Submit the Counseling Programs Supplemental Application form Part 1 listing the 45 quarter credits (or 30 semester credits) in a human services discipline; or Part 2 listing the volunteer/work experience. The minimum volunteer/work hours must be completed at the time of application.
- Minimum GPA of 3.00 as calculated from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate course work. Applicants with less than a 3.00 GPA may apply but are required to submit recent (within the past five years) official Graduate Record Examination (GRE) scores by the application deadline. Applicants from non-letter graded bachelor's degree programs must also submit GRE scores.
- Using only College of Education forms, two recommendations are required from employers, administrators or supervisors who are familiar with your work and your interpersonal skills. Do not choose peers, friends, professors or therapists.
- A two-page (maximum) letter of intent (including goals for the program and professional goals, plus a response to the Seattle University mission statement)
- Two-page (maximum) résumé documenting education, volunteer and professional experience
- College of Education Self-Evaluation Form
- Screened applicants will be invited to a group interview with faculty members and other candidates. Admission decisions are sent by letter within 30 days after the group interview.

Readmission

Students withdrawing from the program for any period are expected to discuss this with their advisor beforehand. Re-admission is not guaranteed.

Master of Arts in Education/ Community Counseling

Preparing students to work in various mental health settings, this program includes an internship at a mental health counseling agency, e.g., youth service bureaus, mental health centers and correctional facilities. Students preparing for post-secondary setting may take appropriate electives and complete an internship in a post-secondary setting.

Degree Requirements: Master of Arts in Education/Community Counseling

I. Prerequisites

Psychopathology or Abnormal Psychology
for COUN 540 Diagnosis and Assessment

II. Basic College of Education Requirements

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
Choose one of the following three courses:		3
EDUC 511	Child Development	
EDUC 512	Adolescent Psychology	
EDUC 513	Adult Learning	

III. Counseling Requirements

39 credits, including:

COUN 510	Fundamental Counseling Skills	3
COUN 511	Counseling Theories	4
COUN 512	Lifespan Career Development	3
COUN 517	Group Counseling Theory and Practice	3
COUN 518	Field-based Group Counseling	3
COUN 527	Counseling Tests and Measurements	3
COUN 551	Counseling Lab	4
COUN 564	Community Counseling Practicum	4
COUN 565	Community Counseling Internship/Graduate Project I	4
COUN 566	Community Counseling Internship/Graduate Project II	4
COUN 567	Community Counseling Internship/Graduate Project III	4

IV. Community Counseling Requirements

21 credits, including:

COUN 513	Counseling Diverse Populations	3
COUN 519	Addictions Counseling	3
COUN 536	Law and Ethics for Community Counselors	3
COUN 540	Diagnosis and Assessment	3
COUN 558	Introduction to Community Counseling	3
COUN 559	Consultation and Supervision	3
COUN 560	Family and Couples Counseling	3

V. Other Requirements

Electives

Minimum credits required for degree72

Master of Arts in Education/School Counseling

This program prepares counselors for Educational Staff Associate (ESA) certification in K-12 settings, public and private. Whenever possible, internships are done at schools that students choose, usually at schools where they teach, enabling them to continue working while completing the internship. Teacher certification is favored by many school districts for employment as a school counselor, though not required by most. Teacher certification requires at least one additional year of full-time study, including student teaching.

Certification

Persons serving as education staff associates in public schools shall hold certificates authorized by the Professional Educator Standards Board (PESB) for service in these roles as required by statute or rules of the PESB. The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction which issues the School Counselor Educational Staff Associate (ESA) Certification. This certification program is included in the master's degree in school counseling described below.

Degree Requirements: Master of Arts in Education/School Counseling

I. Basic College of Education Requirements

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
Choose one of the following three courses:		3
EDUC 511	Child Development	
EDUC 512	Adolescent Psychology	
EDUC 513	Adult Learning	

II. Counseling Requirements

42 credits, including:

COUN 510	Fundamental Counseling Skills.....	3
COUN 511	Counseling Theories.....	4
COUN 514	Consultation, Advocacy and Leadership for School Counselors.....	3
COUN 516	Career Guidance for K–12 Schools	3
COUN 517	Group Counseling Theory and Practice.....	3
COUN 518	Field-based Group Counseling.....	3
COUN 527	Counseling Tests and Measurements.....	3
COUN 551	Counseling Lab	4
COUN 554	School Counseling Practicum.....	4
COUN 555	School Counseling Internship/Graduate Project I.....	4
COUN 556	School Counseling Internship/Graduate Project II.....	4
COUN 557	School Counseling Internship/Graduate Project III.....	4

III. School Counseling Requirements

21 credits, including:

COUN 508	Law and Ethics for School Counselors	3
COUN 509	Comprehensive School Counseling.....	3
COUN 513	Counseling Diverse Populations	3

COUN 561	Child and Adolescent Counseling	3
SPED 540	Introduction to Special Education and Learning Disorders	3
SPED 543	Introduction to Behavior Disorders and Intervention	3
SPSY 562	Family/School Collaboration	3
Minimum credits required for degree		72

Curriculum and Instruction

John Chattin-McNichols, PhD, Department Chair
Program Director: TBD

Degrees Offered

Master of Education (MEd) with specialization in:
 General Curriculum and Instruction
 Individually Designed Program

Post-Master's Certificates Offered

Department Head/Team Leader
 Staff Development

Overview

The curriculum and instruction program centers on education in its most basic form: facilitating the exchange of knowledge between learner and teacher. In today's information society, as specific content knowledge becomes rapidly outdated, knowing how to learn becomes increasingly significant. This program is designed to develop educators who can articulate clearly a philosophy of education, and who have solid understanding of the learner and the educational needs of diverse populations.

Curriculum and instruction core classes and electives provide a background of academic methodological and clinical knowledge. Faculty members emphasize individual attention in teaching and advising.

One of the significant advantages of this program is the degree of flexibility available to students. Students may work with faculty to develop individualized programs of study, tailor-made for specific professional goals.

Program Design

The program is designed primarily for part-time students who plan to take one or two courses per quarter. Full-time residency is not required; however, students typically live within commuting distance of campus.

During the summer quarter, students often are able to take additional courses. For part-time students, the time to program completion will vary greatly.

For a full-time student, the program typically requires a minimum of two years for completion. Students may begin the program during any quarter, but because all classes are not offered every quarter, students who desire full-time status should plan to begin fall quarter. Classes are offered late afternoons and evenings during the school year, and also during daytime hours in the summer session. Most classes meet weekly in blocks of two hours and 40 minutes.

Who Should Participate?

This degree program is designed for individuals involved in all aspects of curriculum and instruction concerned with the pre-kindergarten through 12th grade schools and students. The program provides a solid background in educational theory and the foundations of teaching and curriculum development, as well as the opportunity to work in depth in specific areas of curriculum and instruction.

Students who want to earn a Washington state teaching certificate as a part of their master's degree should apply to the Master in Teaching (MIT) program.

While most students in the program are professional educators, the degree also is appropriate for individuals employed in nonschool settings who are interested in educational settings and issues, especially in the business and nonprofit sectors.

Admission Requirements

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Four-year equivalent bachelor's degree from a regionally accredited college or university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. Applicants with less than a 3.00 GPA may apply but are required to submit official scores from the GRE or the MAT by the application deadline.
- Résumé reflecting relevant work experience, usually at least one year beyond the bachelor's degree
- Two recommendations from supervisors, professors, or professionals knowledgeable about the applicant's competencies using College of Education Recommendation forms
- College of Education Self-Evaluation form

Master of Education/ General Curriculum and Instruction

The generalist option allows students, in consultation with their advisors, to design a degree program tailored to their own professional development. Students may, with the approval of an advisor, combine a variety of courses from other graduate programs and academic areas to meet their specific professional needs.

Students will be assessed for admission to candidacy in the program upon successful completion of 15 credits, which must include EDUC 500 and CUI 510.

Degree Requirements:

Master of Education/General Curriculum and Instruction

I. Basic College of Education Requirements

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3

Choose one of the following three courses:.....	3
EDUC 511 Child Development	
EDUC 512 Adolescent Psychology	
EDUC 513 Adult Learning	

II. Curriculum and Instruction Requirements

24 credits, including:

CUIN 510 Foundations of Curriculum and Instruction	3
CUIN 511 Assessing Student Learning	3
CUIN 512 Models of Effective Instruction	3
CUIN 513 Supervision and Leadership in Schools	3
CUIN 519 Curriculum Design: Theory and Practice	3
CUIN 520 Contemporary Issues in Curriculum and Instruction	3
EDUC 515 Multicultural Perspectives	3
SPED 540 Introduction to Special Education and Learning Disorders	3

III. Field Experience

3 credits:

CUIN 594 Curriculum Field Project: MEd	3
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IV. Electives

Choose from additional work in curriculum and instruction, other graduate education majors, other graduate programs, and academic areas..... 12

Minimum credits required for degree**48**

Post-Master's Certificates

The post-master's certificate programs in curriculum and instruction are designed for individuals who already have graduate degrees in education and wish to continue graduate study in specific specialty areas. The curriculum consists of a selection of graduate courses in education and curriculum and instruction plus prerequisites, and culminates with comprehensive examinations in the certificate area. Applicants employed outside of the kindergarten through 12th grade school setting are eligible to apply.

Students will work with a designated certificate advisor and must earn a minimum of 15 credits in residence after admission to the certificate program.

Admission Requirements for Certificates

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Graduate degree in Education (MA, MAEd, MEd, or MIT), from regionally accredited university
- Current résumé reflecting relevant work experience, usually at least one year beyond the bachelor's degree
- Two recommendations, using College of Education Recommendation forms, including one from an immediate supervisor and one from a previous academic advisor or professor.
- College of Education Self-Evaluation form

General Certificate Requirements

- A cumulative GPA of 3.00 must be maintained to complete the program.
- Up to six quarter hour credits may be transferred from a regionally accredited college or university to apply to requirements for advanced certificate. Such courses must be at the 400 level or above, and the grade earned must be a B or higher. The courses must be similar to the courses listed in the EPDES 930-944 series. An official transcript from the sponsoring institution must be submitted.

Issuance of Certificates

- The certificates will be issued by the Seattle University registrar in accordance with established policies and procedures of the university. Candidates must make application prior to the published deadline and provide the required evidence of completion.

Post-Master's Certificate/ Department Head/Team Leader

This certificate is designed for those individuals who have responsibility to provide leadership in the development of curriculum in a school or district position.

Certificate Requirements: Post-Master's Certificate/Department Head/Team Leader

I. Prerequisites

EDUC 500	Introduction to Educational Research (or equivalent)	3
EDUC 515	Multicultural Perspectives or equivalent.....	3
Choose one of the following three courses:		3
EDUC 511	Child Development	
EDUC 512	Adolescent Psychology	
EDUC 513	Adult Learning	

II. Required Certificate Courses

17 credits, including:

CUIN 510	Foundations of Curriculum & Instruction	3
CUIN 513	Supervision and Leadership in Schools	3
CUIN 520	Contemporary Issues in Curriculum and Instruction	3
CUIN 596	Curriculum and Instruction Independent Study.....	2
EDAD 570	Leadership in Education I	3
EDAD 571	Leadership in Education II	3

III. Elective Courses

Choose two of the following courses:

AEDT 577	Evaluation in Programs for Adult Learners	
CUIN 512	Models of Effective Instruction	

Or other advisor-approved graduate level courses

Minimum credits required23

Post-Master's Certificate/Staff Development

This certificate program is designed for professionals who facilitate professional and personal growth in the life-long learning processes. It is appropriate for individuals who coordinate, communicate and provide staff development opportunities and resources throughout the learning community that support personal, professional and organizational growth.

Certificate Requirements: Post-Master's Certificate/Staff Development

I. Prerequisites

EDUC 500	Introduction to Educational Research (or equivalent)	3
EDUC 515	Multicultural Perspectives or equivalent.....	3
Choose one of the following three courses:.....		3
EDUC 511	Child Development	
EDUC 512	Adolescent Psychology	
EDUC 513	Adult Learning	

II. Required Certificate Courses

21 credits, including:

CUIN 510	Foundations of Curriculum and Instruction	3
CUIN 512	Models of Effective Instruction	3
CUIN 513	Supervision and Leadership in Schools	3
CUIN 520	Contemporary Issues in Curriculum and Instruction	3
CUIN 596	Curriculum and Instruction Independent Study.....	3
AEDT 574	Continuing Education for the Professional.....	3
AEDT 577	Evaluation in Programs for Adult Learners.....	3

III. Other Requirements

Electives with advisor's prior approval	6
Minimum credits required	27

Educational Administration

Michael Silver, PhD, Program Director

Carol L. Weaver, PhD, Department Chair

Degrees Offered

Master of Arts in Education (MAEd), Educational Administration, with specialization in:

- Principal
- Program Administration
- General Administration

Master of Education (MEd), Educational Administration, with specialization in:

- Principal
- Program Administration
- General Administration

Educational Specialist (EdS)

Post-Master's Certificates Offered

Principal

Program Administrator

Superintendent

Overview

The program in educational administration offers four specializations to meet the needs of instructional leaders in K–12 and post-secondary schools, as well as other organizations. The specializations are: superintendent, principalship for public, independent and Catholic school educators; program administration; and general administration. Certification as a superintendent, principal or program administrator is available as a post-master's option or as part of an educational specialist degree or a doctoral degree.

Field Experience

All students must complete field experience at sites selected cooperatively by the student and major advisor. Students seeking certification as principals, whether in public or in independent schools, take three one-credit practica and three two-credit internships; students in program administration take three one-credit practica and one two-credit internship.

Admission Requirements for Master's Programs

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Four-year equivalent bachelor's degree from a regionally accredited college or university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. Applicants with less than a 3.00 GPA may apply, but are required to submit official scores from the GRE or the MAT by the application deadline.
- Résumé reflecting at least one year's successful relevant work experience
- Two recommendations from supervisors within past five years using College of Education Recommendation forms
- Interview with the program director with an on-site writing sample
- College of Education Self-Evaluation form

Admission Requirements for Principal and Program Administrator Credentials

- Master's degree from a regionally accredited university. Equivalent course work from that degree can apply to the certification requirements. Interested applicants should contact the Educational Administration Program Director for specific requirements.
- For candidates with a non-Seattle University master's degree, Seattle University requires content knowledge equivalent to the master's program leading to certification. The program director evaluates the applicant's transcripts and plans a program of no fewer than 15 credits (the university minimum requirement) for the principal and program administrator programs, in a range that extends to as many as 42 credits for the principal certificate and 41 credits for the program administrator certificate.

- Résumé reflecting at least one year's successful relevant work experience
- Two recommendations from supervisors within past five years using College of Education Recommendation forms
- Interview with the program director with an on-site writing sample
- College of Education Self-Evaluation form

Certification

Persons serving as principals and program administrators in the public or private schools shall hold certificates authorized by the Professional Educator Standards Board (PESB) for service in the respective roles as required by statute or rules of the PESB. The university recommends for certification a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction, which issues the appropriate certificate.

- Residency Certificate

State requirements for the administrative credentials include possession of a valid teacher's certificate (principal only) or valid educational staff associate certificate and documented successful school-based experience in an instructional role with students; completion of a master's degree; and completion of an approved preparation program. The residency certificate is valid for five years.

- Professional Certificate

State requirements for the Professional Certificate include completion of an approved professional certificate program; satisfactory evaluations while serving in an administrative role and, for principals only, three years of employment as a principal or assistant principal. The Seattle University professional certificate program for administrators is in the design process and will be submitted to the Professional Educator Standards Board for approval.

Master of Arts in Education/ Educational Administration Principal Specialization

Degree Requirements:

Master of Arts in Education/ Educational Administration/Principal

I. Prerequisites

Exceptionality course 3

II. Basic College of Education Requirements

12 credits, including:

EDUC 500 Introduction to Educational Research 3

EDUC 501 Social Justice in Professional Practice 3

EDUC 513 Adult Learning 3

Choose one of the following two courses: 3

CUIN 511 Assessing Student Learning

LITC 524 Literacy Assessment and Evaluation

III. Principal Requirements

42 credits, including:

CUIN 512	Models of Effective Instruction	3
CUIN 513	Supervision and Leadership in Schools	3
EDAD 544	Administrative Practicum I	1
EDAD 545	Administrative Practicum II	1
EDAD 546	Administrative Practicum III	1
EDAD 557	Educational Law I+	2
EDAD 558	Educational Law II+	2
EDAD 560	Educational Resources Leadership+	2
EDAD 564	Administrative Internship I	2
EDAD 565	Administrative Internship II.....	2
EDAD 566	Administrative Internship III.....	2
EDAD 567	Leadership for Change Seminar I++	2
EDAD 568	Leadership for Change Seminar II++.....	2
EDAD 569	Leadership for Change Seminar III++.....	2
EDAD 570	Leadership in Education I+++	3
EDAD 571	Leadership in Education II+++	3
EDAD 572	The Principalship	3
EDAD 595	Administrative Graduate Project.....	3
EDUC 515	Multicultural Perspectives	3

+ Courses taken concurrently with Administrative Practicum

++Courses taken concurrently with Administrative Internship

+++Taken in sequence in the first 15 credits

Minimum credits required for degree54**Master of Education/Educational Administration
Principal Specialization****Degree Requirements:****Master of Education/Educational Administration/Principal****I. Prerequisites**

Exceptionality course 3

II. Basic College of Education Requirement

12 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 513	Adult Learning	3

Choose one of the following two courses: 3

CUIN 511 Assessing Student Learning

LITC 524 Literacy Assessment and Evaluation

III. Principal Requirements

39 credits, including:

CUIN 512	Models of Effective Instruction	3
CUIN 513	Supervision and Leadership in Schools	3

EDAD 544	Administrative Practicum I	1
EDAD 545	Administrative Practicum II	1
EDAD 546	Administrative Practicum III	1
EDAD 557	Educational Law I+	2
EDAD 558	Educational Law II+	2
EDAD 560	Educational Resources Leadership+	2
EDAD 564	Administrative Internship I	2
EDAD 565	Administrative Internship II.....	2
EDAD 566	Administrative Internship III.....	2
EDAD 567	Leadership for Change Seminar I++	2
EDAD 568	Leadership for Change Seminar II++.....	2
EDAD 569	Leadership for Change Seminar III++.....	2
EDAD 570	Leadership in Education I+++	3
EDAD 571	Leadership in Education II+++	3
EDAD 572	The Principalship	3
EDUC 515	Multicultural Perspectives	3

+ Courses taken concurrently with Administrative Practicum

++Courses taken concurrently with Administrative Internship

+++Taken in sequence in the first 15 credits

Minimum credits required for degree51

Master of Arts in Education/ Educational Administration Program Administration Specialization

Degree Requirements:

Master of Arts in Education/ Educational Administration/Principal

I. Prerequisites

Exceptionality course 3

II. Basic College of Education Requirements

12 credits, including:

EDUC 500 Introduction to Educational Research 3

EDUC 501 Social Justice in Professional Practice 3

EDUC 513 Adult Learning 3

Choose one of the following two courses: 3

CUIN 511 Assessing Student Learning

LITC 524 Literacy Assessment and Evaluation

III. Program Administration Requirements

41 credits, including:

CUIN 512 Models of Effective Instruction 3

CUIN 513 Supervision and Leadership in Schools 3

CUIN 519 Practicum: Curriculum Design..... 3

CUIN 520 Contemporary Issues in Curriculum and Instruction 3

EDAD 544	Administrative Practicum I	1
EDAD 545	Administrative Practicum II	1
EDAD 546	Administrative Practicum III	1
EDAD 557	Educational Law I+	2
EDAD 558	Educational Law II+	2
EDAD 560	Educational Resources Leadership+	2
EDAD 564	Administrative Internship I.....	2
EDAD 567	Leadership for Change Seminar I++	2
EDAD 568	Leadership for Change Seminar II++.....	2
EDAD 569	Leadership for Change Seminar III++.....	2
EDAD 570	Leadership in Education I+++	3
EDAD 571	Leadership in Education II+++	3
EDAD 595	Administrative Graduate Project.....	3
EDUC 515	Multicultural Perspectives	3

+ Courses taken concurrently with Administrative Practicum

++Courses taken concurrently with Administrative Internship

+++ Taken in sequence in the first 15 credits.

Minimum credits required for degree53

Master of Education/Educational Administration Program Administration Specialization

Degree Requirements:

Master of Education/Educational Administration/ Program Administration

I. Prerequisites

Exceptionality course 3

II. Basic College of Education Requirements

12 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 513	Adult Learning	3

Choose one of the following two courses: 3

CUIN 511	Assessing Student Learning	
LITC 524	Literacy Assessment and Evaluation	

III. Program Administration Requirements

38 credits, including:

CUIN 512	Models of Effective Instruction	3
CUIN 513	Supervision and Leadership in Schools	3
CUIN 519	Practicum: Curriculum Design.....	3
CUIN 520	Contemporary Issues in Curriculum and Instruction	3
EDAD 544	Administrative Practicum I	1
EDAD 545	Administrative Practicum II	1

EDAD 546	Administrative Practicum III	1
EDAD 557	Educational Law I+	2
EDAD 558	Educational Law II+	2
EDAD 560	Educational Resources Leadership+	2
EDAD 564	Administrative Internship I.....	2
EDAD 567	Leadership for Change Seminar I++	2
EDAD 568	Leadership for Change Seminar II++	2
EDAD 569	Leadership for Change Seminar III++	2
EDAD 570	Leadership in Education I+++	3
EDAD 571	Leadership in Education II+++	3
EDUC 515	Multicultural Perspectives	3

+ Courses taken concurrently with Administrative Practicum

++Courses taken concurrently with Administrative Internships

+++Taken in sequence in the first 15 credits.

Minimum credits required for degree50

Master of Arts in Education/ Educational Administration General Administration Specialization

Degree Requirements:

Master of Arts in Education/Educational Administration/ General Administration

I. Basic College of Education Requirements

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 513	Adult Learning	3

II. General Administration Requirements

24 credits, including:

EDAD 564	Administrative Internship I.....	2
EDAD 565	Administrative Internship II.....	2
EDAD 566	Administrative Internship III.....	2
EDAD 567	Leadership for Change Seminar I+	2
EDAD 568	Leadership for Change Seminar II+	2
EDAD 569	Leadership for Change Seminar III+	2
EDAD 570	Leadership in Education I++	3
EDAD 571	Leadership in Education II++	3
EDAD 595	Administrative Graduate Project.....	3
EDUC 515	Multicultural Perspectives	3

+Courses taken concurrently with Administrative Internships.

++Taken in sequence in the first 15 credits.

III. Other Requirements

Electives in evaluation, personnel, law, and finance from the College of Education, the Albers School of Business and Economics or the Institute for Public Service..... 15

Minimum credits required for degree48

Master of Education/Educational Administration General Administration Specialization

Degree Requirements:

Master of Education/Educational Administration/ General Administration

I. Basic College of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 513	Adult Learning	3

II. General Administration Requirements

21 credits, including:

EDAD 564	Administrative Internship I.....	2
EDAD 565	Administrative Internship II.....	2
EDAD 566	Administrative Internship III.....	2
EDAD 567	Leadership for Change Seminar I+	2
EDAD 568	Leadership for Change Seminar II+	2
EDAD 569	Leadership for Change Seminar III+	2
EDAD 570	Leadership in Education I++.....	3
EDAD 571	Leadership in Education II++.....	3
EDUC 515	Multicultural Perspectives	3

+Courses taken concurrently with Administrative Internships.

++Taken in sequence in the first 15 credits.

III. Other Requirements

Electives in evaluation, personnel, law, and finance from the College of Education, the Albers School of Business and Economics or the Institute for Public Service..... 18

Minimum credits required for degree48

Educational Specialist Degree (EdS) in Educational Administration

This individualized 45-credit post-master's degree program is intended to upgrade the knowledge and abilities of supervisors and administrative personnel from schools, post-secondary organizations and training agencies who regard themselves as instructional or organizational leaders and managers. Principal, program administrator, and superintendent certification can be earned as part of this degree program.

Course work is in the areas of administration, organization and management; law and policy; research and evaluation; instructional leadership; values; and electives. Required courses are identified based on prior graduate course work matched to certification requirements and/or other student interests.

Admission Requirements

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Evidence of master's degree in a field of education, with the prerequisite courses from a regionally accredited college or university
- Minimum GPA of 3.25 in all graduate-level course work calculated from transcripts submitted for any regionally accredited institution. Applicants with a GPA between 3.00 and 3.25 who have received a strong endorsement from their supervisory administrator(s), may apply, but are required to submit official scores from the GRE or the MAT by the application deadline, and have a personal interview. Test scores must be from tests taken within the last five years.
- Two recommendations from supervisors within the past five years using the College of Education Recommendation forms
- Interview with the program director with an on-site writing sample
- Résumé reflecting at least one year's successful relevant work experience
- College of Education Self-Evaluation form

Contact the program director for further details about the educational specialist degree in educational administration.

Executive Leadership Superintendent Program and Superintendent Credential

This certificate program is designed for school or school district educational leaders seeking to advance into expanded district-level leadership positions.

Admission Requirements

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Master's degree from a regionally accredited university, evaluated to ensure that applicant has met graduate-level educational requirements
- Two recommendations from supervisors within the past five years using College of Education Recommendation forms
- Résumé reflecting at least one year of demonstrated professional experience as an effective leader
- Interview with program faculty with an on-site writing sample
- College of Education Self-Evaluation form

Post-Master's Superintendent Certificate Requirements

31 credits, including:

EDAD 537	Superintendent Seminar I.....	5
EDAD 538	Superintendent Seminar II.....	5

EDAD 539	Superintendent Seminar III.....	5
EDAD 540	Superintendent Seminar IV.....	5
EDAD 541	Superintendent Seminar V.....	5
EDAD 534	Superintendent Internship.....	2
EDAD 535	Superintendent Internship.....	2
EDAD 536	Superintendent Internship.....	2
Minimum Credits Required.....		31

Educational Leadership

Roberto A. Peña, PhD, Program Director and Department Chair

Degree Offered

Doctor of Education (EdD) with specialization in:

- Adult learning and development
- Higher education administration
- P-12 educational administration for principals, program administrators, or superintendents
- School psychology
- Student development administration
- Teacher leadership

Overview

This post-master's program leads to the doctor of education (EdD) degree with a major in educational leadership. The program is designed so that it can be completed in three years but candidates have six years to meet graduation requirements. The program uses a cohort model and is designed to meet the needs of a very broad spectrum of leaders whose current or future careers include P-12 education, higher education, consulting, nonprofit organizations, business, health care, military, and human services.

Educational leadership students may complete their degree while at the same time continuing full-time employment.

The program includes a common core of studies in educational leadership theory and practice, as well as courses, internships, projects, and independent studies oriented toward the specific needs of each student. Individual programs of study can include earning a Washington state P-12 superintendent, principal, or program administrator certificate.

The cohort program begins once each year in July.

Admission Requirements

NOTE: Although entry decisions are made by a faculty committee after consideration of a number of criteria, the following are desired minimum qualifications:

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Evidence of a master's degree from a regionally accredited college or university and any additional graduate-level course work
- Minimum GPA of 3.50 in all graduate-level course work calculated from transcripts submitted for any regionally accredited institution

- Two recommendations, one from a master's degree major professor and one from an immediate on-the-job supervisor, using the College of Education forms
- Official test scores from either the GRE or the MAT. Scores must be from tests taken within the last five years.
- Résumé reflecting three years of successful work experience (in P-12 schools, colleges, universities, service agencies, or consulting settings, or in instructional, developmental, or training roles)
- Minimum of one year in a leadership role
- Interview with College of Education and educational leadership program faculty members usually followed by on-site writing skills sample
- College of Education Self-Evaluation form

Residency

Full-time residency is not required; however, 31 credits must be completed in the first 13 months, including EDLR 600, EDLR 621, 622 and 623. The program is designed for completion within three years by those continuing to work full-time in leadership positions. Doctoral students who do not complete all program requirements in three years (by the spring of the third year) must register for and pay a continuation fee beginning with the fall following the conclusion of the spring of the third year and continuing during all subsequent quarters (fall, winter, spring and summer) until and including the quarter when the student completes all program requirements. As long as students are active in the program, enrollment every quarter is required. Formal leave may be granted for cause. Credit applied to the degree may not be more than six years old when the educational leadership program is completed.

Transfer Credit

Up to 15 credits of post-master's graduate study may be transferred, if the credits meet Seattle University criteria: taken at a regionally accredited institution; completed with a minimum grade of 3.00 on a 4.00 American grading scale; taken for graduate credit; and course completion date is within six years of the date all doctoral degree work is concluded. Post-master's graduate credit taken at Seattle University prior to acceptance into the program is also eligible for consideration within the 15 credits allowed to transfer.

For students who have completed the College of Education's Executive Leadership Superintendent Post-Master's Certificate Program at Seattle University and are admitted into the EDLR Program, up to 30 credits of the superintendent program may be used to fulfill professional studies, cognate, and/or internship courses toward the 90 credit minimum requirement of the EDLR program.

For graduates of Seattle University who have completed the EdS degree in school psychology and are admitted into the EDLR program, up to 29 credits of the EdS degree may be used to fulfill elective and or cognate courses toward the 90 credit minimum requirement of the EDLR program.

All of the College of Education SPSY graduates who are accepted into the EDLR program will be expected to complete:

- all of the educational leadership (EDLR) core courses
- the dissertation and dissemination requirements, and
- the following professional education courses which were not included in the SPSY EdS degree requirements: finance, human resources, and curriculum.

If any of the three professional education courses is waived, students must substitute the equivalent number of credits by taking other graduate-level courses at Seattle University. Unless otherwise approved

by the dean, three will be the maximum number of school psychology students who could be admitted to the program in any one year.

Credit at Seattle University

At least three-fourths of the applicable credits taken at Seattle University must be 500 level or higher. In any case, no more than 15 credits at Seattle University below the 500 level may be applied, and then only with specific advanced, written approval. (Inclusion in an approved graduate program of studies will satisfy written approval.)

Formal Degree Candidacy

An EDLR student is eligible for candidacy when EDLR 621, 622 and 623 have been completed, and a program of studies has been approved.

Comprehensive Examination

A six-hour exam is required of all students. It consists of a four-hour exam which covers educational leadership studies common to all students and a two-hour exam tailored to each student's program and cognate area.

Certification

Students who complete superintendent, program administrator and principal programs may earn a Washington state P-12 administration certificate as part of their doctoral program. Further details on requirements for integrating studies toward any of these certificates into a doctoral program are available from the program office at (206) 296-6170.

Doctor of Education/Educational Leadership

Degree Requirements:

Doctor of Education/Educational Leadership

I. Prerequisites

Introduction to research.....	3
Child Development, Adolescent Psychology or Adult Learning	3

NOTE: Prerequisite credits are not included in the total credits required for the degree.

II. Education Leadership Requirements

30 EDLR credits, including:

EDLR 600	Workshop in Educational Leadership	9
EDLR 621	Seminar in Educational Leadership I	2
EDLR 622	Seminar in Educational Leadership I	2
EDLR 623	Seminar in Educational Leadership I	2
EDLR 631	Seminar in Educational Leadership II	3
EDLR 632	Seminar in Educational Leadership II	3
EDLR 633	Seminar in Educational Leadership II	3
EDLR 641	Seminar in Educational Leadership III	2

EDLR 642	Seminar in Educational Leadership III	2
EDLR 643	Seminar in Educational Leadership III	2

III. Cognate Study Requirement

Any field other than educational leadership (e.g., business, nursing, adult education, higher education, student development, public service, psychology, theology and ministry, or software engineering) with advisor approval for a minimum of 12 credits.

IV. Professional Studies Requirements+++

18 to 27 credits, including:

EDUC 501	Social Justice in Professional Practice	3
Choose one of the following three courses		3
AEDT 510	Course Design for Adult Learners	
AEDT 563	Instructional Methods for Adult Learners	
CUIN 510	Foundations of Curriculum and Instruction	
Choose one of the following two courses		3 to 4
COUN 510	Fundamental Counseling Skills	
COUN 511	Counseling Theories (4)	
Financial course	3
Human Resource course	3
Law course	3
Electives	0 to 9

+++Requirements may be waived with prior course work but areas III and IV must total a minimum of 36 credits. Equivalent or alternative courses allowed only with advisor's approval. Specializations in adult learning and development, higher education administration, P-12 educational administration (for principals, program administration, and superintendents), school psychology, student development administration, and teacher leadership are achieved through combinations of cognate, elective and professional studies courses.

V. Research/Internship

24 EDLR credits, including:

EDLR 608	Internship.....	3 to 9
EDLR 610	Dissertation Research	11 to 19
EDLR 611	Dissertation Dissemination.....	1
EDLR 617	Quantitative Research	3
EDLR 618	Qualitative Research.....	3
EDLR 619	Proposal Seminar	3
EDLR 696	Independent Study	0 to 5

Minimum credits required for degree 90 to 105*

*Some specializations require additional credits, up to a maximum of 105 credits.

Information about program specializations in adult learning and development, higher education administration, P-12 educational administration (for principals, program administration, and superintendents), school psychology, student development administration, and teacher leadership is available from the program office.

Literacy for Special Needs

Katherine L. Schlick Noe, PhD, Program Director
John Chattin-McNichols, PhD, Department Chair

Degree Offered

Master of Education (MEd)

Post Master's Certificate Offered

Literacy Specialist

Washington State Teacher Certification Endorsement Offered

Reading

Overview

The literacy for special needs master's degree program is designed to prepare general education teachers, special educators, and reading specialists to work effectively with K-12 students with a broad range of specialized learning needs. The program prepares candidates for various roles, including literacy assessment, instructional planning, and nurturing lifelong literacy development and skill application. Courses in this program include an examination and evaluation of current literacy and special education research and best practice. Completion of the master's degree in literacy for special needs leads to the Washington State endorsement in reading and provides 16 credits toward the Washington State endorsement in special education.

The post-master's certificate/literacy specialist is designed for teachers who already hold a master's degree but who want to earn the endorsement in reading. The Graduate Endorsement-only Program: Reading is designed for teachers without the master's degree who want to earn the endorsement in reading.

Program Design

The program is designed for working professionals who take one or two courses a quarter during the academic year and one or two courses during the summer. Students take a planned program of course work in literacy and special education, culminating in the practicum working with K-6 students with special needs.

Students can begin the program during any quarter. Courses during the academic year meet in the late afternoon and evening hours; some summer courses meet during the day. Part-time students can complete the program in three to four years.

Teacher Certification

Students who wish to earn the Washington state endorsement in reading through the literacy for special needs program must already hold a Washington state teaching certificate.

Students completing the master in teaching program may apply up to 15 credits toward the post-master's certificate/literacy specialist prerequisites and required courses and the endorsement in reading by completing the following courses:

Prerequisites:

- 6 credits of TEED 512 satisfy EDUC 515 and EDUC 511/512

- Required courses:
 - 4 credits of TEED 521 satisfy LITC 525 and the 1 credit elective.
 - MIT elective in Literacy (3 credits) can meet a literacy course requirement.

Admission Requirements

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Evidence of four-year equivalent bachelor's degree from a regionally accredited college or university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. Applicants with less than a 3.00 GPA may apply but are required to submit official scores from the GRE or MAT by the application deadline. Test scores must be from tests taken within the last five years to be considered official.
- Copy of valid Washington State Teacher certification
- Résumé reflecting at least two years of full-time teaching experience at the K-12 level
- Two recommendations, including one from an immediate supervisor and one from a professional colleague who can evaluate the candidate's teaching experience, using the College of Education forms
- Two-page (maximum) statement of purpose (including goals for the program and professional goals)
- College of Education Self-Evaluation form
- Select candidates will be invited for an interview with the program director. Admission decisions are sent by letter within 30 days after the interview.

Master of Education/Literacy for Special Needs

Degree Requirements:

Master of Education/Literacy for Special Needs

I. Basic College of Education Requirements

9 credits, including;

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
Choose one of the following two courses:		3
EDUC 511	Child Development	
EDUC 512	Adolescent Psychology	

II. Literacy Requirements

23 credits, including:

LITC 521	Teaching with Children's and Adolescent Literature	3
LITC 522	Seminar in Writing Instruction.....	3
LITC 524	Literacy Assessment and Evaluation.....	3
LITC 525	Seminar in Literacy Instruction.....	3
LITC 526	Literacy in the Content Fields.....	3

LITC 527	Specialized Literacy Interventions.....	3
LITC 528	Practicum: Literacy for Special Needs	5

III. Special Needs Requirements

16 credits, including:

SPED 540	Introduction to Special Education and Learning Disorders.....	3
SPED 541	Multicultural/Multilingual Issues in Learning	3
SPED 542	Teaching Students with Learning Disorders	3
SPED 545	School Consultation and Intervention.....	3
SPSY 564	Individual Educational Assessment	4

Minimum credits required for degree48

Post-Master's Certificate/Literacy Specialist

This certificate program is designed for students who already have a master's degree and a Washington state teaching certificate and wish to earn the Washington state endorsement in reading.

Certificate Requirements: Post-Master's Certificate/Literacy Specialist

I. Prerequisites

EDUC 500	Introduction to Educational Research (or equivalent)	3
EDUC 515	Multicultural Perspectives (or equivalent)	3
Choose one of the following courses (or equivalent):		3
EDUC 511	Child Development	
EDUC 512	Adolescent Psychology	

II. Required Literacy Courses

23 credits, including:

LITC 521	Teaching with Children's and Adolescent Literature	3
LITC 522	Seminar in Writing Instruction.....	3
LITC 524	Literacy Assessment and Evaluation.....	3
LITC 525	Seminar in Literacy Instruction.....	3
LITC 526	Literacy in the Content Fields.....	3
LITC 527	Specialized Literacy Interventions.....	3
LITC 528	Practicum: Literacy for Special Needs	5

Elective

To be determined with advisor

Minimum credits required for certificate24

Graduate Endorsement-Only Program: Reading

This program is designed for students with a bachelor's degree who hold a Washington state teaching certificate and wish to earn the endorsement in reading.

I. Prerequisites

EDUC 500	Introduction to Educational Research (or equivalent)	3
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II. Required Endorsement Courses

23 credits, including:

LITC 521	Teaching with Children’s and Adolescent Literature	3
LITC 522	Seminar in Writing Instruction.....	3
LITC 524	Literacy Assessment and Evaluation.....	3
LITC 525	Seminar in Literacy Instruction.....	3
LITC 526	Literacy in the Content Fields.....	3
LITC 527	Specialized Literacy Interventions.....	3
LITC 528	Practicum: Literacy for Special Needs	5

Elective

To be determined with advisor

Minimum credits required for endorsement24

Professional Certification for Teachers

Margie Kates, MEd, Program Director

Department Chair: TBD

Program Offered

Washington State Professional Certificate for Teachers
(second-level teacher certification)

Overview

The Professional Certification program has both a graduate-level option and a continuing education option. The program has been approved by the Washington state Professional Educator Standards Board (PESB). Successful completion of this program enables a teacher who holds a Residency Certificate to receive a Professional Certificate from the State of Washington.

Program Design

The program is designed for Residency Certificate teachers who are currently employed and have a teaching contract. It is a personalized, cohort-based program, blending the best in-person and online learning with a focus on praxis integrating coherent and grounded reflection, understanding, and action. Program instruction is delivered on Saturdays on campus and in partner school district locations and has an online component using the web. Teachers may take the Preassessment Seminar prior to completing provisional status.

The program provides Residency Certificate teachers with a sequence for meeting the three standards and 12 criteria required by the state.

The graduate-level program is designed to articulate to several master’s degree programs in the College of Education with 3-6 Professional Certification credits counting toward a master’s degree in the College of Education: Curriculum and Instruction (6 credits); Educational Administration (6 credits); Literacy for Special Needs, including the Reading Endorsement (3 credits); Special Education, including the Special Education Endorsement (6 credits).

Annually, there are two admission opportunities into the program: 1) by Nov. 3 for the Preassessment

Seminar (3 credits) which begins each winter quarter, and 2) in April for the remaining 12 credits of the program (this April admissions date is only for those who have taken the Preassessment Seminar at another university).

Admission Requirements

Requirements for admission to the Preassessment Seminar only (first course, 3 quarter credits):

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for Seattle University alumni.)
- Official transcript from all colleges/universities where post-secondary degree(s) have been earned
- Copy of valid Washington State Residency teaching certificate
- OSPI form, Provisional Status/Employer Support Verification (WAC 180-78A-505)
- College of Education Self-Evaluation form

Requirements to complete the 15 credit program or to enter the program for the last 12 credits (if the Preassessment Seminar was completed at another college/university):

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Copy of valid Washington State Residency teaching certificate
- OSPI form, Provisional Status/Employer Support Verification (WAC 180-78A-505)
- Minimum GPA of 3.00 or a graduate degree determined from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work.
- Evidence of successful completion of the Preassessment Seminar, including a copy of the teacher's approved Professional Growth Plan.

Program Completion Requirements

- Successful completion of the Preassessment and Culminating Seminars and of 9 core credits approved by the Professional Certification program director.
- A Professional Growth Plan which is produced in EPCT 520 (and is required to pass EPCT 520) and which has been approved by the teacher's Professional Growth Team.
- A portfolio (which is produced in EPCT 540) which demonstrates that all required documents and performance-based goals and objectives in the Professional Growth Plan have been met.
- Approval of the performance-based portfolio by the Professional Certification program director.
- Minimum GPA of 3.00 upon completion of the program.

Program Requirements

I. Required Courses

EPCT 520	Preassessment Seminar	3
EPCT 540	Culminating Seminar	3

II. Other Requirements

Electives with EPCT program director's prior approval	9
Total credits required for program	15

School Psychology

Kay Beisse, PhD, Program Director

Hutch Haney, MS, Department Chair

Degree Offered

Educational Specialist (EdS)

Overview

This Washington state approved program prepares students for educational staff associate (ESA) certification as a school psychologist in K-12 settings. Students who complete the NASP-approved Educational Specialist (EdS) degree program are automatically eligible for the National Certificate in School Psychology (NCSP) upon satisfactory completion of the NCSP exam.

The curriculum of the program is based on a best practices orientation as defined by the National Association of School Psychologists, the National Council for the Accreditation of Teacher Education (NCATE), and Washington state standards for accreditation.

The school psychologist is charged with making ethical and moral decisions in his or her professional practice. The basis for leadership in this decision making is a clear dedication to child advocacy, the ability to take responsibility for the consequences of one's actions, and the moral courage to make decisions that will lead to appropriate interventions for an individual child.

The faculty of the school psychology program is committed to education that is participatory. The relationship of faculty and students is both professional and personal.

Certification

Persons serving as Educational Staff Associates in public schools shall hold certificates authorized by the Professional Educator Standards Board (PESB) for service in the respective roles as required by statute or rules of the PESB. The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction which issues the appropriate certificate.

Admission Requirements

We seek applicants who demonstrate strong academic knowledge and skills, a commitment to equity and justice, and continued growth and learning. In addition, applicants must demonstrate potential for leadership and effective interpersonal relationships. The following documents are required for consideration:

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.) Applications for upcoming quarters are reviewed twice a year and decisions are made on a space available basis. The deadlines to submit all application materials for each review period are October 20 for winter or spring quarter enrollment and March 20 for summer or fall quarter entry.
- Evidence of four-year equivalent bachelor's degree from a regionally accredited college or university
- For candidates without graduate course work, minimum GPA of 3.00 from the last 90 quarter/60 semester credits of bachelor's degree; 3.25 cumulative graduate-level GPA for students entering with a master's degree. Strong applicants whose GPA is below 3.00 may be admitted with probationary status.

- Official GRE scores. Scores must be from tests taken within the last five years to be considered official. Test score requirement waived for students already holding master's degree or doctorate achieved with a 3.25 cumulative GPA at the graduate level.
- Two recommendations using the College of Education forms
- Résumé reflecting at least one year's successful professional, educational or related experience with school-age youth
- One- to two-page autobiographical statement indicating motivation and commitment to school psychology, relevant experience with children and adolescents, and understanding of the school psychologist's role in K-12 schools
- College of Education Self-Evaluation form
- Small group interview by invitation following file review

Post-Baccalaureate Educational Specialist Degree/ School Psychology

Degree Requirements:

Post-Baccalaureate EdS/School Psychology

I. Foundational/Beginning Courses

27 credits, including:

COUN 561	Child and Adolescent Counseling	3
EDUC 500	Introduction to Educational Research	3
EDUC 511	Child Development	3
EDUC 512	Adolescent Psychology	3
EDUC 515	Multicultural Perspectives	3
LITC 525	Seminar in Literacy Instruction.....	3
SPED 540	Introduction to Special Education and Learning Disorders.....	3
SPED 543	Introduction to Behavior Disorders and Intervention	3
SPSY 502	Counseling Theories and Skills for School Psychologists	3

II. Discipline Specific/Advanced Courses

42 credits, including:

EDUC 501	Social Justice in Professional Practice	3
SPED 541	Multicultural/Multilingual Issues in Learning	3
SPED 545	School Consultation and Intervention.....	3
SPED 546	Advanced Behavioral Intervention	3
SPSY 501	Introduction to School Psychology.....	3
SPSY 503	Application of Learning Theories to School Psychology Practice.....	3
SPSY 505	Advanced Applications of Research and Statistics	3
SPSY 550	Law and Ethics for School Psychologists.....	3
SPSY 562	Family/School Collaboration.....	3
SPSY 563	Linking Assessment to Instruction.....	3
SPSY 564	Individual Educational Assessment	4
SPSY 566	Individual Intelligence Assessment	4
SPSY 567	Personality and Behavior Assessment	4

III. Field-Based Integration Courses

18 credits, including:

SPSY 570	Consultation and Academic Intervention Practicum	2
SPSY 571	Counseling and Behavior Intervention Practicum	2
SPSY 572	Psychoeducational Assessment Practicum	2
SPSY 580	School Psychology Internship and Seminar I.....	4
SPSY 581	School Psychology Internship and Seminar II.....	4
SPSY 582	School Psychology Internship and Seminar III.....	4

IV. Electives3**Minimum credits required for degree90****Post-Master's Educational Specialist Degree/
School Psychology**

A minimum of 60 credits is required for this educational specialist degree. Post-master's candidates must submit official transcripts and syllabi for any coursework that is applied toward the educational specialist degree requirements. In considering equivalency with program requirements, faculty will review the transcripts and syllabi on an individual basis to determine whether prior coursework included the domains of school psychology articulated in state and national standards. Previous coursework may be considered for substitution only for those courses specified on the Program of Study as foundational.

All students must demonstrate competency in the domains of school psychology practice through a supervised internship in a school setting, either on a full-time, 1200-hour basis for three successive quarters, or on a half-time 600-hour basis per year for two years.

As determined by National Association of School Psychologists (NASP) standards, a passing score on the Educational Testing Service (ETS) Praxis II School Psychologist examination is required of all degree candidates for program completion and recommendation for state educational staff associate (ESA) certification in school psychology and for the National Certificate in School Psychology (NCSP).

Doctoral Study for EdS Graduates

For graduates of Seattle University who have completed the EdS degree in school psychology and are admitted into the EDLR program, up to 29 credits of the EdS degree may be used to fulfill elective and/or cognate courses toward the 90 credit minimum requirement of the EDLR program. See the Educational Leadership section of this *Graduate Bulletin* for details.

Special Education*Cinda Johnson, EdD, Program Director**John Chattin-McNichols, PhD, Department Chair***Degrees Offered**

Master of Education (MEd)

Educational Specialist (EdS)

Endorsement-Only Graduate Program Offered

Special Education

Washington State Endorsements Offered

Special Education

Overview

The special education program prepares teachers to provide special education services to a linguistically and culturally diverse population of children and adolescents (K to 12th grade) with disabilities. The emphasis of the program is on those students with learning and behavioral disorders (learning disabilities, developmental and cognitive disabilities, emotional and behavioral disabilities). Students complete a series of courses designed to give a solid background in special education law, procedures, and methods; types of childhood exceptionalities; behavioral intervention and consultation; multicultural and multilingual issues; child/adolescent development; research methods; and educational philosophy. The course work is designed to give students a strong foundation in literacy development, effective reading instruction, positive behavior support and transition services.

Program Design

The program is designed for full-time students as well as working professionals who take one or two courses a quarter during the academic year and one or two courses during the summer. Students take a planned program of course work in special education, culminating in a practicum in the field working with K-12 students with special needs. In consultation with the program director, students can develop a flexible course of study to meet their individual program goals. Students who wish to earn the master's degree in special education enroll in the MEd in Special Education program. Students with a master's degree enroll in the EdS in Special Education program. Students with a teaching certificate and who want only the special education endorsement enroll in the endorsement-only special education graduate program.

Students are admitted each quarter. Courses during the academic year meet in the late afternoon and evening hours; some summer courses meet during the day. Full time students can complete the MEd or EdS program in five quarters (two summers and full-time enrollment during one school year). Part-time students can complete the program in 9 to 12 quarters. The timeline for completion of the endorsement-only program is dependent upon prior course work.

Special Education Endorsement

Students who wish to earn the Washington state endorsement in special education must already hold a Washington state teaching certificate. Applicants must complete a total of 24 credits of course work at Seattle University. Specific courses include SPED 540, SPED 541, SPED 542, SPED 543, SPED 545, SPED 547, SPED 549, and SPSY 564. These courses may be completed through the MEd, EdS, or endorsement-only programs in special education.

In order to obtain the special education endorsement, students must pass the WEST-E test in special education. Students within the MEd and EdS programs may obtain their special education endorsement prior to the completion of their respective programs.

Requirements in each course specified above have been linked with competencies required by Washington State and aligned with national standards. Under limited circumstances, specific courses may be waived depending upon prior background and experience. In order to waive specific courses, applicants must document that requirements in each course were met. This documentation at a minimum must include official transcripts, course syllabi, and any other documentation regarding previous background or experience.

Students with extensive prior course work in special education and who would like to know how many credits they are lacking towards a special education endorsement may have their transcripts reviewed by

the special education program director for a nominal fee. This may be done prior to or after admission to the endorsement only program. To have transcripts reviewed, students should contact the Records and Certification Office at (206) 296-5774. Students without extensive prior course work in special education do not need to fulfill this requirement. Once students are admitted into the program, a plan of study will be set with the student's advisor in order to complete the required course work for the special education endorsement.

Endorsement-Only Special Education Graduate Program

The endorsement-only program in special education is designed for certified teachers who wish to earn the special education endorsement but who do not desire an additional degree. Students must complete at least 15 credits of course work at Seattle University in order to complete the total 24 credits of required special education course work. The required course work is dependent upon previous course work and experience. Specific course work required will be determined by the student's advisor.

Teacher Certification

Students completing the master in teaching program may apply up to 6 credits toward the special education endorsement-only post-master's graduate program or EdS by completing the following courses:

Required Courses:

- 3 credits of TEED 521 or TEED 522 satisfy SPED 540
- MIT elective in Special Education (3 credits) can meet a special education course requirement.

Master in Teaching (MIT) with Special Education Endorsement

The MIT with special education endorsement is for those who are not currently certified teachers, but who are interested in pursuing special education as a career. Students may complete both a Residency teaching certificate and the endorsement in special education through six quarters of study of which four quarters are full time. For further information, students should review the MIT with special education endorsement brochure or visit the MIT website at www2.seattleu.edu/coe/mit. This option is only available to MIT students who enter in a spring cohort; students who enter in a fall MIT cohort are not eligible for the MIT with special education program.

For complete program requirements, see the MIT with special education endorsement information in the Teacher Education section of this *Graduate Bulletin*.

Master of Education/Special Education

Admission Requirements

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Four-year equivalent bachelor's degree from a regionally accredited college/university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. Applicants with less than a 3.00 GPA may apply but are required to submit official GRE or MAT scores by the application deadline. Scores must be from tests taken within the last five years to be considered official.
- Résumé reflecting at least one year of relevant work experience at the K-12 level

- Copy of valid Washington State teaching certificate
- Two recommendations, including one from an immediate supervisor (preferably from teaching experience) and one from a previous academic advisor or professor, using the College of Education forms
- College of Education Self-Evaluation form

Degree Requirements: Master of Education/Special Education

I. Basic College of Education Requirements

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
Choose one of the following two courses:		3
EDUC 511	Child Development	
EDUC 512	Adolescent Psychology	

II. Special Education Requirements

24 credits, including:

SPED 540	Introduction to Special Education and Learning Disorders	3
SPED 541	Multicultural/Multilingual Issues in Learning	3
SPED 542	Teaching Students with Learning Disorders	3
SPED 543	Introduction to Behavior Disorders and Intervention	3
SPED 545	School Consultation and Intervention	3
SPED 547	Teaching Students with Low Incidence Disabilities	2
SPED 549	Practicum: Special Education	3
SPSY 564	Individual Educational Assessment	4

III. Literacy Requirements

6 credits, including:

LITC 525	Seminar in Literacy Instruction	3
Choose one of the following two courses:		3
LITC 524	Literacy Assessment and Evaluation	
LITC 527	Specialized Literacy Interventions	

IV. Electives

Choose nine credits from the following:

LITC 524	Literacy Assessment and Evaluation
LITC 527	Specialized Literacy Interventions
SPED 546	Advanced Behavioral Intervention
SPSY 562	Family/School Collaboration

Or other elective in consultation with advisor.

Minimum credits required for degree48

Educational Specialist/Special Education

Admission Requirements

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Master's degree in a field of education from a regionally accredited college/university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. Applicants with less than a 3.00 GPA may apply but are required to submit official GRE or MAT scores by the application deadline. Scores must be from tests taken within the last five years to be considered official.
- Copy of valid Washington State teaching certificate
- Résumé reflecting at least one year of relevant work experience at the K-12 level
- Two recommendations, including one from an immediate supervisor (preferably from teaching experience) and one from a previous academic advisor or professor, using College of Education forms
- College of Education Self-Evaluation form

Degree Requirements: Educational Specialist/Special Education

I. Basic College of Education Requirements

6 credits, including:

EDUC 500	Introduction to Educational Research	3
	Choose one of the following courses:	3
EDUC 511	Child Development	
EDUC 512	Adolescent Psychology	

II. Special Education Requirements

24 credits, including:

SPED 540	Introduction to Special Education and Learning Disorders	3
SPED 541	Multicultural/Multilingual Issues in Learning	3
SPED 542	Teaching Students with Learning Disorders	3
SPED 543	Introduction to Behavior Disorders and Intervention	3
SPED 545	School Consultation and Intervention	3
SPED 547	Teaching Students with Low Incidence Disabilities	2
SPED 549	Practicum: Special Education	3
SPSY 564	Individual Educational Assessment	4

III. Literacy Requirements

6 credits, including:

LITC 525	Seminar in Literacy Instruction	3
	Choose one of the following two courses:	3
LITC 524	Literacy Assessment and Evaluation	
LITC 527	Specialized Literacy Interventions	

IV. Electives

Choose nine credits from the following:

LITC 524 **Literacy Assessment and Evaluation**

LITC 527 **Specialized Literacy Interventions**

SPED 546 **Advanced Behavioral Intervention**

SPSY 562 **Family/School Collaboration**

Or, other elective in consultation with advisor.

Minimum credits required for degree45

Student Development Administration

Jeremy Stringer, PhD, Program Director

Carol L. Weaver, PhD, Department Chair

Degrees Offered

Master of Arts (MA)

Master of Education (MEd)

Objectives

This program prepares students for careers in college student development, such as administrators of student programs, college student services planners and student advisors. Themes offered across the program include understanding student clientele, fostering diversity, incorporating ethics and values, and adapting to cultures of specific educational environments.

Internship

All students are required to have a minimum of three, one-credit internships in the field, either at Seattle University or at any of several cooperating institutions in the area.

Admission Requirements

Applicants are considered for admission every term but those seeking a graduate assistantship should apply for fall quarter. Admission is selective, and candidates are evaluated on their individual merits rather than on a comparative basis.

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Official transcripts reflecting four-year equivalent bachelor's degree in any field from a regionally accredited college or university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. Applicants without the minimum GPA or those without letter-graded transcripts must submit official GRE scores by the deadline. Scores must be from tests taken within the last five years to be considered official.
- Two recommendations using the College of Education forms
- Professional autobiography showing evolution of career interests

- Current résumé
- College of Education Self-Evaluation form

Master of Arts/ Student Development Administration

Degree Requirements: Master of Arts/Student Development Administration

I. Basic College of Education Required Courses

Nine credits, including:

EDUC 500	Introduction to Educational Research*	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 513	Adult Learning	3

*Recommend completion within first 18 credits.

II. Student Development Administration Requirements

39 credits, including:

Counseling course		3
EDAD 570	Leadership in Education I	3
EDAD 571	Leadership in Education II	3
EDUC 515	Multicultural Perspectives	3
SDAD 559	The American Community College	3
SDAD 564	Internship in Student Development Administration I	1
SDAD 565	Internship in Student Development Administration II	1
SDAD 566	Internship in Student Development Administration III	1
SDAD 575	Best Practices in Student Services	3
SDAD 576	Leadership and Governance in Post-Secondary Education	3
SDAD 577	Foundations of the Student Affairs Profession*	3
SDAD 578	Student Development Theory, Research and Practice*	3
SDAD 579	Student Development Capstone Seminar	3
SDAD 580	Higher Education Law	3
SDAD 595	Student Development Graduate Project	3

*Recommend completion within first 18 credits.

III. Electives

Choose one of the following courses: 3

AEDT 563	Instructional Methods for Adult Learners
COUN 510	Fundamental Counseling Skills
COUN 512	Lifespan Career Development
COUN 515	Loss and Grief
COUN 517	Group Counseling-Theories and Practice
COUN 519	Addictions Counseling
COUN 520	Spiritual Dimensions of Counseling
EDUC 530	Philosophy of Education
MBA 510	Leadership Skills and Team Development
MGMT 571	Adventure-based Leadership Seminar

PUBM 579	Comparative Social Policy
SDAD 584	Comparative Educational and Social Policy
SDAD 585	Higher Education Finance
SDAD 591	Special Topics

Other electives may be substituted with advisor's approval.

Minimum credits required for degree51

Master of Education/ Student Development Administration

Degree Requirements:

Master of Education/Student Development Administration

I. Basic College of Education Requirements

9 credits, including:

EDUC 500	Introduction to Educational Research*	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 513	Adult Learning	3

*Recommend completion within first 18 credits.

II. Student Development Administration Requirements

36 credits including:

Counseling Course.....		3
EDAD 570	Leadership in Education I	3
EDAD 571	Leadership in Education II	3
EDUC 515	Multicultural Perspectives	3
SDAD 559	The American Community College.....	3
SDAD 564	Internship in Student Development Administration I.....	1
SDAD 565	Internship in Student Development Administration II	1
SDAD 566	Internship in Student Development Administration III	1
SDAD 575	Best Practices in Student Services.....	3
SDAD 576	Leadership and Governance in Post-Secondary Education.....	3
SDAD 577	Foundations of the Student Affairs Profession*	3
SDAD 578	Student Development Theory, Research and Practice*	3
SDAD 579	Student Development Capstone Seminar.....	3
SDAD 580	Higher Education Law.....	3

*Recommend completion within first 18 credits.

III. Electives

Choose two of the following courses:..... 6

AEDT 563	Instructional Methods for Adult Learners
COUN 510	Fundamental Counseling Skills
COUN 512	Lifespan Career Development
COUN 515	Loss and Grief
COUN 517	Group Counseling Theories and Practice
COUN 519	Addictions Counseling
COUN 520	Spiritual Dimensions of Counseling

EDUC 530	Philosophy of Education
MBA 510	Leadership Skills and Team Development
MGMT 571	Adventure-based Leadership Seminar
PUBM 579	Comparative Social Policy
SDAD 584	Comparative Educational and Social Policy
SDAD 585	Higher Education Finance
SDAD 591	Special Topics

Other electives may be substituted with advisor's approval.

Observe prerequisites noted in course descriptions.

Minimum credits required for degree51

Comprehensive Examination or Portfolio

Students may choose one of two options for their culminating experience in the program, either a portfolio that documents their mastery of the program's learning outcomes or a comprehensive examination. Students who choose the comprehensive examination must satisfactorily complete a four-hour written comprehensive examination at the conclusion of their program. The examinations are offered on a regular schedule, in accordance with established College of Education policy.

Teacher Education

Margit E. McGuire, PhD, Program Director

John Chattin-McNichols, PhD, Department Chair

Degree Offered

Master in Teaching (MIT)

Overview

"A Teacher Affects Eternity." —Henry Adams

The Master in Teaching Program at Seattle University is a full-time, cohort-based degree program in teacher education that offers both a master's degree in teaching and a Residency teaching certificate in four academic quarters. Those who want to be part of the learning and growth of young people, demonstrate strong academic knowledge and skills, and are committed to social justice are encouraged to apply. Because MIT graduates are recognized as outstanding educational leaders, they are in high demand throughout the region.

Master in Teaching (MIT)

The MIT graduate program at Seattle University provides prospective teachers with an intensive, full-time program that builds on their in-depth undergraduate preparation in an academic major with advanced study in professional education at the graduate level. The program balances classroom experience and coursework; students spend 50 percent of the program in the classroom, beginning in the second week of their first quarter. They learn as part of a cohort, or learning community, mutually challenged and supported by their peers and an award-winning faculty. Successful applicants demonstrate leadership potential, a strong self-concept, and excellent interpersonal skills.

National Report Card for the Teacher Education Program (MIT)

Program Information

Academic Year Sept 1, 2006 to Aug 31, 2007

Number of Program Completers	89
Number of Students Enrolled in Fall Quarter 2005	91
Number of Student Teachers	91
Total Number of Supervising Faculty (headcount)	16
Student-to-Faculty Ratio	15.24:1
Number of Hours of Student Teaching.....	440 hours (minimum)
Program is accredited by NCATE, (National Council for the Accreditation of Teacher Education).	

This information is being provided as required by Federal Regulations under Title II. For those interested in more program information, the entire Title II Seattle University Institutional Report for 2006-2007 can be found on the internet in portable document format (pdf) at the following URL: www2.seattleu.edu/coe/about.aspx?id=4980

Certification and Endorsement Requirements

Elementary Applicants (K-8):

- Official scores from the WEST-E test in Elementary Education
- Elementary Content Review form, outlining academic preparation related to content requirements:
www2.seattleu.edu/coe/mit/default.aspx?id=5926. or call 206.296.5759
- Additional possible prerequisite course work based on the Content Review form requirements
- Elementary applicants desiring to teach middle school should take one of the following WEST-E tests (the test can be taken at any time during the program):
 - Middle level humanities (two tests required)
 - Middle level mathematics
 - Middle level science

Secondary Certification

- Official scores from the WEST-E test in the subject(s) for which the applicant is planning to be endorsed
- Endorsement Verification forms: www2.seattleu.edu/coe/mit/default.aspx?id=5926. or call (206) 296-5759
- Documentation of academic major or equivalent course work in an endorsable or closely related field (For a broad-based endorsement such as social studies, applicants must have course work in all identified areas in the endorsement. If the applicant's major is not an endorsable area, one should be sought that closely matches the subject the applicant desires to teach.)

Secondary endorsements include arts, theater arts, visual arts, English/language arts, ELL, history, social studies, mathematics, general science, biology, chemistry, earth science, physics, French, Japanese, and Spanish.

- Note: The West-E test for ELL and Special Education is taken at the conclusion of the MIT program

Pre-Education

Pre-Education is a program of advising and guidance that seeks to help undergraduate students prepare for application to graduate programs in education and for eventual careers in elementary or secondary school teaching. The Pre-Education advising program in the College of Education is intended primarily for undergraduate students who are not enrolled in the Bachelor of Arts in Humanities for Teaching program in the Matteo Ricci College.

The best preparation for graduate programs in education is the completion of a four-year bachelor's degree. Undergraduate students interested in elementary or secondary teaching must declare a major in the field in which they are most interested and for which they are best suited. The student's program of studies must be approved by the academic advisor in the major department. A major in liberal studies is considered excellent preparation for those interested in applying to master's level programs for elementary (K-8) teaching. For those interested in secondary (5-12) teaching, students are advised to pursue an undergraduate major in the area in which they wish to teach.

In advising pre-education students, the College of Education stresses the development of strong writing skills and the completion of a menu of courses and service activities including volunteer experiences in K-12 schools that will help students present a strong portfolio when applying to graduate programs in teaching.

Students interested in Pre-Education should attend an information session for the College of Education's Master in Teaching (MIT) program and then make an appointment with the Pre-Education Advisor. Students are encouraged to contact the Pre-Education Advisor early in their undergraduate careers. For more information, please contact the MIT program at (206) 296-5759 or visit the website at www2.seattleu.edu/coe/mit.

Admission Requirements

The program reviews applications for two cohorts each year, one starting late August or early September and another in the spring. Admission is competitive and requires the following for consideration:

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Four-year equivalent bachelor's degree from a regionally accredited institution
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. Submit official transcripts from any institution where endorsement credits were earned.
- Official scores from the WEST-B (Basic Skills) and WEST-E (Endorsement) tests. Out-of-state applicants can submit official scores from PRAXIS I or CBEST to meet the WEST-B requirement. For the WEST-E test, Washington State will not allow any substitutions. For application purposes, out-of-state applicants may submit the Praxis II. If applicants accept admission to the program, they will have until the end of their first quarter to take the WEST-E. There are a limited number of WEST-E test fee waivers that will be provided to students in this situation (subject to availability). Please contact the MIT program office at (206) 296-5759 for details.

Applicants must show registration for WEST-B and WEST-E if scores are not submitted at time of application. GRE only (with the exception of Special Education and ELL) required from those graduating from non-graded institutions but recommended from applicants with a GPA below the 3.00 minimum.

- TOEFL score of 580 (92 internet-based or 237 computer-based score) or higher for any applicant for whom English is not the native language. Equivalent MELAB and IELTS scores also accepted to determine English proficiency. See policy 2008-01 in Admission Policies for details. Admission through Culture and Language Bridge program is not an option.
- Two recommendations from people able to address applicant's work with young people, using the College of Education forms.
- Satisfactory completion of: (1) Elementary Content Review Form (elementary applicants); Secondary Endorsement Verification Form (secondary applicants); (2) a one-page, double-spaced autobiographical statement outlining commitment to teaching, applicable course work, experiences with school-age students (including exceptional individuals), and understanding of cultural differences; (3) on-site writing sample; (4) College of Education Self-Evaluation form and (5) small group interview with faculty for selected applicants (out of state applicants can arrange for a DVD, video or audio to replace the interview by contacting the program).
- Applicants need to demonstrate that they have experience with young people in a setting that promotes skills transferable to a K-12 classroom. Examples include observation and assistance in a K-12 setting, working with school-aged students at a summer camp, volunteering at a tutoring program, and/or experience leading youth groups at a place of worship.

Master in Teaching

Degree Requirements:

Master in Teaching

I. Prerequisites

Competency in Mathematics (elementary only)

Competency in Technology

Fingerprint Identification/background check

II. MIT Requirements

57 TEED credits, including:

TEED 510	The Teacher as Reflective Decision Maker.....	5
TEED 511	The Arts and Cultural Diversity.....	1
TEED 512	Learners and Instruction.....	10
TEED 513	Peer Coaching Field Experience.....	2
TEED 520	Service Leadership for Social Justice.....	3

Choose one of the following two courses: 15

TEED 521 Elementary Curriculum, Instruction, and Assessment

TEED 522 Middle and Secondary Curriculum, Instruction, and Assessment

TEED 523 Middle School Field Experience/Seminar 2

Choose one of the following two courses: 14

TEED 528 Teaching Internship (Elementary)

TEED 529 Teaching Internship (Secondary)

TEED 535 Child Abuse and Related Issues 1

TEED 540 Reflective Teaching Seminar 4

III. Other Requirements

Elective	3
Minimum credits required for degree	60

Master in Teaching with Special Education Endorsement

The MIT with special education endorsement is for those who are not currently certified teachers, but who are interested in pursuing special education as a career. Students may complete both a Residency teaching certificate and the endorsement in special education through 6 quarters of full-time study. For further information, student should review the MIT with special education endorsement brochure, visit the MIT website at www2.seattleu.edu/coe/mit, or contact the special education program director. This option is only available to MIT students who enter in a spring cohort; students who enter in a fall MIT cohort are not eligible for the MIT with special education program.

Degree Requirements:

Master in Teaching with Special Education Endorsement

I. Prerequisites

Competency in Mathematics (elementary only)

Competency in Technology

Fingerprint Identification/background check

II. MIT Requirements

57 TEED credits, including:

TEED 510	The Teacher as Reflective Decision Maker.....	5
TEED 511	The Arts and Cultural Diversity.....	1
TEED 512	Learners and Instruction.....	10
TEED 513	Peer Coaching Field Experience.....	2
TEED 520	Service Leadership for Social Justice.....	3

Choose one of the following two courses

TEED 521	Elementary Curriculum, Instruction, and Assessment	15
TEED 522	Middle and Secondary Curriculum, Instruction, and Assessment	

TEED 523 Middle School Field Experience/Seminar

TEED 525 MIT Special Education Practicum.....

Choose one of the following two courses:

TEED 526	Teaching Internship (Elementary) Special Education	
TEED 527	Teaching Internship (Secondary) Special Education	
TEED 535	Child Abuse and Related Issues.....	1
TEED 540	Reflective Teaching Seminar	4

III. Special Education Endorsement Requirements

21 credits, including:

EDUC 500	Introduction to Educational Research	3
SPED 542	Teaching Students with Disorders	3

SPED 543	Introduction to Behavior Disorders and Intervention	3
SPED 545	School Consultation and Intervention	3
SPED 546	Advanced Behavioral Intervention	3
SPED 547	Teaching Students with Low Incidence Disabilities.....	2
SPSY 564	Individual Educational Assessment	4
Minimum credits required for degree		78

Certification

The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction which issues the appropriate certificate.

Special Education Endorsement

Students completing the 60 credit MIT program may apply up to 6 credits towards an educational specialist degree or the endorsement-only special education graduate program at Seattle University by completing the following courses:

- 3 credits of TEED 510/512/521/522 satisfy SPED 540.
- 3-credit MIT elective in Special Education.

Reading Endorsement

Students completing the master in teaching program may apply up to 15 credits toward the post-master's certificate/ literacy specialist prerequisites and required courses and the endorsement in reading by completing the following courses:

Prerequisites:

- 6 credits of TEED 512 satisfy EDUC 515 and EDUC 511/512.

Required courses:

- 4 credits of TEED 521 satisfy LITC 525 and the 1 credit elective.
- MIT elective in Literacy (3 credits) can meet a literacy course requirement.

ELL Endorsement

Students completing the 25-credit ELL endorsement program at the School of Teaching English as a Second Language (S-TESL) may earn an ELL endorsement. The website for S-TESL is *schooloftesl.com*.

Three credits from the School of Teaching English as a Second Language (S-TESL), if taken for graduate status, may be counted for the 3-credit MIT elective. In addition, six credits from the MIT program (3 credits of TEED 512 and 3 credits of TEED 521/522) may be transferred into the ELL endorsement program. Contact the S-TESL Director for further information regarding the ELL endorsement program.

Teaching English to Speakers of Other Languages

Jian Yang, PhD, Program Director

Carol L. Weaver, PhD, Department Chair

Degrees Offered

Master of Arts in Education/Teaching English to Speakers of Other Languages (MAEd)

Master of Education in Teaching English to Speakers of Other Languages (MEd)

Certificates Offered

Post-Master's Certificate—Teaching English to Speakers of Other Languages

Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages

Post-Baccalaureate Advanced Certificate in Teaching English to Speakers of Other Languages

Overview

The master's degree program in teaching English to speakers of other languages (TESOL) prepares professional educators for the role of teacher or teacher administrator, primarily in adult programs, in either the United States or in other countries. In the United States, teaching opportunities exist within colleges, universities, community colleges, language institutes, and community organizations. In other countries, teachers may work with either young adults or adult learners in a variety of educational, business and community organizations.

K-12 teachers with a valid Washington state teaching certificate wishing to gain an added endorsement in teaching English as a second language (ELL) are encouraged to work through the School of Teaching English as a Second Language (S-TESL) which is a partner with the College of Education in preparing ELL teachers of K-12 students as well as adults. The S-TESL website is schooloftesl.com.

The post-master's certificate in teaching English to speakers of other languages is designed to allow individuals who hold a master's degree to develop special skills in teaching English. The certificate is not required in Washington community colleges. The courses and required supervised teaching experience provide an overview of teaching methods specific to the field of teaching English to the speakers of other languages; second language acquisition and linguistic theories.

Since being bilingual or multilingual may help improve the effectiveness of an ESL instructor, it is highly recommended that students whose first language is English should be proficient in another language.

Seattle University and the School of Teaching English as a Second Language have a cooperative agreement that gives students many choices in electives. Students in all TESOL programs may take one to four courses off campus at the School of Teaching English as a Second Language.

Admission Requirements

Admission is selective, and program enrollment is limited. Candidates are evaluated on their individual merits rather than on a comparative basis. Requirements include:

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for Seattle University alumni.)
- Official transcripts reflecting four-year equivalent bachelor's degree from a regionally accredited college or university.
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit

earned during this time, and any post-baccalaureate course work. Applicants with less than a 3.00 GPA may apply but are required to submit official GRE or MAT scores by the application deadline. Scores must be from tests taken within the last five years to be considered official.

- English proficiency test for any applicant for whom English is not the native language. TOEFL score of 580 paper-based score (92 internet-based or 237 computer-based) or higher required. Equivalent MELAB and IELTS scores also accepted. See policy 2008-01 in Admission Policies for details. Admission through Culture and Language Bridge program is not an option.
- Two recommendations from recent employers/supervisors/professors using the College of Education form
- College of Education Self-Evaluation form

Program and Graduation Requirements

- A maximum of 20 quarter credits at the 400 or 900 level may be applied to the master's program.
- A cumulative GPA of 3.00 must be maintained to remain in the program and to graduate from the program.
- Satisfactory completion of a three credit hour internship. The internship is selected cooperatively by the student and major advisor, and is designed to provide a practical learning experience in an appropriate setting.
- Satisfactory performance on a comprehensive examination of selected areas within the program of study. The examination may be taken upon completion of Part I, Part II and Part III of the program of study.

Master of Arts in Education/ Teaching English to Speakers of Other Languages

Degree Requirements: Master of Arts in Education/ Teaching English to Speakers of Other Languages

I. College of Education Required Courses

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 513	Adult Learning	3

NOTE: the following may be substituted for EDUC 513 with advisor permission:

EDUC 511	Child Development	3
EDUC 512	Adolescent Psychology	3

II. TESOL Requirements

27 credits, including:

AEDT 510	Course Design for Adult Learners	3
AEDT 563	Instructional Methods for Adult Learners	3
TSOL 531	Second Language Acquisition	3
TSOL 534	Linguistics for Language Teachers I	3
TSOL 535	Linguistics for Language Teachers II	3
TSOL 536	Language in Society	3
TSOL 538	Structure of English	3

TSOL 566	Internship in the TESOL Setting	3
TSOL 595	TESOL Graduate Project.....	3

III. TESOL Elective Courses

Choose four of the following courses:..... 12

AEDT 564	Issues in Basic Skills for Adults
AEDT 565	Philosophy and Methods of Skills Training
AEDT 569	Teaching Methods in Basic Skills for Adults
EPDES 930	TESOL Theory and Application
EPDES 931	Methods of Language Acquisition
EPDES 932	Teaching Grammar to ESOL Students
EPDES 933	Materials Selection and Development in TESOL
EPDES 938	Testing and Evaluating ESOL Students
EPDES 942	Teaching English Pronunciation
LITC 525	Seminar in Literacy Instruction
TSOL 525	Second Language Writing
TSOL 537	Teaching English for Academic Purposes
TSOL 539	Second Language Reading and Vocabulary Acquisition

Other electives may be substituted with approval of advisor.

All courses are 3 credits each. EPDES credits are limited to 12 in this degree.

Minimum credits required for degree48

Master of Education/ Teaching English to Speakers of Other Languages

Degree Requirements: Master of Education/ Teaching English to Speakers of Other Languages

I. College of Education Required Courses

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 513	Adult Learning	3

NOTE: the following may be substituted for EDUC 513 with advisor permission:

EDUC 511	Child Development	3
EDUC 512	Adolescent Psychology	3

II. TESOL Requirements

24 credits, including:

AEDT 510	Course Design for Adult Learners.....	3
AEDT 563	Instructional Methods for Adult Learners	3
TSOL 531	Second Language Acquisition.....	3
TSOL 534	Linguistics for Language Teachers I	3
TSOL 535	Linguistics for Language Teachers II	3
TSOL 536	Language in Society.....	3
TSOL 538	Structure of English	3
TSOL 566	Internship in the TESOL Setting.....	3

III. TESOL Elective Courses

Choose four of the following courses:..... 12

AEDT 564	Issues in Basic Skills for Adults
AEDT 565	Philosophy and Methods of Skills Training
AEDT 569	Teaching Methods in Basic Skills for Adults
LITC 525	Seminar in Literacy Instruction
EPDES 930	TESOL Theory and Application
EPDES 931	Methods of Language Acquisition
EPDES 932	Teaching Grammar to ESOL Students
EPDES 933	Materials Selection and Development in TESOL
EPDES 938	Testing and Evaluating ESOL Students
EPDES 942	Teaching English Pronunciation
TSOL 525	Second Language Writing
TSOL 537	Teaching English for Academic Purposes
TSOL 539	Second Language Reading and Vocabulary Acquisition

IV. Elective Course

Choose one of the following courses: 3

AEDT 568	Administration in Adult Settings
AEDT 577	Evaluation in Programs for Adult Learners
SDAD 559	The American Community College
EDUC 515	Multicultural Perspectives
EDUC 530	Philosophy of Education
EPDES 934	Developing ESOL Literacy
EPDES 935	Cultural Variables in TESOL
EPDES 936	Teaching Content to English Language Learners
EPDES 939	Student-Centered Learning in ESOL
EPDES 945	Computer-Enhanced Language Teaching
TSOL 567	Internship in the TESOL Setting
TSOL 596	Independent Study in TESOL

Other electives may be substituted with approval of advisor.

All courses are 3 credits each. EPDES credits are limited to 12 in this degree.

Minimum credits required for degree48**Post-Master's Certificate in Teaching English to Speakers of Other Languages****Admission Requirements**

- Application for Graduate Admission with non-refundable \$55 application fee. (Application fee waived for SU alumni.)
- Official transcripts reflecting a master's degree (or higher) from a regionally accredited college or university in a field other than this specific area
- Two recommendations using the College of Education forms, one from the master's degree major advisor and one from a current supervisor, regarding ability to perform as teacher in the field

- TOEFL score of 580 (92 internet-based or 237 computer-based score) or higher for any applicant for whom English is not the native language. MELAB and IELTS scores can also be used to determine English proficiency. See policy 2008-01 in Admission Policies for details. Admission through Culture and Language Bridge program is not an option.

Certificate Requirements

The post-master's certificate in TESOL requires that all courses listed below have been completed either as a part of a master's degree or following the completion of such a degree and that at least 15 credits are taken while enrolled within the post-master's certificate program at the main campus of Seattle University. If students have completed courses that are substantially similar to those required for the certificate, substitutions may be made from other course offerings at Seattle University.

I. TESOL Requirements 18

TSOL 531	Second Language Acquisition
TSOL 534	Linguistics for Language Teachers I
TSOL 535	Linguistics for Language Teachers II
TSOL 536	Language in Society
TSOL 538	Structure of English
TSOL 566	Internship in the TESOL Setting

II. TESOL Elective Courses

Choose two of the following courses: 6

EPDES 930	TESOL Theory and Application
EPDES 931	Methods of Language Acquisition
EPDES 932	Teaching Grammar to ESOL Students
EPDES 933	Materials Selection and Development in TESOL
EPDES 938	Testing and Evaluating ESOL Students
EPDES 942	Teaching English Pronunciation
TSOL 525	Second Language Writing
TSOL 537	Teaching English for Academic Purposes
TSOL 539	Second Language Reading & Vocabulary Acquisition

All courses are 3 credits each. EPDES credits are limited to 6.

Minimum credits required24

Post-Baccalaureate Certificate/ Teaching English to Speakers of Other Languages

Admission Requirements

- Official transcripts reflecting four-year equivalent bachelor's or advanced degree from a regionally accredited college or professional school.
- Evaluated GPA of 3.00 or above.
- Proficiency in English listening, speaking, reading and writing. Proficiency is demonstrated by English as the applicant's first language or a TOEFL score of 580 (92 internet-based or 237 computer-based score) or higher for any applicant for whom English is not the native language. MELAB and IELTS scores can also be used to determine English proficiency.

Post-Baccalaureate General Certificate Requirements

- Cumulative GPA of 3.00 must be maintained to complete the program.
- Up to six quarter hour credits may be transferred from an accredited institution to apply to requirements for an advanced certificate. Such courses must be at the 400 level or above, and the grade earned must be a B or higher. The courses must be similar to the courses listed in the EPDES 930-945 series. An official transcript from the sponsoring institution must be submitted.

Issuance of Certificate

- The certificates will be issued by the Seattle University Office of the Registrar in accordance with established policies and procedures of the university. Candidates must make application prior to the established deadline and provide the required evidence of completion.

Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages

I. Required Certificate Course

EPDES 930 TESOL: Theory and Application 3

II. Elective Courses

Choose three of the following courses: 9

EPDES 931 Methods of Language Acquisition
 EPDES 932 Teaching Grammar to ESOL Students
 EPDES 933 Materials Selection and Development in TESOL
 EPDES 934 Developing ESOL Literacy
 EPDES 935 Cultural Variables in TESOL
 EPDES 936 Teaching Content to English Language Learners
 EPDES 937 Linguistics for ESOL Teachers
 EPDES 938 Testing and Evaluating ESOL Students
 EPDES 939 Student-Centered Learning in ESOL
 EPDES 940 Self-Analysis and Improvement in TESOL
 EPDES 942 Teaching English Pronunciation
 EPDES 944 Curriculum and Program Design in TESOL
 EPDES 945 Computer-Enhanced Language Teaching

Minimum credits required 12

Post-Baccalaureate Advanced Certificate in Teaching English to Speakers of Other Languages

I. Required Course

EPDES 940 Self-Analysis and Improvement in TESOL 3

II. Certificate Courses

EPDES 930 TESOL Theory and Application 3

Choose six from the following courses: 18

EPDES 931 Methods of Language Acquisition

EPDES 932	Teaching Grammar to ESOL Students
EPDES 933	Materials Selection and Development in TESOL
EPDES 934	Developing ESOL Literacy
EPDES 935	Cultural Variables in TESOL
EPDES 936	Teaching Content to English Language Learners
EPDES 937	Linguistics for ESOL Teachers
EPDES 938	Testing and Evaluating ESOL Students
EPDES 939	Student-Centered Learning in ESOL
EPDES 940	Self-Analysis and Improvement in TESOL
EPDES 942	Teaching English Pronunciation
EPDES 944	Curriculum and Program Design in TESOL
EPDES 945	Computer-Enhanced Language Teaching

Minimum credits required24

Applicable Undergraduate Course

ADST 480 Introduction to Alcohol and Drug Addiction 3
History, scope, physiological, social, psychological and family aspects of alcohol problems. Impaired driving. Progression and symptoms of alcoholics. Nature of addiction disease: causality, treatment and prevention.

Education Graduate Courses

Eligibility to remain in courses for which students are registered will be based on the criteria listed within each course description and the program admission criteria, and will be determined by the instructor after the first day of class.

Adult Education and Training

AEDT 510 Course Design for Adult Learners 3
Presents models and processes for course design appropriate to the adult setting. Content includes selection and design of goals, objectives and outcomes; teaching and learning activities; and assessment strategies to create courses that foster learning and transfer.

AEDT 561 Internship in Community College Setting 3
Provides the student with the opportunity to observe, reflect and practice teaching adult learners in the community college setting. Each student develops community college practice teaching placement, works with a community college instructor in the appropriate field in the development and delivery of instruction for one course and is jointly evaluated by the community college instructor and the university faculty member. Closed to non-matriculated students. Graded CR/F. Prerequisite: Satisfactory completion of 12 credits in the community college certificate program.

AEDT 562 Foundations of Adult Education 3
Presents key definitions in the study of adult education, will review the history, purposes and philosophy of the field, and examine issues of adult participation in learning, educational settings for adult learners and issues of diversity of student populations.

AEDT 563 Instructional Methods for Adult Learners 3
Provides an overview of established training principles and practices. Learning style theory applied in the adult setting. Evaluation tools for determining the success of instruction to adults.

- AEDT 564 Issues in Basic Skills for Adults..... 3**
 Introduces the issues of adult literacy, basic skill development, and developmental education in community and technical colleges, in business and industry, and in job training programs. Terminology, funding sources, student assessment, the state’s basic skills standards and emerging trends in the field.
- AEDT 565 Philosophy and Methods of Skill Training 3**
 Reviews current trends and issues related to vocational, technical and skills training. Emphasis on philosophy, job and task analysis, procedural learning, performance standards, and on-the-job training. Occupational, labor and employment resources also explored.
- AEDT 566 Internship in the Adult Setting 3**
 Supervised field experience of 120 to 150 hours in a setting appropriate for the student’s program and career goals. On-campus seminars are included. Permission of program coordinator, and 30 or more credit hours in a program of study are required prior to beginning the internship. Closed to non-matriculated students. Graded CR/F.
- AEDT 567 Internship in the Adult Setting 1 to 3**
 Additional field experience of 40 to 50 hours per credit (elective). Arranged with advisor for settings suited to the student’s career interests. On-campus seminars are included. Closed to non-matriculated students. Graded CR/F. Prerequisite: AEDT 566.
- AEDT 568 Introduction to Administration in Adult Education 3**
 Provides an introduction to the administrative skills used in the adult education setting. Key administrative processes including program planning, marketing, budgeting, and staffing as they apply to the adult setting.
- AEDT 569 Teaching Methods in Basic Skills for Adults 3**
 Explores curriculum and lesson planning, teaching methods and learning styles issues for individuals who wish to teach in community colleges, community-based organizations and workplace literacy programs. Students develop and deliver a series of lesson plans that focus on the “how to” of basic-skills reading, writing, math instruction, and effective GED-preparation instruction.
- AEDT 573 Human Resources: Training, Education and Development..... 3**
 Overview of training, education and development functions within human resource development (HRD) and human performance technology (HPT) and the relationship of these functions to organizational operation. Includes exploration of HRD and HPT professional roles and responsibilities.
- AEDT 574 Continuing Education for the Professional..... 3**
 Overview of the unique challenges of providing quality continuing education such as staff development for professionals. Designed for administrators and staff members responsible for planning, developing, instructing, and/or evaluating educational programs.
- AEDT 576 Building a Consulting Practice..... 3**
 Experiential workshop designed to enable participants to gain knowledge, skills, and attitudes for effective internal and external consulting. Legal, ethical, and other requirements for starting and maintaining consulting practice will be addressed. Theory related to organizational learning and organizational change also explored.
- AEDT 577 Evaluation in Programs for Adult Learners..... 3**
 Reviews key concepts in program evaluation. Primary focus on development and implementation of effective program evaluation plans in a variety of settings.
- AEDT 591-593 Special Topics..... 3**

AEDT 595 Adult Education Graduate Project..... 3
 Provides an opportunity for scholarly work and application of theories to topics of interest to student and of relevance to the field of adult education. Requires intensive library research and creation of new knowledge or new application of existing knowledge. The project report includes analysis and critical appraisal of materials read, as well as inclusion of new materials and/or applications. Closed to non-matriculated students.

AEDT 596 Adult Education Independent Study..... 1 to 3
 Individualized reading and reporting on a specific topic approved by instructor. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Closed to non-matriculated students. Prerequisite: permission of advisor.

Counseling

COUN 508 Law and Ethics for School Counselors 3
 Provides an overview of state and federal laws guiding the practice of school counseling. Examination of ethical guidelines and professional codes of conduct, including discussion of ethical dilemmas related to counseling.

COUN 509 Comprehensive School Counseling..... 3
 Emphasizes expanded role of the school counselor in curriculum, instruction, assessment, and consultation. Links functions and activities of a comprehensive school counseling program to the Washington State Learning Goals and the Essential Academic Learning Requirements. Prerequisite: candidacy.

COUN 510 Fundamental Counseling Skills..... 3
 Focus on basic counseling skills training and counseling ethics through intensive small group practice. Designed to complement COUN 511 Counseling Theories, though they need not be taken concurrently. Includes four, out-of-class one-half hour counseling lab sessions.

COUN 511 Counseling Theories..... 4
 Exploration of theoretical foundations of major individual counseling approaches with opportunities for personal reflection and application. An introduction to the profession of counseling including an overview of history, ethics, professional organizations, plus current issues and trends such as multicultural counseling, social justice and advocacy competencies. Majors only. (fall). Prerequisite: Permission of instructor for non-majors.

COUN 512 Lifespan Career Development 3
 Studies career development throughout life. Exploration of models and theories of career development and forces that shape career decision making from preschool through retirement. Includes sources of career information relevant to educators, human resource specialists, and counselors.

COUN 513 Counseling Diverse Populations 3
 Explores theoretical foundations of diversity counseling. Specific attention will be given to the impact ethnicity and culture, intellectual ability, physical disability, gender, age, socioeconomic status, sexual orientation, and religion have on the counseling process. Prerequisites: COUN 510, COUN 511.

COUN 514 Consultation, Leadership and Advocacy for School Counselors..... 3
 A framework for understanding and practicing consultation, leadership and advocacy skills within K-12 schools.

COUN 515 Loss and Grief..... 3
 Studies loss and the grieving process as they relate to illness, disability and dying.

- COUN 516 Career Guidance for K-12 Schools..... 3**
Covers career development theories, educational planning, career assessments, and sources of occupational information in K-12 schools. Course content addresses the role of the school counselor in developing a career development program in K-12 educational settings. Fee required.
- COUN 517 Group Counseling Theories and Practice 3**
Emphasizes group counseling theory. Provides group experiences to integrate theory and practice. Discusses possible applications in various school, college and agency settings and relevant ethical considerations. Includes weekly, two-hour group lab experience in addition to class time. Prerequisites: COUN 510, COUN 511.
- COUN 518 Field-based Group Counseling..... 3**
Supervised experience co-counseling groups at internship sites. Closed to non-matriculated students. Prerequisites: COUN 517, and COUN 554 or 564. Co-requisite: Internship.
- COUN 519 Addictions Counseling 3**
Provides an overview of addiction counseling. The focus is on providing the mental health therapist, school counselor, and other professionals the background and tools needed to recognize and begin the treatment of addiction. Etiology, assessment, diagnosis, drug classification and treatment models will be explored. Special topics, such as gambling, love, sex, and food addictions will be addressed.
- COUN 520 Spiritual Dimensions of Counseling..... 3**
Provides an experiential and academic investigation of one's own spirituality and its manifestation in daily life—personally and professionally. Includes models of spiritual development, spiritual dimensions of common presenting problems in counseling, and ethics employed in work with diverse spiritual and religious beliefs. Closed to non-matriculated students.
- COUN 527 Counseling Tests and Measurements..... 3**
Familiarization with measurements concepts, commonly used tests and appraisal instruments, including those for persons with disabilities. Introduction to test interpretation and score analysis to assist clients with vocational and career objectives. Consideration of ethics in testing. Prerequisite: EDUC 500. NOTE: There is a material fee for this course.
- COUN 536 Law and Ethics for Community Counselors 3**
Facilitates the development of students' ethical behaviors and adherence to the laws pertaining to work in the mental health or post-secondary settings. Existing laws will be reviewed, with implications for counselors working in the field. Also, relevant ethical codes from various mental health professional organizations will be studied, and students will practice applying the guidelines in practice cases. Prerequisites: COUN 510, COUN 511.
- COUN 540 Diagnosis and Assessment..... 3**
Provides an introduction to the process of clinical assessment and diagnosis that focuses upon the development of skills necessary for the practitioner to make accurate assessments and diagnoses in his/her clinical work in community counseling agencies. Prerequisite: course in abnormal psychology.
- COUN 551 Counseling Lab 4**
Supervised counseling experience with on-campus clients. Limited enrollment. Closed to non-matriculated students. Graded CR/F. Prerequisites: COUN 510, COUN 511. Graduate students only.
- COUN 554 School Counseling Practicum..... 4**
Supervised counseling experience in a school setting. Closed to non-matriculated students. Graded CR/F. Fingerprinting/Background check, required. Prerequisite: All required courses except COUN 518. Practicum agreement required.
- COUN 555 School Counseling Internship and Graduate Project I..... 4**

- COUN 556 School Counseling Internship and Graduate Project II..... 4**
- COUN 557 School Counseling Internship and Graduate Project III..... 4**
A three-quarter course to practice and integrate counseling activities in a school setting and an in-depth study on a particular school-related issue. Closed to non-matriculated students. Graded CR/F. Pre-requisite: COUN 554. Internship agreement required.
- COUN 558 Introduction to Community Counseling 3**
Provides an introduction and historical overview of the community counseling profession. Professional identity, roles, functions, relationships with other human services providers, and credentialing and licensing processes are explored. Closed to non-matriculated students.
- COUN 559 Consultation and Supervision..... 3**
Provides a general framework for understanding and practicing consultation, advocacy and supervision in community counseling settings. Students will examine the historical development of consultation, explore the stages of consultation, the major models of consultation and advocacy, and have an opportunity to apply the theoretical material. An introduction to models of supervision will also be provided for licensure and certification.
- COUN 560 Family and Couples Counseling 3**
Provides an introduction to the theoretical and practical application of systems thinking to work with families and couples. Closed to non-matriculated students. Prerequisite: COUN 551.
- COUN 561 Child and Adolescent Counseling 3**
Focuses on various counseling theories and techniques as they apply to children and adolescents. The course uses a risk-resilience framework for conceptualizing the needs of young clients and the delivery of counseling services. Prerequisites for Counseling majors: COUN 510, COUN 511; for School Psychology majors: SPSY 502.
- COUN 564 Community Counseling Practicum..... 4**
Supervised counseling experience in a community counseling setting. Graded CR/F. Closed to non-matriculated students. Prerequisites: all required courses except COUN 518. Practicum agreement required.
- COUN 565 Community Counseling Internship and Graduate Project I 4**
- COUN 566 Community Counseling Internship and Graduate Project II 4**
- COUN 567 Community Counseling Internship and Graduate Project III 4**
A three-quarter course to practice and integrate counseling activities in a community counseling setting and an in-depth study on a particular clinical issue. Graded CR/F. Closed to non-matriculated students. Prerequisite: COUN 564. Internship agreement required.
- COUN 591-593 Special Topics..... 3**
Closed to non-matriculated students.
- COUN 596 Counseling Independent Study 1 to 3**
Intensive reading and field research in a topic agreed on by advisor and student. Thirty hours work per credit. Graduate students only. Prerequisite: permission of advisor. Grade option negotiated with advisor. Closed to non-matriculated students.

Curriculum and Instruction

- CUIN 510 Foundations of Curriculum and Instruction 3**
Study of the foundations of curriculum and instructional development. Investigation and analysis of selected current issues, innovations and trends with an emphasis on their bases.

- CUIN 511 Assessing Student Learning..... 3**
Examines the theory and practice of assessment as a component of curriculum and instruction in classroom settings. Students explore a variety of assessment activities, prepare and apply methods of assessment appropriate to their own practice, and critically investigate issues in the current national and state movements toward accountability and “high-stakes” assessment.
- CUIN 512 Models of Effective Instruction 3**
Survey of current research on teacher behaviors, instructional patterns, classroom conditions and school characteristics associated with student learning. Review of teaching and learning styles with an emphasis on value-based instruction.
- CUIN 513 Supervision and Leadership in Schools 3**
Improvement of instruction through supervisory leadership. Considers various theories of supervision and stresses development of skills required to supervise in the classroom or other educational settings.
- CUIN 514 Issues in Early Childhood Education 3**
Stresses child development theory, research on the effectiveness of ECE programs, and current issues and trends for preschool, kindergarten and primary grades. Prerequisite: CUIN 530. Closed to non-matriculated students.
- CUIN 519 Curriculum Design: Theory and Practice 3**
For teachers and administrators, pre-kindergarten through college, or those in alternate educational settings. Provides an opportunity for experience in planning for curriculum, program or course change and development. Closed to non-matriculated students. Prerequisite: CUIN 510.
- CUIN 520 Contemporary Issues in Curriculum and Instruction 3**
Study of the work of selected curriculum theorists. Exploration and analysis of issues that influence how curriculum and instructional practice meet the challenges of diverse student populations and increasing societal demands. Closed to non-matriculated students. Prerequisite: CUIN 510 or instructor permission.
- CUIN 530 Programs in Early Childhood Education 3**
Models of observation; curriculum and teaching methods for preschool, kindergarten and primary-grades children.
- CUIN 548 Early Education Practicum 3**
Field-based curriculum development or action research project in a preschool, kindergarten or primary grades setting. Prerequisites: permission of program advisor, CUIN 530 and CUIN 514. Closed to non-matriculated students.
- CUIN 561 Technology and Active Learning: Teaching Math & Science Grades 3–12 3**
A participation-oriented introduction to active learning in mathematics and science in grades 3-12. Special consideration is given to the role of technology in support of active learning and the development of conceptual understanding. Use of the World Wide Web as a teaching tool is addressed and students learn to write and use their own web pages.
- CUIN 591-593 Special Topics..... 1 to 6**
- CUIN 594 Curriculum Field Project: MEd 3**
Scholarly graduate project or action research project designed to examine an aspect of education and make data-based decisions for improvement. Prerequisites: graduate core requirements and approval of advisor. May be graded CR/F. Closed to non-matriculated students.
- CUIN 596 Curriculum and Instruction Independent Study..... 1 to 4**
Library research in curriculum. Approximately 30 hours of reading and allied assignments per credit. Reports will include analysis and critical appraisal of materials read. Prerequisite: permission of advisor. Graduate students only. May be graded CR/F. Closed to non-matriculated students.

Educational Administration

EDAD 534	Superintendent Internship	2
	Planned internship in school superintendency under the supervision of an experienced superintendent and a Seattle University supervisor. Graded CR/F.	
EDAD 535	Superintendent Internship	2
	Prerequisite: EDAD 534	
EDAD 536	Superintendent Internship	2
	Prerequisite: EDAD 535	
EDAD 537	Superintendent Seminar I	5
EDAD 538	Superintendent Seminar II	5
	Prerequisite: EDAD 537	
EDAD 539	Superintendent Seminar III	5
	Prerequisite: EDAD 538	
EDAD 540	Superintendent Seminar IV	5
	Prerequisite: EDAD 539	
EDAD 541	Superintendent Seminar V	5
	Prerequisite: EDAD 540	
	Designed for EDAD students who are currently enrolled in the Executive Leadership Superintendent Credential Program. Seminar I and continuing seminars provide a research-based, coherent and relevant curriculum with an emphasis on systems level leadership, adaptive leadership, instructional improvement and other themes.	
EDAD 544	Administrative Practicum I	1
EDAD 545	Administrative Practicum II	1
	Prerequisite: EDAD 544	
EDAD 546	Administrative Practicum III	1
	Prerequisite: EDAD 545	
	Initial level of field experience in the school, to include applications of content and assignments in the Educational Law I and II and Educational Resources Leadership courses. Prerequisites: Consultation and approval of EDAD Program Director required before registration. Graded CR/F. Closed to non-matriculated and audit students.	
EDAD 554	Independent School Internship I	2
EDAD 555	Independent School Internship II	2
EDAD 556	Independent School Internship III	2
	Supervised experiences in the independent school principalship, to include attention to the Washington Administrative Code requirements for the principal certificate as well as application of the knowledge and skills in leadership and management, program development and evaluation, interpersonal and educational context required for the program. Meets each of three terms, including a monthly seminar. Prerequisites: course work in administration and permission of program director at least one full quarter prior to beginning internship. Prerequisite for Principal certification candidates: EDAD 572. Closed to non-matriculated and audit students.	

- EDAD 557 Educational Law I 2 to 3**
 Problem-focused course in federal and state laws governing student and teacher rights, tort liability, state funding formulas and program requirements, and personnel. Policy implications for students, personnel, and programs will be featured. Co-requisite: EDAD 544 for all students pursuing Principal or Program Administrator certification.
- EDAD 558 Educational Law II 2 to 3**
 Prerequisite: EDAD 557. Co-requisite: EDAD 545 for all students pursuing Principal or Program Administrator certification.
- EDAD 560 Educational Resources Leadership 2 to 3**
 Addresses the major functions and processes of school budgeting/finance and human resources/personnel for school leaders and program administrators. Co-requisite: EDAD 546 for Educational Administration students and all others pursuing Principal or Program Administrator certification. EDAD 546 offers relevant field experience.
- EDAD 564 Administrative Internship I..... 2**
- EDAD 565 Administrative Internship II..... 2**
- EDAD 566 Administrative Internship III..... 2**
 Supervised experiences in principal and program administration as well as managing educational functions in other organizations. On-site conferences and monthly group seminars. Prerequisites: EDAD 544-546, EDAD 557-558, EDAD 560, EDAD 572 (for Principal certification candidates only), and permission of program director at least one full quarter prior to beginning internship. Graded CR/F. Closed to non-matriculated and audit students.
- EDAD 567 Leadership for Change Seminar I 2**
- EDAD 568 Leadership for Change Seminar II 2**
 Prerequisite: EDAD 567.
- EDAD 569 Leadership for Change Seminar III 2**
 Prerequisite: EDAD 567 and EDAD 568.
 This year-long seminar series features theory and processes necessary to carry out three major functions of administration involving change: developing instructional leadership, developing and implementing professional development for staff, and evaluating programs. Inherent in these functions is the understanding of diverse perspectives and needs among clients and patrons, current curriculum issues, future trends and forecasts of change, and effective school leadership to accomplish educational missions. Students will design projects to implement in their administrative internships. Closed to non-matriculated and audit students.
- EDAD 570 Leadership in Education I 3**
 Introduction to leadership issues expressed in organizational contexts, including organizational culture and priorities, key constituencies, and management of change. Personal values and behavior assessments are integrated with leadership and value theories in developing a professional growth plan.
- EDAD 571 Leadership in Education II 3**
 Continuing examination of organizational contexts through discussion and practice of the skills required to effect change: communication, problem solving and decision making, negotiation and conflict management. Prerequisite: EDAD 570.
- EDAD 572 The Principalship 3**
 Leadership of faculty, student and community groups to meet school goals, development of school culture, and management of building functions and resources. Prerequisites: College of Education and administration core course work.

EDAD 591-593 Special Topics 3
Closed to non-matriculated students.

EDAD 595 Administrative Graduate Project..... 3
Formal investigation using scholarly and/or field work to explore an administrative problem or issue, resulting in recommendations, program development, or other administrative product useful to others in the field. Approximately 90 hours of investigation and documentation in the approved format (available from advisor). Prerequisite: advisor approval of a written proposal. Closed to non-matriculated and audit students.

EDAD 596 Educational Administration Independent Study..... 1 to 3

Educational Leadership

NOTE: All EDLR courses are closed to non-matriculated students.

EDLR 591-593 Special Topics..... 3

EDLR 600 Workshop in Educational Leadership 9
An integrated four-week workshop in educational leadership. Includes theoretical and practical study of leadership in educational institutions. Required first course in the doctoral program. Note: There is a fee for this course.

EDLR 608 Internship in Ed Leadership 1 to 9
Planned internship in a leadership position in an actual educational setting under the supervision of an experienced leader and a Seattle University supervisor. Graded CR/F.

EDLR 610 Dissertation Research 1 to 19
A doctoral-level project completed under the supervision of a project committee and a major professor. Eleven to nineteen credits are required for the doctoral degree. Quarterly registration will range from one to nineteen credits as approved by the advisor. Graded CR/F/Q.

EDLR 611 Dissertation Dissemination..... 1
Sharing the doctoral project/dissertation with the broader professional community through submission of an article for publication or a major address on the topic. Register in fall of the third year. Graded CR/F/Q.

EDLR 612 Program Continuation 0
Doctoral students who do not complete all program requirements in three years (by the spring of the third year) must register for this course beginning with the fall following the conclusion of the spring of the third year and continuing during all subsequent quarters. (fall, winter, spring and summer) until and including the quarter when the student completes all program requirements. Note: There is a registration fee each quarter.

EDLR 617 Quantitative Research 3
Hands-on use of a statistics computer program. Provides an applied study of the analysis of quantitative data, develops knowledge and skills to appropriately use quantitative methodologies and tests, and provides a foundation and framework for quantitative research design. Prerequisite: EDUC 500 (or equivalent).

EDLR 618 Qualitative Research..... 3
Develops knowledge and skills to understand and use a variety of current qualitative methodologies; analyzes qualitative data, and provides a foundation and framework for qualitative research design. Prerequisite: EDLR 617.

EDLR 619	Proposal Seminar	3
Covers the essential elements of writing a doctoral proposal. Successful completion of the course requires each doctoral student to write a complete first draft of a doctoral proposal. Prerequisite: EDLR 617 and 618 or equivalent.		
EDLR 621	Seminar in Ed Leadership I	2
EDLR 622	Seminar in Ed Leadership I	2
Prerequisite: EDLR 621.		
EDLR 623	Seminar in Ed Leadership I	2
Prerequisite: EDLR 622.		
Studies of issues and problems in educational leadership. Six credits required in Seminar I the first academic year. There is a course fee for the 621-623 series due in the fall quarter of the 621-623 series.		
EDLR 631	Seminar in Ed Leadership II	3
Prerequisite: EDLR 623.		
EDLR 632	Seminar in Ed Leadership II	3
Prerequisite: EDLR 631.		
EDLR 633	Seminar in Ed Leadership II	3
Prerequisite: EDLR 632.		
Studies of issues and problems in educational leadership. Nine credits in Seminar II required the second academic year. There is a course fee for the 631-33 series due in the fall quarter of the 631-33 series.		
EDLR 641	Seminar in Ed Leadership III	2
EDLR 642	Seminar in Ed Leadership III	2
Prerequisite: EDLR 641.		
EDLR 643	Seminar in Ed Leadership III	2
Prerequisite: EDLR 642.		
Studies of issues and problems in educational leadership. Six credits in Seminar III required the third academic year for cohort 24 and subsequent cohorts. There is a course fee for the 641-43 series due in the fall quarter of the 641-43 series.		
EDLR 649	Doctoral Enrollment	0
Doctoral students in years one through four who are not going to enroll for anything else in any given quarter, must register for EDLR 649. Enrollment in this course keeps the doctoral student "active" in the system so such things as library privileges will not lapse. Doctoral students in years five and six may enroll in EDLR 649 only in the summer.		
EDLR 696	Educational Leadership Independent Study	1 to 5

Education

EDUC 412	Math for K-8 Teachers	3
A participation-oriented, hands-on review of the mathematics content needed to teach elementary and middle school mathematics in a manner consistent with national reform standards in mathematical education. The focus is on the acquisition of conceptual understanding in preparation for teaching.		
EDUC 500	Introduction to Educational Research	3
Introduction to research skills and literature in students' fields. Includes an orientation to graduate studies. Ordinarily taken early in one's program of study.		

- EDUC 501 Social Justice in Professional Practice 3**
Provides orientation to theoretical, personal, social and professional components of social justice issues through exploration of literature, investigation of social justice issue, and development of personal philosophical statement.
- EDUC 502 Computers for Educational Leaders 3**
Basic computer literacy for educators, including a review of the research on the effectiveness of various types of computer-based education programs, the history of computers in education, the evaluation of hardware and software, and the ethics of computer use. Includes site visits to various computer centers.
- EDUC 511 Child Development 3**
Survey of the major theories, research, and issues in child development and learning with the primary focus on how the theories and issues apply to child development.
- EDUC 512 Adolescent Psychology 3**
Survey of the major theories, research, and issues in adolescent development and learning with the primary focus on how the theories and issues apply to adolescent behavior.
- EDUC 513 Adult Learning 3**
Survey of the major theories, research, and issues in adult development and learning with the primary focus on how the theories and issues apply to adult learning.
- EDUC 515 Multicultural Perspectives 3**
An introductory course designed to clarify some of the major issues and concepts associated with living in a culturally diverse society. Consideration of the ways in which race, ethnicity, exceptionality, gender, social class, sexual orientation, and religion intersect and influence ethical beliefs and behaviors. Change strategies to promote respect and equal opportunity for all cultural groups will be explored.
- EDUC 529 Values and Leadership 3**
An introduction to the study of values, the process of valuing, the phenomenon of leadership and the values inherent in leadership and leadership behavior. Focus is on the development of personal values and the resolution of values-related problems.
- EDUC 530 Philosophy of Education 3**
Philosophical foundations of education and related fields. Closed to non-matriculated students.
- EDUC 546 Student Teaching Supplement 5 to 15**
For master in teaching students who need additional student teaching and for curriculum and instruction students who need a student teaching experience. Closed to non-matriculated students.
- EDUC 591-593 Special Topics 1 to 6**
- EDUC 596 Independent Study 1 to 5**
- EDUC 599 Thesis 10**
Contribution to the body of knowledge in the fields of teaching and specialized education. For master of arts in education candidates. Prerequisites: Graduate core requirements and approval of preliminary application by the graduate advisor. Closed to non-matriculated students.

Literacy

- LITC 521 Teaching with Children's and Adolescent Literature 3**
Integrating children's and young adult literature into instruction across the curriculum. Examines the range of literature written for children and young adults, from picture books to novels, including fiction, poetry, and informational books. Emphasis will be given to selecting appropriate literature, developing literature-based instruction, and understanding the multicultural contexts of literature.

- LITC 522 Seminar in Writing Instruction..... 3**
Development of written language expression at all grade levels; examination and evaluation of instructional and assessment practices, materials, and research on writing.
- LITC 524 Literacy Assessment and Evaluation..... 3**
Examines formal and informal literacy assessment measures, instructional techniques and materials, and clinical programs and approaches. Prerequisite: LITC 525, SPED 542, TEED 521, 522, or permission of instructor.
- LITC 525 Seminar in Literacy Instruction..... 3**
Development of literacy processes and skills at all levels; examination and evaluation of current instructional and assessment practices, research, and materials.
- LITC 526 Literacy in the Content Fields..... 3**
Instructional methods in literacy in the content fields. Emphasizes the role of literacy across the curriculum.
- LITC 527 Specialized Literacy Interventions..... 3**
Identification of components of effective literacy programs for students with specialized literacy needs. Evaluation and design of literacy assessments, instructional interventions, and materials. Prerequisites: LITC 525 and LITC 524 or SPSY 564 or permission of instructor.
- LITC 528 Practicum: Literacy for Special Needs 5**
Supervised field experience in literacy assessment and instruction. Serves as the capstone experience of synthesis and application to the role of a reading specialist, general education teacher, or special education teacher working with students with special literacy needs. Emphasis is on comprehensive research-based curriculum, assessment, and integration of children's and young adult literature into instruction. Prerequisites LITC 522, LITC 524, LITC 525, LITC 527, and SPSY 564 or permission of program director. Closed to non-matriculated and audit students.
- LITC 591-593 Special Topics..... 1 to 6**
- LITC 596 Literacy Independent Study..... 1 to 4**
Independent study of literacy issues. Approximately 30 hours of reading and allied assignments per credit. Prerequisite: Permission of advisor. Graduate students only. May be graded CR/F. Closed to non-matriculated students.

Professional Certification

- EPCT 520 Preassessment Seminar 3**
Outlines expectations for a Professional Growth Plan and assists each Residency Teacher in producing a Professional Growth Plan that meets the 3 standards and 12 criteria for a Professional Certificate as defined by Washington State.
- EPCT 540 Culminating Seminar 3**
The Culminating Seminar provides structure and support for each Residency Teacher to prepare and demonstrate performance-based evidence of completion of the Professional Growth Plan. Prerequisite: EPCT 520.
- EPCT 549 Project Continuation..... 0**

School Psychology

NOTE: All SPSY courses are closed to non-matriculated students.

- SPSY 501 Introduction to School Psychology 3**
Provides an orientation to the program and an introduction to the role of the school psychologist, history and foundations of the profession, domains of practice, and future trends within the field of school psychology. The course includes a reflection-based field experience in which students shadow a practicing school psychologist.
- SPSY 502 Counseling Theories and Skills for School Psychologists 3**
Provides students with both the theoretical foundation of counseling and the skills that support their interactions with students, families, and faculty and staff in schools.
- SPSY 503 Application of Learning Theories to School Psychology Practice 3**
Implications of classical and contemporary theoretical orientations for school psychology practice. Applications of theories to evidence-based practices that promote student learning at universal, targeted and intensive levels.
- SPSY 505 Advanced Application of Research and Statistics 3**
Emphasizes the advanced application of statistics and research for practice in school psychology. Emphasis is placed on the translation of research into evidence-based practices and the design of program evaluation to assess positive impact at the universal, targeted, and intensive levels. Prerequisite: EDUC 500.
- SPSY 550 Law and Ethics for School Psychologists 3**
Provides a seminar format for discussion of federal and state laws guiding the practice of special education and school psychology. Examination of ethical guidelines, professional practices, and professional codes of conduct will be emphasized, including discussion of ethical dilemmas related to practice in school settings.
- SPSY 562 Family/School Collaboration 3**
Focus on theory and skills to work collaboratively with families and professionals at an individual, group and systems level. Includes knowledge of diverse family influences on student learning, and introduces theoretical application of systems thinking to work with families and organizations.
- SPSY 563 Linking Assessment to Instruction 3**
Provides students with knowledge of scientifically-based research practices to improve educational outcomes for school-age children. Emphasis will be placed on linking assessments to high quality instructional practices in the areas of reading, writing, math, and related skill domains. Evidence-based methods of data collection, decision-making, progress monitoring, and evaluation of outcomes will be emphasized. Emphasis will be placed on ethical decision-making, advocacy, and culturally sensitive practices within diverse schools and communities. School Psychology majors only.
- SPSY 564 Individual Educational Assessment 4**
Comparison of various methods used in the evaluation of learning problems. Selection, administration, and analysis of assessment methods. Interpretation of results linked to interventions. Prerequisite: SPED 540. NOTE: There is a fee for this course.
- SPSY 566 Individual Intelligence Assessment 4**
Training in administration and interpretation of results of individual intelligence tests. Emphasis on current Wechsler Scales and other measures commonly used in school settings, including authentic measures for culturally and linguistically diverse populations. NOTE: There is a fee for this course.
- SPSY 567 Personality and Behavior Assessment 4**
Administration, scoring and interpretation of individual methods designed to analyze personality structure and behavior. Ecological approaches emphasized. NOTE: There is a fee for this course.

- SPSY 570 Consultation and Academic Intervention Practicum 2**
 Involves school psychology students in field-based consultation and intervention activities to address the academic challenges of pre-K-12 students. The following skills will be applied in field settings: consultation, interviewing, data gathering, intervention design and implementation, and assessment of academic progress. Prerequisite: SPED 545. Graded CR/F.
- SPSY 571 Counseling and Behavioral Intervention Practicum 2**
 Involves school psychology students in field-based counseling and intervention activities to address the social, emotional, and behavioral challenges of pre-K-12 students. The following skills will be applied in field settings: counseling, interviewing, data gathering, intervention design and implementation, and assessment of positive impact. Prerequisites: SPSY 502, SPED 543. Graded CR/F.
- SPSY 572 Psychoeducational Assessment Practicum 2**
 Involves school psychology students in field-based activities to address the educational needs of pre-K-12 students. The following skills will be applied in field settings: psychoeducational assessment, test administration and interpretation, report writing, application of special education regulations, and data-based entitlement decisions. Prerequisites: SPSY 564, 566, 567. Graded CR/F. There is a lab fee for this course.
- SPSY 580 School Psychology Internship and Seminar I..... 4**
- SPSY 581 School Psychology Internship and Seminar II..... 4**
- SPSY 582 School Psychology Internship and Seminar III..... 4**
 Supervised experiences in a school setting with seminar meetings to discuss current issues in the field. Taken for a maximum of 12 quarter credits. Prerequisite: Program approval. Graded CR/F. There is a fee for this course.
- SPSY 591-593 Special Topics..... 3**
- SPSY 596 School Psychology Independent Study..... 3**
 Intensive reading and field research in a topic agreed on by advisor and student. Thirty hours work per credit. Graduate students only. Prerequisite permission of advisor. Grade option negotiated with advisor.

Special Education

- SPED 540 Introduction to Special Education and Learning Disorders..... 3**
 An introduction to special education including an overview of historical/legal foundations, individualized educational plans, and exceptionalities in childhood. An emphasis will be placed on understanding the nature of learning disorders (i.e., learning disabilities, speech/language disorders, and mental retardation).
- SPED 541 Multicultural/Multilingual Issues in Learning 3**
 An introduction to learning issues for students from culturally and linguistically diverse backgrounds. Topics covered include the types of disabilities among children from various cultural and linguistic backgrounds, perception of disabilities across cultures, reasons for the overrepresentation of various racial and ethnic groups in special programs, the effects of second language acquisition on current classroom learning, and the assessment and intervention for culturally and linguistically diverse students with learning difficulties.
- SPED 542 Teaching Students with Learning Disorders 3**
 An examination of the methods and curriculum that have been demonstrated to be effective for students with learning disorders. Prerequisite: SPED 540 or instructor permission.
- SPED 543 Introduction to Behavior Disorders and Intervention 3**
 Overview of the behavior and emotional disorders commonly found in general and special education settings. An introduction to effective inclusive teaching, behavior management, applied behavioral analysis, functional assessment, and intervention. Prerequisite: SPED 540 or permission of instructor.

- SPED 545 School Consultation and Intervention** 3
Methods for the special education teachers, reading specialists, and school psychologists to work cooperatively with general educators to effectively teach students with disabilities. This course presents observational techniques, consulting skills, effective communication skills, and dealing with resistance. Applications to working in teams and committees are examined. Prerequisite: SPED 540 or permission of instructor. Open only to students in Special Education, Literacy for Special Needs, or School Psychology.
- SPED 546 Advanced Behavioral Intervention** 3
Advanced techniques in the teaching, management, and intervention of students with severe behavior disorders. Applied behavior analyses, cognitive behavior modification, and social skills training will be among the techniques discussed. Prerequisite: SPED 543 or instructor permission.
- SPED 547 Teaching Students with Low Incidence Disabilities** 2
Examination of characteristics of students with low incidence disabilities. Emphasis on effective trends and practices in their education. Prerequisite: SPED 540 or instructor permission
- SPED 549 Practicum: Special Education**..... 1 to 6
Diagnostic and prescriptive teaching with children who have learning or behavior problems. Development of IEPs. Laboratory course. Prerequisite: permission of instructor. MIT students with specialization in Special Education must register for 6 credits. Closed to non-matriculated and audit students. Prerequisite: SPED 540 or permission of instructor.
- SPED 591-593 Special Topics**..... 1 to 6
- SPED 596 Special Education: Independent Study** 1 to 4

Student Development Administration

- SDAD 559 The American Community College**..... 3
History, role, present status, diversity of populations served, student services, ethical issues, and future directions of the American community college.
- SDAD 564 Internship in Student Development Administration I**..... 1
Exposure to practice of student development through an on-site internship in a student development office (three, one-credit internships are required in the sequence). Closed to non-matriculated students.
- SDAD 565 Internship in Student Development Administration II** 1
Closed to non-matriculated students.
- SDAD 566 Internship in Student Development Administration III** 1
Closed to non-matriculated students.
- SDAD 575 Best Practices in Student Services**..... 3
Highlights outstanding student services practices through analysis of model programs and on-site discussions with successful practitioners. Students will observe how student services programs adapt to the missions of their institutions and to the characteristics of their student populations.
- SDAD 576 Leadership and Governance of Post-Secondary Education** 3
Examines various models for the organization and governance of institutions of higher learning in the United States. Explores many of the ways in which leadership is exercised in post-secondary education. Challenges students to reflect on current issues through case studies which place students in the roles of key decision makers in a variety of institutions.
- SDAD 577 Foundations of the Student Affairs Profession**..... 3
Critically analyzes the history, sociology and philosophy of the student affairs profession. Examines the purposes and functions of the profession through a discussion of how student affairs are practiced at various institutional types among a wide diversity of students.

- SDAD 578 Student Development Theory, Research and Practice** 3
Critical examination of current student development theories, research and implications for practice. Includes study of attitudes and characteristics of students and their various cultures. Explores environmental assessment techniques, needs analysis and the impact of college environments on students.
- SDAD 579 Student Development Capstone Seminar**..... 3
Culminating seminar for students completing the program. Synthesis of program components, preparation for entry into profession or change in work setting, integration of ethical considerations and professional standards. Closed to non-matriculated students.
- SDAD 580 Higher Education Law**..... 3
Overview of legal issues related to post-secondary institutions, based on federal and state case law, statutes, WACs and RCWs.
- SDAD 584 Comparative Educational and Social Policy**..... 3
This education abroad course focuses on the educational and social policies of another country. Students will sharpen their abilities to critique how institutional structures vary across cultures and what the benefits and deficits of alternative approaches might be.
- SDAD 585 Higher Education Finance** 3
An examination of the financial structure of private and public higher education institutions, the impact of fiscal decision-making policies on the flow of funds, and case studies to develop students' skill in diagnosing current problems and issues.
- SDAD 591-593 Special Topics**..... 3
- SDAD 595 Student Development Graduate Project** 3
Intensive library research. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: permission of advisor. Closed to non-matriculated students.
- SDAD 596 Student Development Independent Study** 1 to 3
Individualized reading and reporting on a specific topic approved by instructor. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: permission of instructor. Closed to non-matriculated students.

Teacher Education

NOTE: All TEED courses are closed to non-matriculated students.

- TEED 510 The Teacher as Reflective Decision Maker**..... 5
One-week intensive study followed by two weeks of observation in schools. Introduction to the conceptual framework and research base for the program; examines the cultural, social and political context of schools; prepares participants in observational skills.
- TEED 511 The Arts and Cultural Diversity**..... 1
Two-day seminar focusing on the arts and their integral role in the teaching and learning process. May be graded CR/F. NOTE: There is a fee for this course.
- TEED 512 Learners and Instruction**..... 10
Integrated course on child and adolescent development, learning theory, objectives, instructional plans, and delivering assessment. Issues related to exceptionalities and cultural differences are addressed throughout.
- TEED 513 Peer Coaching Field Experience**..... 2
Placement, with a peer coach, in a school setting. Graded CR/F.

- TEED 520 Service Leadership for Social Justice..... 3**
Expands students' knowledge of diverse and complex justice issues and focuses on service-learning as a pedagogy to address these issues. The course includes in-class instruction, a field placement in a K-12 setting to implement a service-learning project, and a concluding conference.
- TEED 521 Elementary Curriculum, Instruction, and Assessment..... 15**
Thematic course in developing curriculum and instructional strategies to teach reading, language arts, social studies, mathematics and science arts and special topics in elementary school. Instructional media, computer applications and assessment techniques are integrated throughout. This course is offered at an elementary school. (Elementary program)
- TEED 522 Middle and Secondary Curriculum, Instruction, and Assessment..... 15**
Seminar in developing curriculum and instructional strategies for the secondary subjects. Instructional media, computer applications and assessment techniques are integrated throughout the course. (Secondary program)
- TEED 523 Middle School Field Experience/Seminar 2**
Observation, guided practice, and seminar for teaching in middle schools.
- TEED 525 MIT Special Education Practicum..... 6**
Diagnostic and prescriptive teaching with children who have learning or behavior problems. Development of IEPs; student teaching experience.
- TEED 526 Teaching Internship (Elementary) Special Education..... 8**
- TEED 527 Teaching Internship (Secondary) Special Education 8**
- TEED 528 Teaching Internship (Elementary)..... 14**
- TEED 529 Teaching Internship (Secondary)..... 14**
- TEED 535 Child Abuse and Related Issues..... 1**
Examines child abuse related to the role of the schools. Includes identification, reporting, and legal responsibilities.
- TEED 540 Reflective Teaching Seminar..... 4**
Development of skills in analysis of educational research in relation to student learning. Self-assessment and the development of a professional improvement plan including initial articulation of a personal philosophy of teaching based on a reflective analysis of historical and contemporary philosophies of education.
- TEED 550 Dance and Movement in the Classroom..... 3**
Exploration of the role of dance in education; instructional strategies for integrating movement with curriculum; examination of assessment strategies and research on dance; focus on the K-8 classroom.
- TEED 591-593 Special Topics..... 1 to 3**
- TEED 596 Teacher Education Independent Study 1 to 5**
Individualized reading and reporting on a specific topic approved by the instructor. Approximately 30 hours of reading and allied assignments for each credit. Reports will include analysis and critical appraisal of materials read. Prerequisite: permission of advisor.

Teaching English to Speakers of Other Languages

- TSOL 525 Second Language Writing 3**
Theory and principles of teaching first and second language writing; examination and evaluation of current instructional and assessment practices, research and materials.
- TSOL 531 Second Language Acquisition: Theories and Issues 3**
Overview of the first language acquisition process; compares and contrasts first and second language acquisition; examines factors affecting second/foreign language acquisition. Prerequisite: TSOL 534.
- TSOL 534 Linguistics for Language Teachers I 3**
Introduction to linguistic analysis as it applies to teaching second and foreign languages. Topics included are phonetics/phonology, morphology, syntax, semantics, and learner strengths/errors in these areas. (The continuation course is TSOL 535.)
- TSOL 535 Linguistics for Language Teachers II 3**
This continuation of TSOL 534 introduces students to discourse analysis and pragmatics. It also includes a systematic investigation of learner strengths and errors at and beyond the intersentential level as demonstrated in natural discourse. Prerequisite: TSOL 534.
- TSOL 536 Language in Society 3**
Overview of ways in which language is used in society. Topics include social and regional dialects, male-female language, World Englishes, language and culture, language policy and planning, and multilingualism. Prerequisites: TSOL 534, 535.
- TSOL 537 Teaching English for Academic Purposes 3**
Strategies and cultural issues involved in preparing advanced level ESOL students for English competency examinations and for performance in higher education settings in English speaking countries.
- TSOL 538 Structure of English 3**
An in-depth analysis of the major structures of English for ESL professionals. Students will become familiar with the intricacies of English grammar, particularly those that tend to be challenging to nonnative speakers. Students will develop their skills in analyzing and explaining English words, phrases, and sentences, as well as learn the grammatical metalanguage. Prerequisite: TSOL 534.
- TSOL 539 Second Language Reading and Vocabulary Acquisition 3**
Theories and principles of second language reading and vocabulary acquisition; examination and evaluation of current instructional and assessment practices, research, and materials.
- TSOL 566 Internship in the TESOL Setting 3**
Supervised field experience of 120 to 150 hours in a setting appropriate for the student's program and career goals. On-campus seminars included. Permission of program coordinator and 30 or more credit hours in a program of study including the following prerequisites are required prior to beginning the internship: TSOL 531, 534, and 535. Graded CR/F.
- TSOL 567 Internship in the TESOL Setting 1 to 3**
Additional field experience of 40 to 50 hours per credit (elective). Arranged with advisor for setting suited to the student's career interests. On-campus seminars included. Prerequisite: TSOL 566. Closed to non-matriculated students. Graded CR/F.
- TSOL 591-593 Special Topics 3**

TSOL 595 TESOL Graduate Project..... 3

Provides an opportunity for scholarly work and application of theories to topic of interest to student and of relevance to field of TESOL. Requires intensive library research and creation of new knowledge or new applications of existing knowledge. The project report includes analysis and critical appraisal of materials read, as well as inclusion of new materials and/or applications. Closed to non-matriculated students.

TSOL 596 TESOL Independent Study 1 to 3

Individualized reading and reporting on a specific topic approved by instructor. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: permission of advisor. Closed to non-matriculated students.

Post-Baccalaureate

These courses are taken for the post-baccalaureate certificates in teaching English to Speakers of Other Languages. In addition, these courses may be used as elective credit for the master's degree in curriculum and instruction, and the master's degree in teaching with prior approval of the student's advisor. See specific program descriptions for credit limitations, graduate credit, and other considerations. Courses are offered in cooperation with Seattle University's College of Education at the School of Teaching English as a Second Language, 9620 Stone Ave. North, Suite 101, Seattle, WA 98103 (206) 781-8607, schooloftesl.com.

EPDES 930 TESOL Theory and Application..... 3

General principles of language acquisition and guidelines for teaching English as a second language. Specific classroom application of principles and guidelines through lesson and unit plan development. Included in Intensive II.

EPDES 931 Methods of Language Acquisition 3

Specific methods (traditional and contemporary) for language acquisition will be analyzed and evaluated for effectiveness with different student populations, skill areas, and proficiency levels. Upon completion of this course, participants will be better prepared to choose approaches, methods, and activities in diverse and challenging teaching situations. Prerequisite or co-requisite: EPDES 930. Included in Intensive I.

EPDES 932 Teaching Grammar to ESOL Students 3

Designed to provide the instructor of ESOL with tools to facilitate grammar acquisition. Participants learn grammar rules and develop strategies for instructing ESOL students in grammar. Included in Intensive I.

EPDES 933 Materials Selection and Development in TESOL..... 3

Survey of existing ESOL materials to become familiar with resources for teaching ESOL. Participants explore guidelines regarding teacher-created and student-created materials. Creation of instructional materials is required. Prerequisite or co-requisite: EPDES 930. Included in Intensive I.

EPDES 934 Developing ESOL Literacy..... 3

Examines the challenges of providing ESOL instruction for students who are in widely varying stages of the literacy continuum, from pre-literacy to academic success. Instructional strategies for increasing literacy levels of ESOL and the development of instructional materials that are appropriate for the literacy level of the intended ESOL student. Prerequisite: EPDES 930.

EPDES 935 Cultural Variables in TESOL..... 3

Explores cultural diversity through readings on different cultural groups present in ESOL classrooms and classroom visits by representatives of those same groups. Emphasis on the influence of culture on language acquisition.

- EPDES 936 Teaching Content to English Language Learners..... 3**
 Designed for the teacher of mainstreamed ESOL students, as well as other ESOL teachers. Emphasizes the merging of content instruction and language development, provides the ESOL teacher with text-analysis skills, and includes analysis of strategies that provide supplemental assistance to the special needs student. Prerequisite: EPDES 930.
- EPDES 937 Linguistics for ESOL Teachers..... 3**
 A survey of general linguistics with attention to use by the ESOL classroom teacher. It provides a review of current research regarding linguistics, and provides an opportunity for course participants to develop skill in linguistic analysis.
- EPDES 938 Testing and Evaluating ESOL Students 3**
 Reviews testing principles and provides an opportunity for ESOL instructors to design tests for all language skills and components. Standardized and instructor-developed instruments included.
- EPDES 939 Student-Centered Learning in ESOL 3**
 Course focuses on the importance of student-centered learning and ways to implement student-centered strategies in the ESOL classroom. An emphasis is placed on use of cooperative learning, multiple intelligences and learning styles in the ESOL classroom. Prerequisite: EPDES 930.
- EPDES 940 Self-Analysis and Improvement in TESOL 3**
 An individualized course which may be taken after EPDES 930 and involving completion of a 40-hour field experience in teaching ESOL. The participants conduct a self-analysis of teaching beliefs and skills and develop personal growth plans. Prerequisite: EPDES 930.
- EPDES 942 Teaching English Pronunciation..... 3**
 Course provides participants with skill in identification and analysis of speech difficulties of ESOL students. Participants will increase skill in diagnosis and development of improvement strategies for language improvement for ESOL students.
- EPDES 944 Curriculum and Program Design in TESOL 3**
 Participants will be exposed to issues in language curriculum development, including needs analysis, planning goals and learning outcomes, and syllabus design. Participants will create a proposal for a curriculum development project in their own institution. Prerequisite: by permission of the director only.
- EPDES 945 Computer-Enhanced Language Teaching 3**
 Explores the research supporting the use of computers in English language teaching, computer-based activities which enhance the acquisition of language, and the trends and issues related to the limitations and powers of computers in education. Prerequisite: EPDES 930.
- EPDES 946 Professional Leadership – TESOL 1**
 Participants will research and discuss the history and legal issues concerning the education of ESOL learners in the United States and in Washington State. Prerequisite: EPDES 930.