

EDUCATION

Tara Haskins, Chair
 department page (<http://www.ewu.edu/cale/programs/education>)
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Department of Education Mission

The mission of the Department of Education is to prepare student-centered educators to be professionals, leaders, scholars and practitioners.

Washington Teacher Certification

The state of Washington issues two basic teaching certificates: The Residency Teaching Certificate and the Professional Teaching Certificate. Each certificate issued requires payment of a state fee.

The Residency Teaching Certificate

This Certificate is awarded upon completion of a baccalaureate degree and the Professional Education Program requirements. This teaching certificate allows the holder to teach in the state of Washington within the endorsement areas approved by the university. An endorsement is an authorization to teach a specific subject (or to perform a specific type of service) at particular grade level(s) and an indication of such will appear on the certificate.

The state of Washington requires teacher education candidates admitted to teacher preparation programs to pass the Washington Education Skills Test–Basic (WEST-B) or approved equivalent in order to receive a Residency Certificate. Additionally, candidates are required to pass the WEST-E or NES subject matter test to receive an endorsement for certification purposes. The teacher candidate must also provide evidence of good character and fitness, including a Washington State Patrol and FBI clearance.

Faculty

Vincent A. Aleccia, Kathryn Baldwin, Diane L. Ball, Christina M. Booth, Stephanie Boughter, Clive Gary, Carissa Gran, Tara L. Haskins, Miranda Hein, Angela Henning, Bethany A. Leonard, Jing-Qiu Liu, Lucy Montecalvo, Marion E. Moore, Gustave Nollmeyer, Robert L. Potter, Timothy Sedor, Shelly Shaffer, Charlene R. Shepard, Ann Van Wig, Lisa A. Warner, Allison Wilson.

Undergraduate Degrees

Bachelor of Arts in Education (BAE)

- Early Childhood Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/early-childhood-bae>)
- Elementary Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/elementary-education-bae>)
- Literacy, Reading and Writing/Elementary or Secondary (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/literacy-reading-writing-elementary-secondary-bae>)

Undergraduate Minors

- Early Childhood Education/Elementary (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/early-childhood-elementary-minor>)
- Environmental Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/environmental-elementary-minor-middle-level-endorsement>)
- Literacy, Reading and Writing Elementary or Secondary Minor (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/literacy-reading-writing-elementary-secondary-minor>)

Teacher Certification/Add-on Endorsements

- Biology=General Science/Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/biology/general-science-add-on-endorsement>)
- Chemistry=General Science/Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/chemistry-biochemistry/general-science-add-on-endorsement>)
- Physics=General Science/Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/physics/teacher-certification-addon-endorsements>)
- Business and Marketing Education/Secondary Major or Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/business-public-administration/business-education/business-marketing-education-secondary-major-endorsement>)
- Earth and Space Science=Teacher Certification/Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/earth-space-science/teacher-certification-addon-endorsements>)
- Education=Elementary Education/Add-on Endorsement (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/elementary-add-on-endorsement>)
- English=English/Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/english/secondary-minor-addon-endorsement>)
- Environmental Education/Minor and Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/environmental-elementary-minor-middle-level-endorsement>)
- History=History/Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/social-behavioral-sciences-work/history/teacher-certification-addon-endorsement>)
- Social Studies=Social Studies/Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/social-behavioral-sciences-work/social-studies/add-on-endorsement>)
- Special Education= Early Childhood Special Education/Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/special-education/early-childhood-add-on-endorsement>)

- Special Education/Add-On Endorsement (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/special-education/special-education-add-on-endorsement>)

Additional Majors/Minors (p. 2)

Undergraduate Programs

Teaching is among the most challenging and personally rewarding of professions. The essential role of the professional educator is to bring together his/her knowledge of subject matter, instructional strategies and interpersonal skills to provide learning experiences for students. In addition, the contemporary teacher must be able to individualize instruction, must be sensitive to developmental and socio-cultural issues involving the learner, make adjustments to instruction based on assessment and provide evidence of positive impact on student learning.

The EWU Department of Education offers a comprehensive Teacher Education program, culminating with a baccalaureate degree and a Residency Teaching Certificate, to candidates who wish to teach in either P-3, elementary or secondary school settings.

To obtain a Bachelor of Arts in Education degree, a candidate must satisfy the General Education Core Requirements (GECR), Professional Education Program core requirements as well as required courses in the major field of study at Eastern Washington University. Upon satisfying requirements for the baccalaureate degree, the candidate may be eligible to receive a Residency Teaching Certificate from the state of Washington, providing the candidate meets all certification requirements.

The final authority for approval of certification endorsements resides within the Washington Office of the Superintendent of Public Instruction and in the event certification requirements change, the candidate must adhere to the new requirements.

Eastern Washington University Education Department Conceptual Framework:

Eastern Washington University Mission Statement: EWU expands opportunities for personal transformation through excellence in learning

Department of Education Mission Statement: The mission of the Department of Education is to prepare student-centered educators to be professionals, leaders, scholars, and practitioners.

Professionals: Student-centered educators exhibit character and dispositions expected of professionals embarking on a life-long career. They relate well to diverse populations, communicate effectively, and hold themselves to high ethical standards.

Leaders: Student-centered educators think critically, mentor others, and encourage teacher voice as they work to create a learning atmosphere that reflects, collaborates, and advocates for the needs of the learning community.

Scholars: Student-centered educators know and apply current research to improve their instructional practices.

Practitioners: Student-centered educators reflect, collaborate, implement, integrate, transform, and build learning communities.

Statement of Assurance

EWU's Department of Education assures that each candidate is able to apply the teaching strategies, the classroom management/school

discipline methods and the measurement and evaluation process necessary for success as a first-year certificated teacher.

This assurance guarantees that the candidate has successfully completed EWU's (Department of Education) Teacher Education Program, as approved by PESB. The assurance is contingent upon appropriate placement of the candidate within certification endorsement areas.

In the event the candidate displays a lack of competency in any of these pedagogical practices during the first year of teaching experience, EWU's Department of Education will cooperate with the school district to assist the candidate in improving his/her performance. EWU services will be provided at no cost to the school district or to the candidate.

This assistance will be offered by faculty members from the Department of Education and/or by appropriate faculty members from the Departments of Art, Biology, Business Education, Chemistry, English, French, Health, History, Mathematics, Music, Physical Education, Social Studies.

Grade Requirements

≥2.8 in each course for program prerequisites, professional education core, and overall grade point average (GPA). Specific content areas including majors and minors may have additional grade requirements. A minimum of a ≥2.0 is required in any course leading to an endorsement.

Teacher Education Program Requirements

Step 1. Complete Prerequisites to EDUC 200

An Application for Admission is required for the Teacher Education Program. Application deadlines are as follows: Fall Quarter—May 15; Winter Quarter—October 15; Spring Quarter—January 15; Summer Quarter—April 15. If the deadline falls on a Saturday, Sunday or EWU holiday applications will be accepted the following business day. Candidates seeking admission should consult with the Undergraduate Student Services Coordinator from the Education Department. **All prerequisites must be completed prior to admission.**

- A grade ≥2.8 in all prerequisite courses is required.
- GPA Requirement: a minimum ≥2.8 GPA.
- Pass Washington Educator Skills Test-Basic (WEST-B): refer to N (<http://www.west.nesinc.com>) ECINC (<http://catalog.ewu.edu/arts-letters-education/education/west.nesinc.com>) for information on this Reading, Mathematics and Writing basic skills test. Satisfactory SAT or ACT scores may waive all or part of the WEST-B requirement. Please see an advisor in the education department.
- Speech Requirement: CMST 200 or CMST 201 (4) or an approved equivalent.
- English Requirement: ENGL 201 (5) or equivalent.
- Mathematics Requirement: MATH 211 is required for Elementary and P-3 Programs, MATH 107 or an approved equivalent is required for Secondary Program.

Step 2. Major/Minor Endorsement Options

Note: It is important to work with an advisor early in your program to help you plan your schedule.

P-3 Candidates must declare Early Childhood Education. The BAE in ECE is an endorsement.

Major

Early Childhood Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/early-childhood-bae>)

Special Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/special-education>)

Major

Dual Endorsement Program In Special Education and Elementary Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/special-education/special-education-elementary-education-bae>)

Add-On Endorsements

Early Childhood Special Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/special-education/early-childhood-add-on-endorsement>)

Special Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/special-education/special-education-add-on-endorsement>)

Minors

Early Childhood Special Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/special-education/early-childhood-special-education-minor>)

Special Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/special-education/special-education-minor>)

Elementary

Elementary teaching candidates must declare a major. Contact the academic major and minor department for advisement and signature of agreement for completion of requirements.

Majors

**These majors meet an endorsement.*

- **Middle Level Mathematics* (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/mathematics/mathematics-elementary-middle-level-endorsement-option-bae>)
- **Middle Level Natural Science* (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/natural-science/natural-science-elementary-middle-level-endorsement-bae>)
- **Early Childhood Education* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/early-childhood-bae>)
- **Elementary Education* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/elementary-education-bae>)
- ***These majors meet a P-12 endorsement.*
- ***Art* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/art/visual-arts-elementary-bae>)
- ***French* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/modern-languages-literatures/french-elementary-secondary-bae>)
- ***Literacy, Reading, and Writing* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/literacy-reading-writing-elementary-secondary-bae>)
- ***Health/Fitness* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/physical-education-health-recreation/health-fitness-elementary-secondary-bae>)
- ***Music* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/music/music-bae-instrument-choral-general-elementary>)
- ***Spanish* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/modern-languages-literatures/spanish-elementary-secondary-bae>)
- *These majors do not meet an endorsement Mathematics*

Social Studies**• Minors**

These minors meet an endorsement.

Art

English as a Second Language (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/english-second-language/english-second-language-minor>)

Environmental Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/environmental-elementary-minor-middle-level-endorsement>)

French (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/modern-languages-literatures/french-elementary-secondary-minor>)

German (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/modern-languages-literatures/german-elementary-secondary-minor>)

Theatre (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/theatre/theatre-elementary-secondary-minor>)

Secondary

Secondary teaching candidates must declare a major. Contact the academic major and minor departments for advisement and signature of agreement for completion of requirements. Candidates are encouraged to complete more than one endorsement in order to increase their employability.

Majors (Endorsements)

- *Art* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/art/visual-arts-secondary-bae>)
- *Biology* (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/biology/biology-secondary-bae>)
- *Business and Marketing Education* (<http://catalog.ewu.edu/archives/2016-2017/business-public-administration/business-education/business-marketing-education-secondary-major-endorsement>)
- *Chemistry* (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/chemistry-biochemistry/chemistry-biochemistry-secondary-bae>)
- *Earth and Space Science* (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/earth-space-science/earth-space-science-secondary-bae>)
- *English* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/english/education-secondary-bae>)
- *French* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/modern-languages-literatures/french-elementary-secondary-bae>)
- *Health/Fitness* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/physical-education-health-recreation/health-fitness-elementary-secondary-bae>)
- *Literacy, Reading and Writing* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/literacy-reading-writing-elementary-secondary-bae>)
- *Mathematics* (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/mathematics/mathematics-middle-level-bae>)
- *Music* (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/music/music-bae-instrument-choral-general-elementary>)

Physics (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/physics/physics-secondary-bae>)

Social Studies (<http://catalog.ewu.edu/archives/2016-2017/social-behavioral-sciences-work/social-studies/elementary-bae>)

Spanish (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/modern-languages-literatures/spanish-elementary-secondary-bae>)

Minors (Endorsements)

- Art (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/art/art-elementary-secondary-minor>)
- Biology (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/biology/biology-secondary-minor>)
- Chemistry (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/chemistry-biochemistry/chemistry-biochemistry-secondary-minor>)
- Earth and Space Science (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/earth-space-science/earth-space-science-secondary-minor>)
- English (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/english/secondary-minor-addon-endorsement>)
- English as a Second Language (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/english-second-language/english-second-language-minor>)
- Environmental Education (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/environmental-elementary-minor-middle-level-endorsement>)
- Mathematics Middle Level (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/mathematics/mathematics-secondary-middle-level-endorsement-minor>)
- French (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/modern-languages-literatures/french-elementary-secondary-minor>)
- German (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/modern-languages-literatures/german-elementary-secondary-minor>)
- History (<http://catalog.ewu.edu/archives/2016-2017/social-behavioral-sciences-work/history/history-secondary-minor>)
- Physics (<http://catalog.ewu.edu/archives/2016-2017/science-technology-engineering-mathematics/physics/physics-secondary-minor>)
- Theatre (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/theatre/theatre-elementary-secondary-minor>)

Additional endorsements may be added to valid certificates. See the Certification Officer for more information.

Step 3 Professional Education CORE Requirements

- After the prerequisite courses have been met and an application for admission has been received, students will be eligible for consideration for EDUC 200
- Formal admission to the Teacher Education Program is contingent upon passing EDUC 200.
- Certification Eligibility: each candidate will be asked to give evidence of good character and fitness including submission of fingerprints for WSP/FBI background check.

- Candidates will meet with major advisor to complete a program plan.

Elementary Education Required Core

There are science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30-hour multicultural education field requirement

ART 390	ART IN THE ELEMENTARY SCHOOL	3
EDUC 200 & EDUC 303 & EDUC 308	ADMISSION TO TEACHER EDUCATION and FOUNDATIONS OF ASSESSMENT and FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT	7
EDUC 201	INTRODUCTION TO EDUCATION	3
EDUC 304	INTRODUCTION TO ELEMENTARY READING	3
EDUC 310	LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL	4
EDUC 338 & EDUC 339	LANGUAGE ARTS METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL and SOCIAL STUDIES AND SCIENCE METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL ²	9
EDUC 420	ADMISSION TO PROFESSIONAL CANDIDACY	1
EDUC 423	ELEMENTARY STUDENT TEACHING K-8	15
MATH 212	STRUCTURE OF ELEMENTARY MATH II	5
MTED 390	METHODS OF TEACHING ELEMENTARY SCHOOL MATHEMATICS	5
MUSC 450	INTEGRATING MUSIC INTO ELEMENTARY CLASSROOM COURSES	3
PHED 390	HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS	3
PSYC 304	EDUCATIONAL PSYCHOLOGY	5
SPED 363	INTRODUCTION TO SPECIAL EDUCATION	4
Total Credits		70

Early Childhood Education Major

The BAE in Early Childhood Education prepares teacher candidates to teach preschool – third grade with a Washington State Teaching Certification. Teacher candidates must complete the Required Core (57 credits), Early Childhood Major (43 credits), and pass the ECE NES to satisfy the requirements for a Teaching Certificate in the state of Washington. A minimum overall GPA of ≥ 2.8 and no individual course grade < 2.8 in all Early Childhood Major coursework as well as Education Program Core coursework are required. Candidates who wish to extend their P-3 Teacher Certification through grade 8 may do so by completing an additional 4 courses: EDUC 304, EDUC 308, MUSC 450, PSYC 304.

Required Courses in the Early Childhood Professional Sequence

ART 390	ART IN THE ELEMENTARY SCHOOL	3
EDUC 200	ADMISSION TO TEACHER EDUCATION ¹	1
EDUC 338	LANGUAGE ARTS METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL	4
EDUC 339	SOCIAL STUDIES AND SCIENCE METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL	5
MATH 212	STRUCTURE OF ELEMENTARY MATH II	5

MTED 390	METHODS OF TEACHING ELEMENTARY SCHOOL MATHEMATICS	5
PHED 390	HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS	3
SPED 363	INTRODUCTION TO SPECIAL EDUCATION	4
SPED 412	INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION	4

Internship Coursework

EDUC 420	ADMISSION TO PROFESSIONAL CANDIDACY	1
EDUC 423	ELEMENTARY STUDENT TEACHING K-8	15
EDUC 495A	EDUCATION INTERNSHIP FOR EARLY CHILDHOOD EDUCATION	4
EDUC 498	SEMINAR	1

Total Credits		55
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Secondary Education Required Core

30-hour multicultural education field requirement

EDUC 200 & EDUC 303 & EDUC 309	ADMISSION TO TEACHER EDUCATION and FOUNDATIONS OF ASSESSMENT and FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT	7
EDUC 201	INTRODUCTION TO EDUCATION	3
EDUC 341	SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT	4
EDUC 413	CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES	4
EDUC 420	ADMISSION TO PROFESSIONAL CANDIDACY	1
EDUC 426	SECONDARY STUDENT TEACHING 7-12	15
PSYC 304	EDUCATIONAL PSYCHOLOGY	5
SPED 363	INTRODUCTION TO SPECIAL EDUCATION	4

Total Credits		43
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Step 4. BAE Program Completion Student Teaching Prerequisites

The student planning to student teach must have satisfied the application/admission steps and must have completed the following clearances verified in EDUC 420.

- three-fourths of the total credit hours in major
- all method course(s) in major must be completed
- candidates must have a minimum overall GPA ≥ 2.8
- no individual course grade of < 2.8 in the professional education program core
- no individual course grade of < 2.0 in any major or minor course leading toward an endorsement
- have current WSP/FBI Clearance
- must have completed program core
- must have passed the WEST-E/NES/ACTFL in primary area of endorsement(s) prior to student teaching
- must have attempted the WEST-E/NES/ACTFL in all areas of endorsement
- must have completed the multicultural experience requirement

Application for Student Teaching

During EDUC 420 the candidate must submit the Application for Professional Admissions and Student Teaching. With permission of the

department the candidate must register for the student teaching course. The student teacher candidate who does not meet stated deadlines may not be eligible for placement.

Student Teaching

The purpose of student teaching is to provide the teacher candidate with direct teaching/learning experience in P–12 public schools. The candidate has the opportunity during this time to observe teachers, to plan and teach under the supervision of cooperating teachers, to participate in the total school program for a full quarter and demonstrate PESB approved program standards. Placement is contingent upon availability and acceptance by schools.

The teacher candidate is required to enroll in 15 credits of student teaching. These credits are to be earned in one quarter or in an approved alternative program. Typically the candidate is assigned full time to a P–12 public school. The student teaching assignment is considered a full student credit load and no additional credits may be earned during the quarter except by written consent by the Education Department.

Student teaching may be completed within a 60-miles radius of EWU or Spokane or in selected public school districts throughout the state of Washington with which there is an existing partnership.

Step 5. Certification Exit Evaluation

An exit evaluation will be done by the certification officer to verify that all state certification and professional education program requirements have been met, including requirements for the Bachelor of Arts in Education degree.

Evidence for Certification Includes

- state of Washington Standard Knowledge and Skills
- state of Washington EdTPA
- Student Teaching Approved Professional Growth Plan
- current WSP/FBI clearance
- copy of graduation application form evidencing all requirements have been met
- Multicultural Verification Assessment Form

Note: Disclaimer, The final authority for approval of certification endorsements resides within the Washington Office of the Superintendent of Public Instruction and in the event certification requirements change, the candidate must adhere to the new requirements.

Graduate Degrees**Graduate Certificate**

- Principal Certificate (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/principal-graduate-certificate>)

Master of Education in Education (M.Ed.)**Options under M.Ed. in Education Degree****Certification Required**

- Curriculum and Instruction Option (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/curriculum-instruction-option-med>)

- Literacy Option (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/literacy-option-med>)

Certification Optional

- Adult Education Option (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/adult-option-med>)
- Early Childhood Education Option (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/early-childhood-option-med>)
- Educational Foundations/Interdisciplinary Option (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/educational-foundations-interdisciplinary-option-med>)
- Educational Leadership Option (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/educational-leadership-option-med>)

Master in Teaching

- Master in Teaching (MIT): Secondary Teaching (5-12) (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/mit-secondary-teaching-med>)
- Master in Elementary Teaching (MIT): Teaching (K-8) (<http://catalog.ewu.edu/archives/2016-2017/arts-letters-education/education/elementary-teaching-mit-med>)

All Options Include Common Core Requirements

Graduate Programs Contact

Vince Aleccia, Ed.D., Graduate Director
509.359.7024

Subjects codes: College Instruction (COIN) (p. 6) , Education (EDUC) (p. 6)

College Instruction Courses

COIN 571. SURVEY POST-SECONDARY EDUCATION. 4 Credits.

Focuses on the role and purpose of adult and higher education through a study of educational issues. Students will develop a personal philosophy of adult and higher education. Special attention is given to the role of the two-year community college.

COIN 572. STRATEGIES FOR TEACHING ADULTS. 4 Credits.

A study of teaching-learning processes suitable for adult education, and analysis of the educational theories from which they derive.

COIN 581. WORKSHOP IN COLLEGE TEACHING. 3 Credits.

Supervised training in various teaching strategies for large group, small group and individualized instruction.

COIN 599. INDEPENDENT STUDY. 1-15 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

Individually negotiated studies in an area of post-secondary education, supervised by a member of the college instruction faculty.

COIN 600. THESIS. 1-15 Credits.

Notes: graded Pass/No Credit.

Pre-requisites: permission of the instructor, department chair and college dean.

A research study in a negotiated area of post-secondary education, under the guidance and supervision of a graduate advisory committee.

COIN 601. RESEARCH REPORT. 1-15 Credits.

Notes: graded Pass/No Credit.

Pre-requisites: permission of the instructor, department chair and college dean.

Independent research in a negotiated area of post-secondary education, supervised by a member of the college instruction faculty.

COIN 696. COLLEGE TEACHING INTERNSHIP. 1-15 Credits.

Notes: graded Pass/No Credit.

Pre-requisites: COIN 572 or COIN 581.

Enrollment with permission of the College Instruction program advisor. Teaching under supervision at a two-year or four-year college, or other appropriate institution. Includes regular instructional responsibilities and additional planned experience.

Education Courses

EDUC 146. COLLEGE READING AND STUDY TECHNIQUES. 5 Credits.

Individual evaluation, prescription, and practice for improvement of study reading, note-taking, spelling, and study techniques.

EDUC 150. READING/STUDY SKILLS. 1-2 Credits.

Notes: students may earn a maximum of two credits a quarter and may earn a total of five credits during their tenure at the university.]

This class is to assist students with reading and study skills. Techniques introduced and practiced within content areas of courses in which the students are enrolled include: time management, textbook reading, taking lecture notes, reduce-SQ3R, retain-SQ3R, test taking skills. Reading enhancement will involve techniques for improving rate, comprehension, vocabulary and critical reading. Other skills addressed may include spelling and tutoring for specific subjects. [Special

EDUC 160. DIRECT INSTRUCTION TUTORING. 1-6 Credits.

Pre-requisites: permission of the instructor.

Classroom tutoring using Direct Instruction teaching techniques and curriculum.

EDUC 195. INTERNSHIP. 1-6 Credits.**EDUC 196. ADVANCED STUDY SKILLS. 1-2 Credits.****EDUC 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.****EDUC 200. ADMISSION TO TEACHER EDUCATION. 1 Credit.**

Notes: Acceptance into the Teacher Education Program required. Department authorization and application required. See an advisor for scheduling co-requisites. Graded Pass/Fail.

Pre-requisites: A grade ≥ 2.8 in each of these courses ENGL 201; MATH 211 or MATH 107; CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B) or satisfactory minimum SAT or ACT scores; a minimum cumulative GPA ≥ 2.8 . This course is a required prerequisite to most education courses and admission to the teacher preparation program. The course includes orientation to the EWU Teacher Education Program; completion of Washington State Patrol/FBI Clearance, moral character and personal fitness supplement; introduction to Washington Administrative Code (WAC) knowledge and skills, Washington State Learning Goals (WASL) and Essential Academic Learning Requirements (EALRs); Office of the Superintendent of Public Instruction (OSPI); the Department of Education reflective teaching model and Evidentiary Portfolio; required P-12 public school field experiences; school-based communication skills and legal and professional certification requirements. This course has co-requisites depending on your program.

EDUC 201. INTRODUCTION TO EDUCATION. 3 Credits.

EDUC 201 is an overview of the role of the schools in a democratic society, an introduction of reflective thinking concept for professional educators, an analysis of various philosophical views of teaching and learning, and an introduction to the restructuring of the K-12 educational system in the state of Washington.

EDUC 260. DIRECT INSTRUCTION MENTORING. 1-6 Credits.

Pre-requisites: EDUC 160 or permission of the instructor. Classroom mentoring experiences using Direct Instruction teaching techniques and curriculum.

EDUC 296. EXPERIMENTAL COURSE. 1-5 Credits.**EDUC 299. SPECIAL STUDIES. 1-18 Credits.**

Pre-requisites: permission of the instructor, department chair and college dean. Subjects studied vary according to faculty and student interests.

EDUC 300. INTRODUCTION TO CLASSROOM EXPERIENCE. 1-4 Credits.

Notes: graded Pass/Fail
Pre-requisites: EDUC 200, Washington State Patrol form submitted. This course is open to students admitted to the Education Program only. Observation and participation in public school classroom management and instruction. Your schedule must be arranged so time can be spent in a public school classroom during the day. After registering for EDUC 300, sign up for placements in the Department of Education, Williamson Hall, third floor.

EDUC 303. FOUNDATIONS OF ASSESSMENT. 3 Credits.

Pre-requisites: ENGL 201; MATH 211 or MATH 107; CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B); ≥ 2.8 GPA. Co-requisites: EDUC 200 and either EDUC 308 or EDUC 309. This class focuses on developing objectives, lesson planning, assessment of student learning, measurement and assessment of the total school program including National and State Learning Goals/Standards and Washington State Essential Academic Learning Requirements.

EDUC 304. INTRODUCTION TO ELEMENTARY READING. 3 Credits.

Pre-requisites: successful completion of EDUC 200, EDUC 303 and EDUC 308 or may be taken concurrently.

This course investigates reading processes, emergent literacy, word identification, vocabulary and comprehension in elementary reading programs.

EDUC 305. CHILDREN'S LITERATURE STUDY AND USE. 4 Credits.

Prerequisites: EDUC 200, EDUC 303, EDUC 308 or EDUC 309 or may be taken concurrently. This course includes selected readings and discussions of a variety of children's books. It allows students to become acquainted with quality children's literature and suggests media center and K-8 classroom uses.

EDUC 308. FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT. 3 Credits.

Notes: Application required. Department authorization required.
Pre-requisites: ENGL 201; MATH 211, CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B); ≥ 2.8 GPA. Co-requisites: EDUC 200 and EDUC 303.

This course addresses organizational patterns, management skills, discipline practices, individual actions and classroom environmental conditions needed to provide an optimum learning environment at the elementary level.

EDUC 309. FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT. 3 Credits.

Pre-requisites: ENGL 201; MATH 107 or MATH 211, CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B); ≥ 2.8 GPA in the last 45 credits completed. Co-requisites: EDUC 200 and EDUC 303.

This course addresses organizational patterns, management skills, discipline practices, individual actions and classroom environmental conditions needed to provide an optimum learning environment at the secondary level.

EDUC 310. LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL. 4 Credits.

Pre-requisites: EDUC 304. Washington State Patrol Clearance/FBI fingerprinting clearance. This course extends the understanding of the reading process approach to teaching reading across the elementary school curriculum (K-8). Lesson plan development includes assessment of student learning and classroom management. Placement in P-12 school with minimum 3 hour per week field experience required.

EDUC 320. ASSESSING AND DIFFERENTIATING LITERACY INSTRUCTION. 4 Credits.

Pre-requisites: EDUC 304; may be taken concurrently with EDUC 310. This course offers a comprehensive look at formative and summative assessments for reading, writing and oral language development for P-12 students including those at risk. Candidates learn to use assessment data, make instructional decisions and prepare professional reports.

EDUC 323. A GLOBAL VIEW THROUGH CHILDREN'S LITERATURE. 5 Credits.

Cross listed: ENGL 323.
Satisfies: international studies university graduation requirement. By reading and discussing a variety of children's literature titles across several interrelated thematic units, students will examine cultural constructs, gain familiarity with international cultures, work toward empathy for other peoples and practice a critical reading stance about stories from around the world. Coursework will include papers, journals, large and small group discussions and presentations.

EDUC 325. INEQUALITIES AND IMPACTS ON EDUCATIONAL EQUITY. 4 Credits.

Pre-requisites: junior standing or permission of instructor.

Satisfies: cultural and gender diversity university graduation requirement. An exploration of concepts, principles and theories of educational equity and their function within a society. This course includes issues of ethnicity and race, socioeconomic status and gender inequalities within the U.S. and the impact of those inequalities on educational equity.

EDUC 338. LANGUAGE ARTS METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL. 4 Credits.

Pre-requisites: EDUC 310 or EDUC 456, EDUC 479 and EDUC 493; concurrent enrollment in EDUC 339 or EDUC 340 and EDUC 342. Washington State Patrol Clearance/FBI fingerprinting clearance required. Placement in P-12 school with minimum 9 hour per week field experience required. This course examines the environment needed to teach the skills of listening, speaking and writing in the elementary program; including lesson plan development, assessment of student learning and classroom management.

EDUC 339. SOCIAL STUDIES AND SCIENCE METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL. 5 Credits.

Pre-requisites: EDUC 310 or EDUC 456, EDUC 479 and EDUC 493; concurrent enrollment in EDUC 338. Washington State Patrol Clearance/FBI fingerprinting clearance required. Placement in P-12 school with minimum 9 hour per week field experience required. This course includes formulation of goals for social studies and science, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.

EDUC 340. SOCIAL STUDIES METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL. 4 Credits.

Notes: Washington State Patrol clearance/FBI fingerprinting clearance required. Placement in P-8 school with minimum nine hour per week field experience required.
Pre-requisites: EDUC 310; concurrent enrollment in EDUC 338 and EDUC 342.

This course includes formulation of goals for social studies, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.

EDUC 341. SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT. 4 Credits.

Pre-requisites: EDUC 413. Washington State Patrol/FBI fingerprinting clearance. This course deals with teaching and learning procedures appropriate for courses in the junior and senior high school. It demonstrates a variety of teaching strategies. Candidates develop skills in basic instructional techniques including lesson plan development, assessment of student learning and classroom management. The course is designed to supplement methods course work taken in major departments. Placement in P-12 school with minimum 9 hour per week field experience required.

EDUC 342. SCIENCE METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL. 4 Credits.

Notes: Washington State Patrol Clearance/FBI fingerprinting clearance required. Placement in P-8 school with minimum nine hour per week field experience required.

Pre-requisites: EDUC 310; concurrent enrollment in EDUC 338 and EDUC 340.

This course includes formulation of goals for science, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.

EDUC 390. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION. 3 Credits.

Pre-requisites: EDUC 200 or concurrently enrolled. This course surveys theories of human development that shape blended early childhood practices and inform classroom-teaching practices. Students are introduced to professional and ethical standards associated with the blended early childhood field. Students review position statements on ethics, inclusion, developmentally appropriate, and recommended practices put forth from leading professional organizations including the National Association for the Education of Young Children and the Division for Early Childhood of the Council for Exceptional Children. Additional topics discussed include: brain development, typical development milestones, introduction to historical, and political and legal foundations relating to ECE/ECSE practices.

EDUC 396. EXPERIMENTAL COURSE. 1-5 Credits.**EDUC 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.****EDUC 398. SEMINAR. 1-5 Credits.****EDUC 399. DIRECTED STUDY. 1-18 Credits.**

Pre-requisites: permission of the instructor, department chair and college dean.

EDUC 401. YOUNG ADULT LITERATURE STUDY AND USE. 4 Credits.

Pre-requisites: EDUC 305 or permission of the instructor. This course is designed to provide teachers with the skills and information to develop and implement a classroom literacy program for middle and secondary students. It emphasizes instructional strategies to accommodate student diversity using a selection of literature genres as the curriculum foundation.

EDUC 409. TEACHING THE GIFTED AND TALENTED. 3 Credits.

Pre-requisites: Washington State Patrol form submitted. Analyzes the characteristics of educational programs for the gifted and talented. Helps you develop teaching strategies and curriculum materials designed to provide appropriate educational programs for the gifted and talented.

EDUC 410. METHODS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.

Pre-requisites: EDUC 200 or concurrent enrollment. This course is designed to provide an overview of major program models, systems, and approaches in the blended ECE/ECSE field. Topics include state and federal models for serving young children and widely researched curricular approaches. Students will be introduced to serving children in inclusive environments while utilizing principles of Universal Design for Learning. A focus on research- and evidence-based practices is included.

EDUC 411. LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS. 4 Credits.

Pre-requisites: EDUC 310 or may be taken concurrently.

This course allows teacher candidates to analyze cultural and language differences that may influence how P-12 students acquire literacy. It focuses on teaching students for whom English is not the heritage or first language.

EDUC 412. CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR LITERACY MAJORS AND MINORS. 4 Credits.

Pre-requisites: EDUC 304.

This course presents a variety of strategies for improving P-12 students' comprehension of content area materials and techniques for analyzing written materials. Assessment of student learning and classroom management is covered.

EDUC 413. CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES. 4 Credits.

Pre-requisites: EDUC 200, EDUC 303 and EDUC 309.

Washington State Patrol/FBI fingerprinting clearance. This course presents a variety of strategies for improving 5–12 students' comprehension of content area materials and techniques for analyzing written materials. Lesson plan development includes assessment of student learning and classroom management. Placement in 5–12 school with minimum three hour per week field experience required.

EDUC 416. WRITING PROCESS ACROSS THE CURRICULUM. 4 Credits.

Pre-requisites: EDUC 412, EDUC 413, may be taken concurrently.

This course provides candidates with a theoretical and strategic approach to writing pedagogy. Teacher candidates are prepared to teach writing across the curriculum.

EDUC 417. CULTURE OF MIDDLE SCHOOL. 3 Credits.

Pre-requisites: EDUC 200; EDUC 303; EDUC 308 or EDUC 309.

This course will promote awareness and understanding of middle level-aged students, of the philosophy and organization of middle level schools and programs and of developmentally appropriate instructional and classroom management strategies for teaching middle level learners.

EDUC 420. ADMISSION TO PROFESSIONAL CANDIDACY. 1 Credit.

Notes: graded Pass/Fail.

Pre-requisites: P-3: EDUC 457; concurrent with EDUC 439 and EDUC 495, Elementary: EDUC 338 and EDUC 339. Secondary: EDUC 341. Washington State Patrol/FBI clearance required.

Placement in P–12 school with minimum 3 hour per week field experience required. The successful completion of EDUC 420 leads to student teaching candidacy. The candidate is asked to demonstrate characteristics of desirable teacher-pupil relations. In partial fulfillment of the course requirements, a Teacher Education Evidentiary Portfolio will be presented by each candidate documenting Department of Education performance-based outcomes, Washington State Learning Goals and, evidence of successful performance in the field. Teacher candidates must have completed at least three-fourths of the course work for their majors(s) and minor(s) before taking this course. All methods courses within the candidate's major must also be completed prior to taking EDUC 420. All candidates must have a minimum overall GPA ≥ 2.8 and all course grades in the candidate's Professional Education program must be ≥ 2.8 . Majors and minors courses require a minimum grade > 2.0 .

EDUC 421. COMPETENCY PREPARATION. 1 Credit.

Notes: placement in a P-12 school with minimum 3 hour/per week field experience required.

Pre-requisites: EDUC 420.

This course emphasizes competence and skills required in testing for teaching readiness including, a) critical thinking skills; b) preparing for tests, test-taking strategies, and specific strategies for content practice tests; c) creating good review tools, predicting test questions and testing readiness; d) West-E or NES score analysis and self-review for specific areas of remediation; and, e) study skills and time management skills for complex standardized testing.

EDUC 423. ELEMENTARY STUDENT TEACHING K-8. 15 Credits.

Notes: graded Pass/Fail.

Pre-requisites: EDUC 420.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA ≥ 2.8 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s), minor(s) and the Professional Education Program must be at least 2.8. Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department's Student Teaching Handbook.

EDUC 426. SECONDARY STUDENT TEACHING 7-12. 15 Credits.

Notes: graded Pass/Fail.

Pre-requisites: EDUC 420.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA ≥ 2.8 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s), minor(s) and the Professional Education Program must be ≥ 2.8 . Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department's Student Teaching Handbook.

EDUC 427. GENERAL STUDENT TEACHING K-12. 1-15 Credits.

Notes: graded Pass/Fail.

Pre-requisites: EDUC 420.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA ≥ 2.8 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s), minor(s) and the Professional Education Program must be ≥ 2.8 . Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department's Student Teaching Handbook.

EDUC 430. ASSESSMENT IN EARLY CHILDHOOD EDUCATION. 5 Credits.

Pre-requisites: EDUC 200 or concurrent enrollment.

Using a variety of assessment practices, this course explores how to assess and guide the learning of young children ages birth to eight. Course content includes writing measurable goals and objectives, using data based decision making, understanding scores and communicating results, as well as ethical considerations and cultural bias in assessment.

EDUC 439. SEMINAR. 1-5 Credits.

Notes: repeatable for credit with different titles.

Content and titles will vary as education special topics are identified by faculty and students to study relevant and in-depth education concepts, knowledge and skills.

EDUC 440. SEMINAR IN ENVIRONMENTAL EDUCATION AND SUSTAINABILITY. 2 Credits.

This seminar provides depth in selected topics in sustainability and environmental education.

EDUC 450. METHODS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.

Pre-requisites: EDUC 410 and concurrent enrollment in EDUC 451.

This course introduces students to the practice of Intentional Teaching through the survey of curriculum content areas for early childhood education classrooms (e.g., math, science, social studies, music, creative arts).

EDUC 451. APPLICATIONS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.

Pre-requisites: EDUC 200, EDUC 410, EDUC 430 and concurrent enrollment in EDUC 450.

This is the first of two courses designed to provide opportunities for students to implement activities that increase their understanding of the Teaching Strategies Gold: Assessment Cycle in conjunction with implementation of early childhood curriculum content from ECE Methods I & II. Students are placed in high-quality ECE settings as determined by Washington state standards. 1-hour weekly seminar with 9 hour-week practicum experience required (3 hrs, 3 days a week).

EDUC 452. TOPICS IN CONTINUING EDUCATION. 1-5 Credits.

Notes: graded Pass/Fail.

EDUC 462. INSTRUCTIONAL MEDIA AND TECHNOLOGY. 3 Credits.

Pre-requisites: junior standing, Washington State Patrol/FBI fingerprinting clearance.

This course investigates how to promote student learning by integrating technology with content and instructional methods. Students explore the use of internet-associated learning tools, multimedia authoring tools, assessment tools and data-analysis tools. The ethical underpinnings associated with instructional media are discussed throughout the course as is student-associated research in the area of instructional media and technology.

EDUC 463. PRODUCTION OF INSTRUCTIONAL MATERIALS. 5 Credits.

Notes: course fee.

This course will use the latest computer technology for teachers in all areas, librarians and media specialists. Producing presentations, creating graphs and charting, producing classroom newsletter publications, scanning documents and pictures, importing clip art, making color transparencies, video production and, evaluation of web page design are covered in this class.

EDUC 464. APPLICATIONS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.

Pre-requisites: EDUC 451.

This is the second of two courses designed to provide opportunities for students to implement activities that increase their understanding of the Teaching Strategies Gold: Assessment Cycle in conjunction with implementation of early childhood curriculum content from ECE Methods I & II. Students continue in their previous placement from Applications I. This second course builds on content from Applications I with a focus on summarizing, planning and communicating results of child assessment using data-based decision making.

EDUC 470. DIVERSITY IN EARLY CHILDHOOD EDUCATION. 3 Credits.

Pre-requisites: EDUC 200 or concurrent enrollment.

This course is designed to provide an overview of issues pertaining to diversity in blended early childhood education. Through readings, assignments, online discussions, and personal and professional reflections students learn about topics related to working with diverse young children and their families based on the principles of Anti-Bias Education.

EDUC 475. PROMOTING SOCIAL COMPETENCE AND GUIDING BEHAVIOR IN EARLY CHILDHOOD SETTINGS. 5 Credits.

Pre-requisites: EDUC 410 and concurrent enrollment in either EDUC 451 or EDUC 461.

This course prepares students to build rapport with children and their families; create supportive learning environments; demonstrate positive social-emotional teaching strategies; understand the function of behavior in preschool settings; define specific guidance strategies; assess challenging behaviors; develop universal positive guidance plans; and communicate the need for positive, consistent team approaches to including children with challenging behaviors in early childhood classroom settings based on the Pyramid Model put forth by the Center for Social Emotional Foundations for Early Learning and the Technical Assistance Center on Social Emotional Intervention.

EDUC 478. SCIENCE IN THE ELEMENTARY SCHOOL. 4 Credits.

Pre-requisites: Washington State Patrol form submitted.

Develops instructional competencies in elementary school science through extensive laboratory experiences.

EDUC 479. EARLY LITERACY. 3 Credits.

Pre-requisites: must be taken concurrently with either EDUC 451 or EDUC 464 or instructor approval.

This course will support students in becoming familiar with developmental and theoretical foundations for early literacy development beginning at birth. Students will be introduced to approaches for implementing evidence- and research-based early literacy practices for students to succeed in creating and managing a literacy rich home-, classroom- and community environment. Students will utilize course content and application to be reflective decision makers and competent pre-professionals.

EDUC 485. INDIGENOUS EDUCATION. 5 Credits.

Cross listed: IDST 485.

Pre-requisites: junior standing.

Satisfies: international studies university graduation requirement.

This course introduces students to the topic of indigenous education from a global perspective. Through readings, discussions, lectures and videos, students will examine the role education has played as an instrument of oppression, and how indigenous nations have restructured educational systems to reclaim their cultural identities and to empower themselves politically.

EDUC 489. FAMILY-CENTERED PRACTICES IN EARLY CHILDHOOD. 3 Credits.

Pre-requisites: EDUC 200 or concurrent enrollment.

This course addresses the knowledge and skills necessary for working with families of young children, both with and without disabilities. The course is based on an understanding of family systems and the application of family-centered principles in early childhood education and home-based services. The course reviews the effect of adversity on families with young children and strategies for delivering family-centered curriculum and intervention. The course also focuses on understanding and measuring family outcomes. The three broad components of the course include (a) understanding foundations of theory and policy, (b) establishing effective partnerships, and (c) building family capacity through effective supports and service.

EDUC 490. LITERACY MAJOR CAPSTONE. 5 Credits.

Pre-requisites: MTED 390, EDUC 304, EDUC 305, EDUC 310, EDUC 401, EDUC 411, EDUC 412, EDUC 416; EDUC 420; EDUC 494 must be taken concurrently.

Satisfies: senior capstone university graduation requirement.

This course allows teacher candidates in the Reading Major to analyze their practicum classroom experiences and to develop a philosophy for reading instruction. Students examine and identify the connections among literacy instruction and politics, the economy, school, society, social justice and how these impact young learners. Teacher candidates develop and implement a two-week reading curriculum for their placement practicum and review the Washington Teacher Competencies for the Reading Endorsement. This course must be taken concurrently with EDUC 494 Practicum for Reading Majors.

EDUC 490A. NATURAL RESOURCES. 4 Credits.

Pre-requisites: senior standing.

Satisfies: senior capstone university graduation requirement.

This course allows pre-service teachers to team with natural resource community providers to actively engage in the work they do. Students develop inquiry activities for elementary classrooms around natural resource themes.

EDUC 494. LITERACY SEMINAR AND PRACTICUM. 6 Credits.

Notes: graded Pass/Fail.

Pre-requisites: MTED 390, EDUC 338 or EDUC 339; EDUC 420; EDUC 490 must be

taken concurrently. In this practicum for literacy majors, candidates are supervised while teaching literacy in a K–12 classroom setting. This course must be taken before student teaching. Students must spend 12 hours per week, five days per week, during literacy instruction in a public school classroom. This course must be taken concurrently with EDUC 490.

EDUC 495. PRACTICUM. 5 Credits.

Notes: graded Pass/Fail.

Pre-requisites: permission of the instructor, department chair and college dean.

EDUC 495A. EDUCATION INTERNSHIP FOR EARLY CHILDHOOD EDUCATION. 4 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

This course is part of the three-quarter field based requirement for students in the P-3 Certificate Program. Students spend 8 hours in the field and take this course concurrently with EDUC 498 (1) Seminar.

EDUC 496. EXPERIMENTAL COURSES. 1-5 Credits.**EDUC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-18 Credits.**

Electives. Major in Reading (Elementary); must be a reading workshop.

EDUC 498. SEMINAR. 1-18 Credits.**EDUC 499. DIRECTED STUDY. 1-18 Credits.**

Pre-requisites: permission of the instructor, department chair and college dean.

An opportunity for students with adequate background and experience to make intensive and independent study of some special problems in education.

EDUC 500. FOUNDATIONS OF EDUCATION/MIT. 4 Credits.

Introduction to the fundamentals of K-12 education, school systems and teaching. Role of schools in a democratic society is analyzed to help pre-service teachers become familiar with the reflective thinking necessary to be an effective classroom teacher, and become familiar with the historical and legal foundations of education as they apply to teaching.

EDUC 502. HISTORY OF AMERICAN EDUCATION. 4 Credits.

The economic, social, cultural and philosophical development of America and the resulting impact on schools.

EDUC 503. CONTEMPORARY EDUCATION IN OTHER SOCIETIES. 4 Credits.

Study of systems of education outside the United States.

EDUC 505. CURRENT ISSUES IN EDUCATION. 4 Credits.

Issues such as federal aid, teachers' tenure, teachers' salaries, the political control of education, indoctrination versus education, religious and public education, school-district reorganization, the community-centered school and academic freedom.

EDUC 506. EDUCATIONAL SOCIOLOGY. 4 Credits.

An analysis of American democratic ideology in relation to major social problems such as race, social stratification, leisure, population movements, family life, and the involvement of the public schools.

EDUC 507. PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL. 4 Credits.

Four philosophies in education will be studied. The implications of each for school organization and classroom instruction will be examined. Participants will be invited to analyze their beliefs and how these beliefs form into a coherent philosophy of education.

EDUC 508. UNDERSTANDING LITERACY INSTRUCTION K-8. 6 Credits.

Teacher candidates gain knowledge and understanding of reading processes, emergent through advanced literacy learning across the K-8 curriculum, lesson plan development based upon assessment, and how to manage classroom literacy instruction.

EDUC 510. CURRICULUM AND ASSESSMENT. 4 Credits.

In this course MIT students will gain understanding of best practice in curriculum development and assessment as well as enhanced competence in application of the practice.

EDUC 511. INTRODUCTION TO TEACHING WITH TECHNOLOGY PORTFOLIO. 1 Credit.**Notes:** graded Pass/Fail.

This course focuses on planning and preparation of an initial draft of the Teaching with Technology Portfolio and should be taken early in the program. Learners will gain familiarity with the ISTE's National Educational Technology Standards (NETs) as they relate to their given context. Learners will take part in a needs assessment which will inventory areas of growth as they relate to instructional technologies and their effective use. Learners will set goals and identify areas of growth and exploration for instructional technologies. Learners will also become familiar with the components of the portfolio and the ways in which it can be delivered and will be evaluated.

EDUC 512. FINALIZING THE TEACHING WITH TECHNOLOGY PORTFOLIO. 1 Credit.**Notes:** graded Pass/Fail.

This course focuses on final planning, preparation and delivery of the Teaching with Technology Portfolio and should be taken as one of the final courses. Learners further describe and document how they have effectively integrated their knowledge of instructional technology within a given context and aligned to ISTE's National Educational Technology Standards. Learners will review their initial instructional technologies needs assessment and reflect and share gains they have made. Learners will prepare and compile remaining artifacts and integrate them into the final portfolio. Once complete, the portfolio will be evaluated and presented in a public forum.

EDUC 517. THE CULTURE OF MIDDLE LEVEL SCHOOL. 3 Credits.

This course will promote awareness and understanding of middle school aged students, of the philosophy and organization of middle level schools and programs, and of developmentally appropriate instructional and classroom management strategies for teaching middle level learners.

EDUC 520. METHODS OF EDUCATIONAL RESEARCH. 4 Credits.

Required of all graduate students pursuing the master of education degree program unless an alternative research course is scheduled. It provides the background of research methods and techniques necessary for meeting the requirements of Education 600 or 601. The methods, tools, and strategies used in educational research, both quantitative and qualitative, will be explored. Continued level teacher certification research requirements may be met through this course.

EDUC 522. TRANSFORMATION OF LEARNING AND TEACHING. 4 Credits.

This course focuses on reforming and transforming the processes, perceptions and practices of learning and teaching by emphasizing diversity, social justice and equity. First, psychological principles underlying current educational culture will be analyzed. Second, reforming relationships, interactions and contexts for learning will be addressed through reflective practices, and third, rethinking and transforming connections, will be viewed through the lens of learners of diverse backgrounds.

EDUC 530. FOUNDATIONS OF EDUCATIONAL COMMUNICATION AND INFORMATION TECHNOLOGY. 4 Credits.

Survey of current issues, philosophical foundations, research, and history in the field of educational communication and information technology applicable to K-12 and adult learners.

EDUC 531. ELEMENTARY SCHOOL CURRICULUM. 4 Credits.

Curriculum practice and instructional materials most likely to improve instruction in the elementary school.

EDUC 532. SECONDARY SCHOOL CURRICULUM. 4 Credits.

Curriculum practice and instructional materials most likely to improve instruction in the secondary school.

EDUC 533. INSTRUCTIONAL SYSTEMS DEVELOPMENT. 4 Credits.

Advanced techniques and methods of developing and utilizing instructional systems. A multimedia correlated system will be designed, produced, organized, field tested and presented.

EDUC 534. GAMES, SIMULATION AND LEARNING. 4 Credits.

Effective learning environments strike a balance between anxiety and boredom. They are typically challenging hard- and enjoyable-fun or, "hard-fun." In this course you will explore how the instructional game method is an excellent vehicle for creating effective, "hard-fun" learning. You will investigate motivation as it relates to learning and the game method of instruction.

EDUC 538. MEDIA LITERACY FOR TEACHERS. 4 Credits.

Focuses on curricular and instructional development of resource-based skills. From examining model K-12 programs for skills in such areas as information, critical television viewing, media production, visual literacy, teachers will apply elements of instructional design and development to resource-based skills programs.

EDUC 539. SPECIAL TOPICS. 1-5 Credits.**Notes:** may be graded Pass/No Credit.**EDUC 540. TEACHING AND LEARNING WITH MICROSOFT OFFICE. 4 Credits.**

This course provides basic to intermediate skills for using Word, PowerPoint and Excel in classroom settings. You will learn how these technologies can be used to create instruction that meets the diverse needs of learners. Participants will have numerous opportunities to apply new skills and develop their own instructional products that support their curricular goals.

EDUC 542. LITERATURE STUDY IN THE ELEMENTARY AND MIDDLE SCHOOL. 4 Credits.

Advanced study of literature based teaching. Explores ways of building a literate classroom by connecting children and books with special ways on supporting students in becoming fluent readers.

EDUC 544. ADVANCED READING METHODS ACROSS THE CURRICULUM. 4 Credits.

A course designed to provide classroom teachers an opportunity to revisit current reading instruction methodology, examine new research including brain research impacting instruction, and explore meaningful ways in which reading instruction may be infused and integrated within content areas of the curriculum. Teacher assessment and student self-assessment as means to inform teaching and learning will be an additional focus of the course.

EDUC 551. SUPERVISION OF INSTRUCTION. 4 Credits.

The work of the teacher or supervisor in improving instruction.

EDUC 552. SUPERVISION OF STUDENT TEACHING. 4 Credits.

Preparation for positions as supervisors in laboratory schools and for public school teachers who supervise students in off-campus student teaching assignments.

EDUC 560. READING INQUIRY. 4 Credits.

This course centers on theoretical research into reading and literacy instruction. The course is based on the inquiry cycle, which will provide the organizational structure for class participation. Class sessions will include small group brainstorming and discussion, reading, explorations, browsing, workshop experiences, presentations, demonstrations and sharing.

EDUC 563. SCHOOL LAW (MIT). 2 Credits.

In this course MIT students will become familiar with applicable school law, preventive measures and knowledge of seeking legal advice.

EDUC 564. SCHOOL LAW. 4 Credits.

Court decisions and statutory law relating to the duties and powers of school officials and employees, compulsory school attendance, school census, child labor, control, and organization.

EDUC 565. LEADERSHIP FOR TODAY'S SCHOOLS. 4 Credits.

Focus on school leadership, developing with vision the knowledge and skills for strategically leading the planning, decision-making, communication, management, and change processes needed in 21st century schools and communities.

EDUC 566. LEADERSHIP IN SCHOOL-COMMUNITY RELATIONS. 4 Credits.

A problem-based exposure to the multi-dimensional role of school-community relations and communication in school districts. The course addresses the Public Relations domain of the NPBEA and WAC standards for the principalship.

EDUC 567. SCHOOL ADMINISTRATION. 4 Credits.

Students will examine the role of the principal, using the ISLLC Standards as a framework. They will prepare themselves for leadership through research, discussion activity and application. Relevant and practical topics will be used to create the curricular content of the course. Students will exit this course with knowledge and understanding of what to expect and how to respond as a new principal. This is a course where practicality and purpose will support those preparing for an instructional leadership role.

EDUC 570. ELEMENTARY SCHOOL SCIENCE PROGRAMS. 4 Credits.

Pre-requisites: teaching experience beyond student teaching, EDUC 478 or permission of the instructor.

The development of elementary school science programs and materials including the coordination of science instruction with other curricular areas.

EDUC 574. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. 3 Credits.

Place of social studies in the school program, the development of principles involved in the teaching of social studies.

EDUC 576. ADVANCED LITERACY METHODS. 4 Credits.

Advanced course with emphasis on models for reading and language arts integration. Cover total program: management, methods, materials and techniques.

EDUC 580. CURRICULUM DESIGN IN EARLY CHILDHOOD EDUCATION. 4 Credits.

Pre-requisites: EDUC 455 or permission of the instructor.

An in-depth study of the components of early childhood education curriculum, curriculum models and research regarding early childhood education programs.

EDUC 588. READINGS IN THE CURRICULUM. 1-4 Credits.

An advanced course for students wanting to study the current literature on school curriculum development and offerings. Students will develop an annotated bibliography from a specific area of school curriculum.

EDUC 590. CRITICAL AND SOCIAL LITERACIES. 4 Credits.

An advanced course for students wanting to study current literature on literacy as practiced in a variety of social contexts, as evaluated through a number of critical perspectives. Instructional implications will be highlighted so that students will develop reflective and sound classroom practice.

EDUC 591. INSTRUCTIONAL FOUNDATIONS AND INTERVENTIONS FOR LITERACY DIFFICULTIES. 4 Credits.

This course is designed to examine the causes and correlates of individual differences in reading ability. A number of specialized, intensive approaches for the improvement of the literacy skills will also be examined.

EDUC 594. PSYCHOLOGY OF LITERACY. 4 Credits.

Application of the findings of psychology to understanding the reading, writing, and communication processes and the teaching of literacy.

EDUC 595. SEMINAR IN LITERACY. 4 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

Course will help develop critical understanding of the reading process through a scholarly exploration of research related to literary education. The instructional implications of research will be highlighted to help students develop theoretically sound classroom practice.

EDUC 596. EXPERIMENTAL COURSE. 1-6 Credits.**EDUC 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.**

Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

EDUC 598. SEMINAR IN EDUCATION. 1-12 Credits.**EDUC 599. DIRECTED STUDY. 1-6 Credits.**

Pre-requisites: permission of the instructor, department chair and college dean.

Students with adequate background and experience make intensive and independent study of some special problems in education. Students should make arrangements through their graduate adviser.

EDUC 600. THESIS. 1-8 Credits.

Notes: may be graded Pass/No Credit.

Pre-requisites: EDUC 520; permission of the instructor, department chair and college dean. Independent research study under the direction of a graduate advisory committee.

EDUC 601. RESEARCH REPORT. 1-6 Credits.

Notes: graded Pass/No Credit.

Pre-requisites: permission of the instructor, department chair and college dean.

Enrollees should have completed a rough draft prior to entering the course. Research projects to be developed and written by graduates.

EDUC 695. INTERNSHIP. 1-18 Credits.

Notes: graded Pass/No Credit.

Pre-requisites: permission of the instructor, department chair and college dean.

Practical, on-the-job experience for specialized school personnel planned cooperatively by a school district and the university. Students are selected for this experience by the university and the district in which the student is working. To register, students must make application to the program advisor during May of the previous year.

EDUC 696. COLLEGE TEACHING INTERNSHIP. 1-5 Credits.

Notes: graded Pass/No Credit.

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

EDUC 697. INTERNSHIP IN EDUCATION. 1-15 Credits.