EDUCATION

Tara Haskins, Chair
department page (http://www.ewu.edu/cale/programs/education/)
312 Williamson
509.359.2831

Undergraduate Degrees

BA—Educational Studies (http://catalog.ewu.edu/arts-letters-education/education/education-specialist-ba/)

Minor—Early Childhood Education (http://catalog.ewu.edu/arts-letters-education/education/early-childhood-elementary-minor/)
Minor—Early Childhood Special Education (http://catalog.ewu.edu/arts-letters-education/special-education/early-childhood-special-education-minor/)
Minor—Environmental Education/Elementary Minor and Middle Level Endorsement (http://catalog.ewu.edu/arts-letters-education/education/environmental-elementary-minor-middle-level-endorsement/)
Minor—Literacy, Reading and Writing Elementary or Secondary (http://catalog.ewu.edu/arts-letters-education/education/literacy-reading-writing-elementary-secondary-minor/)
Minor—Special Education Minor (http://catalog.ewu.edu/arts-letters-education/education/special-education/special-education-minor/)

Add-on Endorsement—Early Childhood Special Education (http://catalog.ewu.edu/arts-letters-education/special-education/early-childhood-add-on-endorsement/)
Add-on Endorsement—Elementary Education (http://catalog.ewu.edu/arts-letters-education/education/elementary-add-on-endorsement/)
Add-on Endorsement—Early Childhood (http://catalog.ewu.edu/arts-letters-education/education/early-childhood-bae/)
Add-on Endorsement—Reading Endorsement (http://catalog.ewu.edu/arts-letters-education/education/literacy-reading-writing-elementary-secondary-bae/)
Add-on Endorsement—Special Education (http://catalog.ewu.edu/arts-letters-education/special-education/special-education-add-on-endorsement/)

Graduate Degrees

M.E.D.—Adult Education Option (http://catalog.ewu.edu/arts-letters-education/education/adult-option-med/)
M.E.D.—Curriculum and Instruction Option (http://catalog.ewu.edu/arts-letters-education/education/curriculum-instruction-option-med/)
M.E.D.—Early Childhood Education Option (http://catalog.ewu.edu/arts-letters-education/education/early-childhood-option-med/)
M.E.D.—Educational Foundations Option (http://catalog.ewu.edu/arts-letters-education/education/educational-foundations-interdisciplinary-option-med/)
M.E.D.—Educational Leadership Option (http://catalog.ewu.edu/arts-letters-education/education/educational-leadership-option-med/)
M.E.D.—Educational Leadership with Principal Internship (http://catalog.ewu.edu/arts-letters-education/education/educational-leadership-principal-intern-med/)
M.E.D.—Literacy Option (http://catalog.ewu.edu/arts-letters-education/education/literacy-option-med/)
M.E.D.—Master in Teaching (MIT): Elementary (http://catalog.ewu.edu/arts-letters-education/education/elementary-teaching-mit-med/)
M.E.D.—Special Education (http://catalog.ewu.edu/arts-letters-education/education/special-education-med/)
Graduate Certificate—College Instruction (http://catalog.ewu.edu/arts-letters-education/english/college-instruction-grad-certificate/)
Graduate Certificate—Principal (http://catalog.ewu.edu/arts-letters-education/education/principal-graduate-certificate/)

Online Graduate Education Degrees (https://online.ewu.edu/programs/)

Reference the course description section for clarification.

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.

• 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.

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

• 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.

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

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 recommend 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, and ACTFL when required, to receive an endorsement for certification purposes. The teacher candidate must also meet the cut score required on the Washington State edTPA. The teacher candidate must also provide evidence of good character and fitness, including a Washington State Patrol and FBI clearance. Additional certification requirements must be met prior to recommendation.

Faculty

Faculty List


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 recommendation for 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 Breadth Area Core Requirements (BACR), Professional Education Program core requirements as well as required courses in the major field of study at Eastern Washington University. Coursework taken more than six years prior will not be accepted for education courses without department approval. 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.

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.

Graduate Program

Ann Van Wig, Ph.D., Graduate Director
509.359.6097

Online Graduate Education Degrees (https://online.ewu.edu/programs/education-programs.aspx)

All prerequisites must be completed prior to admission: please see an advisor in the Education Department.

- Admission Requirements: Attend an admission orientation, complete the on-line application to the Education Department, including participation in an interview and receive admission.
- A grade ≥B- in all prerequisite courses listed below is required.
- GPA Requirement: a minimum ≥2.8 GPA.
- Pass the Washington Educator Skills Test-Basic (WEST-B). Satisfactory SAT or ACT scores may waive all or part of the WEST–B requirement.
- Successfully receive Pre-residency clearance and FBI fingerprint clearance.

In addition to the above, the following are prerequisites specific to programs and certificates.

Elementary Education Program Prerequisites

- Education: EDUC 201 and SPED 363
- English: ENGL 201 or an approved equivalent
- Mathematics: MATH 210 or an approved equivalent
- Speech: CMST 200 or CMST 201 or CMST 340 or an approved equivalent
- Other: ART 390, MUSC 450, PHED 390, PSYC 304

Secondary Education Program Prerequisites

- Education: EDUC 201 and SPED 363
- English: ENGL 201 or an approved equivalent
- Mathematics: university mathematics proficiency (http://catalog.ewu.edu/undergraduate-degree/#newitemtext)
- Speech: CMST 200 or CMST 201 or CMST 340 or an approved equivalent
- Other: PSYC 304
- Pass the NES / West E endorsement test in their major area. Candidates in the Modern Languages should also pass the ACTFL requirements.
• Attempt the NES / West E endorsement test(s) in all non-major endorsement areas.

P-3 Early Childhood Program Prerequisites

• Education: SPED 363
• English: ENGL 201 or an approved equivalent
• Mathematics: MATH 107 or MATH 208 or an approved equivalent
• Speech: CMST 200 or CMST 201 or CMST 340 or an approved equivalent

Post-Baccalaureate Certificate (Candidate holds a BA/BS from an approved institution)

• Education: EDUC 201 and SPED 363
• Other: PSYC 304
• Elementary: MUSC 450, ART 390 and PHED 390
• Secondary: Pass the NES / West E endorsement test in their major area. Candidates in the Modern Languages should also pass the ACTFL requirements.

Transition to Teaching Alternative Route: consult an advisor in the Department of Education.

Grade Requirements

Undergraduate Programs

Admission GPA ≥2.8
Maintain GPA ≥2.8 in program
• ≥B- in each course for program prerequisites
• ≥B- in education core
• Specific content areas including majors and minors may have additional grade requirements
• A minimum grade ≥C is required in any course leading to an endorsement

Graduate Programs

Admission GPA ≥3.0
Maintain GPA ≥3.0 in program

Step 1. Complete Prerequisites to Admissions

There are three routes to certification. Candidates can choose from: Early Childhood (P-3), Elementary (K-8), and Secondary (5-12). Within these routes, candidates can select from a variety of endorsements. Endorsements are either P-12 content specific, Early Childhood (P-3), Elementary (K-8), Middle Level (4-9) content specific, or Secondary (5-12) content specific.

Prior to the Application, students should complete the online orientation by: Fall and Summer Quarters—March 10; Winter Quarter—September 10; and Spring Quarter—January 15. If the deadline falls on a Saturday, Sunday or EWU holiday applications will be accepted the following business day. The application process includes completing an online application with essay, listing contact information for three references, and an interview. To be eligible for admission, students must pass the West B and meet all program prerequisites, including FBI fingerprint clearance and WA State Pre-residency clearance. Applicants must meet with major advisor to complete a program plan. Candidates seeking admission should consult with the Undergraduate Student Services Coordinator from the Education Department.

Step 2. Major/Minor Endorsement Options (see the Major/Minor Endorsement Option List) (p. 4)

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

Once admitted, candidates must declare their major and must have an approved current program plan on file.

P-3
Candidates must declare Early Childhood Education. The BAE in Early Childhood Education meets the requirements for a P-3 endorsement. Contact the P-3 advisor for advisement and signature of agreement for completion of requirements.

Elementary
Contact the academic major and minor department for advisement and signature of agreement for completion of requirements.

Secondary
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 enhance employability.

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

Step 3 Professional Education CORE Requirements—each BAE must include one of the following set of core courses.

Grade Requirements (p. 3)

Elementary Education Core

There are general education 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
EDUC 304 INTRODUCTION TO ELEMENTARY READING 3
EDUC 303 FOUNDATIONS OF ASSESSMENT 18
& EDUC 310 and LITERACY METHODS, MANAGEMENT AND
& EDUC 338 ASSESSMENT IN THE ELEMENTARY SCHOOL
& EDUC 340 and LANGUAGE AND SOCIAL STUDIES METHODS
& EDUC 386A 1: INTEGRATED LANGUAGE ARTS FOR
and LANGUAGE AND SOCIAL STUDIES
ELEMENTARY SCHOOL
METHODS 2: INTEGRATED SOCIAL STUDIES FOR
and FIELD EXPERIENCE AND PRACTICUM
ELEMENTARY SCHOOL
The student planning to enroll in General Student Teaching Experience Prerequisites must have satisfied the prerequisites and must have completed the following clearances verified in Washington with which there is an existing partnership. Student teaching may be completed within a 60-mile radius of EWU or credit load and no additional credits may be earned during this quarter. The teacher candidate is required to enroll in at least 15 credits of approved alternative program. The first quarter of student teaching is contingent upon availability and acceptance by schools. Evidence for Certification Includes:

- National and State of Washington Standards
- State of Washington EdTPA passing scores
- Passing scores for major content endorsement test(s), including ACTFL for World Languages endorsements
- Student Teaching approved Professional Growth Plan
- Current WSP/FBI clearance and Preresidency clearance
- Copy of graduation application form evidencing all requirements have been met

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.

Note: It is important to work with an advisor early in your program to help you plan your schedule. Additional endorsements may be added to valid certificates. See the Certification Officer for more information.

### Secondary Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 309 &amp; EDUC 341</td>
<td>and FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>EDUC 386A &amp; EDUC 413</td>
<td>and SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>EDUC 386B &amp; EDUC 427</td>
<td>and GENERAL STUDENT TEACHING K-12 (These are variable credit courses. The minimum for each is 3 credits.)</td>
<td></td>
</tr>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
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</tbody>
</table>

Total Credits: 50-62

P–3 Education required core is embedded within the programs.

### Step 4. BAE Program Completion

#### Practicum and Student Teaching

While candidates study the profession of teaching, they participate in mentored and supervised practicum experiences in classrooms as a part of field experience. Candidates will plan, instruct, assess, and reflect in preparation for 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 at least 15 credits of student teaching over two consecutive quarters (unless enrolled in an approved alternative program). The first quarter of student teaching candidates complete their edTPA and EDUC 427. The culminating student teaching assignment (EDUC 423/ EDUC 426) is considered a full student credit load and no additional credits may be earned during this quarter. Student teaching may be completed within a 60-mile radius of EWU or Spokane or in selected public school districts throughout the State of Washington with which there is an existing partnership.

#### General Student Teaching Experience Prerequisites

The student planning to enroll in EDUC 427 must have satisfied the prerequisites and must have completed the following clearances verified in a specific EDUC 386A, EDUC 386B, EDUC 386C, EDUC 386E.

- 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
- Have current WSP/FBI Clearance and current Preresidency clearance
- Three-fourths of the total credit hours in major
- Candidates must have a minimum overall GPA ≥2.8
- No individual course grade of <B- in the professional education program core
- No individual course grade of <C in any major or minor course leading toward an endorsement
- Completed advisor-approved Professional Candidacy Confirmation Form
- Current program plan on file in the Department of Education

### Culminating Student Teaching Experience Prerequisites

The student planning to enroll in EDUC 423 or EDUC 426 must have satisfied the prerequisites and must have completed the following clearances verified in EDUC 427:

- Passed EDUC 427
- All method course(s) in major must be completed
- Candidates must have a minimum overall GPA ≥2.8
- No individual course grade of <B- in the professional education program core
- No individual course grade of <C in any major or minor course leading toward an endorsement
- Have current WSP/FBI Clearance and Preresidency clearance
- Must have completed program core

### 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:

- National and State of Washington Standards
- State of Washington EdTPA passing scores
- Passing scores for major content endorsement test(s), including ACTFL for World Languages endorsements
- Student Teaching approved Professional Growth Plan
- Current WSP/FBI clearance and Preresidency clearance
- Copy of graduation application form evidencing all requirements have been met
- Multicultural Verification Assessment Form
Early Childhood Education
Candidates must declare either Early Childhood Education or the blended Early Childhood Special Education.

Majors
- BAE—Early Childhood Education P-K—Third Grade
- BAE—Early Childhood Ed & Early Childhood Special Ed

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
- *Middle Level Natural Science
- *Elementary Education
**These majors meet a P-12 endorsement.
- **Art
- **French
- **Literacy, Reading, and Writing
- **Health/Fitness
- **Spanish

These majors do not meet an endorsement
- Mathematics
- Social Studies

Minors
- Art
- English as a Second Language
- French
- German
- History
- Physics
- Theatre

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 enhance employability.

Majors (Endorsements)
- Art
- Biology
- Business and Marketing Education
- Chemistry
- Earth and Space Science
- English
- French
- Health/Fitness
- Literacy, Reading and Writing
- Mathematics
- Music (http://catalog.ewu.edu/health-science-public/wellness-movement/health-fitness-secondary-bae/)
- Physics
- Social Studies
- Spanish

Add-On Endorsements
- Early Childhood Special Education
- Special Education

Business and Marketing Education Courses

BUED 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

BUED 299. DIRECTED STUDY. 1-15 Credits.

BUED 302. BUSINESS COMMUNICATION. 4 Credits.
Pre-requisites: junior standing.
This course focuses on oral and written communication strategies, theories and models with an emphasis on the principles of effective business writing in the digital workplace. Students work directly with small businesses to conduct primary research and collect industry research in order to develop a formal research report and a professional business presentation. Students receive hands-on experience by working in collaborative groups and presenting the final report and presentation.

BUED 396. EXPERIMENTAL COURSE. 1-10 Credits.
Experimental.
BUED 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

BUED 425. WORKPLACE COMMUNICATIONS USING COMPUTER APPLICATIONS. 5 Credits.
Pre-requisites: junior standing or permission of instructor.
This course provides an opportunity for students to learn Microsoft and Adobe products through workplace simulations: project-based learning. Students develop new documents from workplace scenarios in order to develop problem solving and critical thinking skills. Workplace communication scenarios, such as meetings, give students hands-on learning experiences to communicate using computer applications.

BUED 430. WORKPLACE COMMUNICATIONS USING COMPUTER APPLICATIONS II. 1-10 Credits.
Pre-requisites: BUED 425.
This course provides an opportunity for students to learn Microsoft Access, Outlook, Project, Visio, Excel Expert, Word Expert, and Adobe CC products through workplace simulations: whole-task learning. Students design new documents from complex workplace scenarios in order to develop problem solving and critical thinking skills. Workplace communication scenarios, such as meetings and document sharing, give students on-the-job-task learning experiences using computer applications.

BUED 470. INTRODUCTION TO COMPUTER SCIENCE FOR TEACHERS. 4 Credits.
Pre-requisites: BUED 425.
In this course students learn best practices for teaching the following computer science concepts in order to develop computer science teaching skills: Global Impact/Social Issues, Programming, Computational Thinking, Computer Science Instructional Methodology, Mobile Applications, Area Networks (LAN and WAN.) Students will learn the introductory steps and frameworks a teacher will need for student success in learning highly technical and advanced computer science topics for grades 4-12.

BUED 475. METHODOLOGIES USED IN BUSINESS, ACCOUNTING, BUSINESS ENGLISH AND MARKETING. 4 Credits.
Pre-requisites: ACCT 251, BUED 302, MKTG 310.
This course provides industry certification opportunities to enhance workplace communication by project-based learning and practical workplace simulations. Students create professional Microsoft and Adobe documents through problem solving and critical thinking skills to design formal and technical documents: reports, letters, mail merge, forms, presentations, spreadsheets, functions, charts, databases, newsletters, pivot tables, etc.

BUED 476. INSTRUCTIONAL METHODOLOGIES USING COMPUTER APPLICATIONS. 4 Credits.
Pre-requisites: BUED 425.
This course provides an opportunity for students to develop microcomputer applications’ instructional strategies. Students study different instructional methods and how to implement them into either planning units and lesson plans or employee training material. Students receive hands-on opportunities to demonstrate methodologies and technology classroom management in preparation to instruct computer application content areas and employability skills to an audience.

BUED 496. EXPERIMENTAL COURSE. 1-10 Credits.
Experimental.

BUED 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

BUED 498. SEMINAR. 1-5 Credits.

BUED 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

BUED 599. INDEPENDENT STUDY. 1-5 Credits.

BUED 600. THESIS IN BUSINESS EDUCATION. 1-5 Credits.

BUED 601. RESEARCH REPORT IN BUSINESS EDUCATION. 1-5 Credits.

BUED 695. INTERNSHIP-BUED. 1-5 Credits.

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

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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. PRINCIPLES OF COLLEGE TEACHING. 4 Credits.
Notes: this course is one of three required COIN courses for the MEd in Adult Education. 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 621. ADULT EDUCATION INTERNSHIP I. 2 Credits.
Notes: may be taken during any time during the program. Teaching under supervision at a two-year or four-year college, or other appropriate institution. Includes regular instructional responsibilities and additional planned experience.

COIN 622. ADULT EDUCATION INTERNSHIP II. 2 Credits.
Pre-requisites: COIN 621.
Continuation of Adult Education Internship I. Teaching under supervision at a two-year or four-year college, or other appropriate institution. Includes regular instructional responsibilities and additional planned experience.
COIN 623. ADULT EDUCATION PORTFOLIO. 2 Credits.
**Pre-requisites:** EDUC 502, EDUC 505, EDUC 506, EDUC 507, EDUC 520, EDUC 522, COIN 571, COIN 572, COIN 581, COIN 621, COIN 622.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

COIN 624. ADULT EDUCATION COMPREHENSIVE EXAM. 3 Credits.
**Pre-requisites:** EDUC 502, EDUC 505, EDUC 506, EDUC 507, EDUC 520, EDUC 522, COIN 571, COIN 572, COIN 581, COIN 621, COIN 622.
The purpose of the comprehensive exam is to assess the knowledge and skills attained during the course of graduate study in the Master of Education program. The comprehensive exam requires students to integrate the principals, concepts, and research methodologies when employing academic language and using a formal writing style.

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.

### Career and Technical Education Courses

**CTED 299. DIRECTED STUDY. 1-15 Credits.**

**CTED 300. INTRODUCTION TO CAREER AND TECHNICAL EDUCATION. 4 Credits.**
**Notes:** Industry and Business Route/Plan 2 students may simultaneously take CTED 492.
**Pre-requisites:** junior standing or permission of instructor.
An introduction to the elements of Career and Technical Education and Plan 2/business and Industry Route certification. This course includes current components of education in Washington State and the nation, the process for CTE certification, as well as the implication for CTE.

**CTED 301. PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION. 4 Credits.**
**Notes:** Industry and Business Route/Plan 2 students may simultaneously take CTED 492.
**Pre-requisites:** junior standing or permission of the instructor.
Study of the role of Career and Technical Education (CTE) in the American education system at all levels including the history of CTE, program standards and frameworks, advisory committees, state and federal regulations, and CTE funding.

**CTED 309. CTE CLASSROOM MANAGEMENT. 4 Credits.**
**Pre-requisites:** junior standing or permission of instructor.
Course addresses minor issues such as school law and abuse and mandated reporting. The course also includes instructional practices that provide inclusive learning environments to support diverse learners at both the secondary (7–12) level and today’s business environment. Students develop instructional skills in identifying barriers to learner success, selecting strategies that support learners while differentiating learning for individual success.

**CTED 341. CTE SECONDARY STRATEGIES. 4 Credits.**
**Pre-requisites:** junior standing or permission of instructor.
This course addresses continuous improvement of instruction through reflective practices for two groups of students. Career and Technical Education (CTE) students: Develop edTPA lesson plans and focus on instructional alignment of assessments to standards and outcomes in order to evaluate instructional effectiveness through data collection and analysis. Participants collect evidence of professional instructional growth with self-reflections to experience the teacher/principal evaluation.

**CTED 396. EXPERIMENTAL COURSE. 1-10 Credits.**
Experimental.

**CTED 398. SEMINAR. 1-15 Credits.**

**CTED 399. DIRECTED STUDY. 1-5 Credits.**
**Pre-requisites:** permission of the instructor, department chair and college dean.

**CTED 474. ADMINISTRATION OF WORK-SITE EDUCATION. 4 Credits.**
**Notes:** Industry and Business Route/Plan 2 students may simultaneously take CTED 485 and CTED 492.
**Pre-requisites:** junior standing or permission of instructor.
Course provides students the opportunity to satisfy the certification requirements for candidates pursuing qualifications to teach CTE work-site learning and career choices. Includes instruction in the areas of work-site learning, occupational analysis, student leadership, workplace safety, and advisory partnerships.

**CTED 485. MANAGEMENT OF CTE PRACTICUM. 1 Credit.**
**Notes:** Industry and Business Route/Plan 2 students may simultaneously take CTED 300, CTED 301 or CTED 474.
**Pre-requisites:** junior standing or permission of instructor.
Students will complete 60 hours of classroom instructional practicum to demonstrate student learning as well as an assessment tool for CTE certification.

**CTED 492. CTE PROFESSIONAL PORTFOLIO. 1 Credit.**
**Notes:** Industry and Business Route/Plan 2 students may simultaneously take CTED 301 or CTED 474. This course may be repeated for credit.
**Pre-requisites:** junior standing or permission of instructor.
Students create a professional development portfolio to organize CTE competencies and curriculum design as they progress through the Plan 2/ Business and Industry Route program.

**CTED 495. PROFESSIONAL INTERNSHIP. 1-15 Credits.**

**CTED 496. EXPERIMENTAL. 1-10 Credits.**
Experimental.

**CTED 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.**

**CTED 498. SEMINAR. 1-15 Credits.**

**CTED 499. DIRECTED STUDY. 1-5 Credits.**
**Pre-requisites:** permission of the instructor, department chair and college dean.

### 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 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 280. FOUNDATIONAL METHODS IN EDUCATION. 12-18 Credits.  
**Notes:** this course serves the alternate-route program.  
**Pre-requisites:** ENGL 201 or equivalent. This module is an introduction to the foundations of assessment, management, special education, ELL, and elementary reading. Candidates will evaluate their current competencies and begin their portfolios with evidence for competencies.  
EDUC 296. EXPERIMENTAL COURSE. 1-5 Credits.  
EDUC 299. SPECIAL STUDIES. 1-18 Credits.  
EDUC 300. INTRODUCTION TO CLASSROOM EXPERIENCE. 1-4 Credits.  
**Notes:** Graded Pass/Fail. This course is open to students admitted to the Education Program only. After registering for EDUC 300, sign up for placements in the Department of Education.  
**Pre-requisites:** Washington State Patrol form submitted. 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.  
EDUC 303. FOUNDATIONS OF ASSESSMENT. 3 Credits.  
**Pre-requisites:** ENGL 201; MATH 107 or MATH 208; CMST 200 or proof of equivalency; passing the Washington Education Skill Test-Basic (WEST-B). 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.  
**Notes:** Acceptance into the Teacher Education Program required. Department authorization and application required for admission. Passing the Washington Education Skill Test-Basic (WEST B) or satisfactory SAT or ACT scores; a minimum cumulative GPA ≥2.8.  
**Pre-requisites:** grades ≥B- in each of these courses: ENGL 201, MATH 208, MATH 209, MATH 210, ART 390, CMST 200, EDUC 201, MUSC 450, PHED 390, PSYC 304, SPED 363, or proof of equivalency. 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.  
**Pre-requisites:** 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.  
**Pre-requisites:** EDUC 310. 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.  
**Notes:** Acceptance into the Teacher Education Program required. Department authorization and application required for admission. Passing the Washington Education Skill Test-Basic (WEST B) or satisfactory SAT or ACT scores; a minimum cumulative GPA ≥2.8.  
**Pre-requisites:** Grades ≥B- in each of these courses: ENGL 201, MATH proficiency course, CMST 200, EDUC 201, PSYC 304, SPED 363, or proof of equivalency. Concurrent enrollment with EDUC 413. 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.  
**Notes:** Washington State Patrol Clearance/FBI fingerprinting clearance.  
**Pre-requisites:** EDUC 304 or EDUC 479. Concurrent enrollment with EDUC 338, EDUC 340, and EDUC 386A (3 credits minimum). 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: a university graduation requirement–global studies.
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: a university graduation requirement–diversity.
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 AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL. 4 Credits.
Notes: Washington State Patrol Clearance/FBI fingerprinting clearance required.
Pre-requisites: EDUC 304.
Concurrent enrollment in EDUC 310, EDUC 340 and EDUC 386 (minimum of 3 credits). Placement in P–8 school with minimum of nine hours 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 and integration with social studies instruction.

EDUC 340. LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL. 4 Credits.
Notes: Washington State Patrol Clearance/FBI fingerprinting clearance required.
Pre-requisites: EDUC 304.
Concurrent enrollment in EDUC 310, EDUC 338, and EDUC 386 (minimum of 3 credits). 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, integrated strategies with language arts instruction, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.

EDUC 341. SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT. 3 Credits.
Notes: Washington State Patrol/FBI fingerprinting clearance.
Pre-requisites: Departmental clearance prior to registration. Concurrent enrollment with EDUC 413.
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 nine 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 344. EARLY NUMERACY INSTRUCTION IN THE P-3 SCHOOL SETTING. 4 Credits.
Pre-requisites: EDUC 394 and MATH 208 or equivalent.
This course combines early numeracy content with research based methods and strategies in order to prepare students to effectively teach rigorous, developmentally appropriate mathematics in preschool through third grade classrooms. This course is designed to give students an understanding of how children progress in their mathematical thinking and learning and how to facilitate high quality learning experiences.

EDUC 380. INTEGRATED STEM METHODS 1. 4 Credits.
Notes: Washington State Patrol Clearance / FBI Fingerprint Clearance required.
Pre-requisites: EDUC 310.
Concurrent enrollment with EDUC 308, EDUC 381, and EDUC 386B (minimum 3 credits). This course introduces and models integrated methods for science, engineering, math and technology in the elementary school. Course content includes the formulation of goals for instruction in science and engineering, 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 381. INTEGRATED STEM METHODS 2. 4 Credits.
Notes: Washington State Patrol Clearance / FBI Fingerprint Clearance required.
Pre-requisites: EDUC 310.
Concurrent enrollment with EDUC 308, EDUC 380, and EDUC 386B (3 credits minimum). This course introduces and models integrated methods for science, engineering, math and technology in the elementary school. Course content includes the formulation of goals for instruction in math and technology, 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 385. FOUNDATIONS OF DEVELOPMENTALLY APPROPRIATE PRACTICES. 4 Credits.
Notes: EDUC 385 is a required prerequisite for EDUC 395.
This course will survey the history, theory and current issues/trends of the birth – five early childhood education field. An emphasis will be placed on high-quality early childhood education service delivery models. This course is specifically designed for students who are not pursuing teacher certification but who are likely to work with others in providing services to young children and their families.
**EDUC 386A. FIELD EXPERIENCE AND PRACTICUM. 1-5 Credits.**  
**Notes:** Washington State Patrol Clearance / FBI Fingerprint Clearance required. A weekly seminar is required. Your schedule must be arranged so time can be spent in a public school classroom during the day.  
**Pre-requisites:** admission to the Education program.  
This course requires participation in public school instruction, classroom management, assessment and professional development and provides an opportunity for integration with content learned in methods courses.

**EDUC 386B. FIELD EXPERIENCE AND PRACTICUM. 1-5 Credits.**  
**Notes:** Washington State Patrol Clearance / FBI Fingerprint Clearance required. A weekly seminar is required. Your schedule must be arranged so time can be spent in a public school classroom during the day.  
**Pre-requisites:** admission to the Education program.  
This course requires participation in public school instruction, classroom management, assessment and professional development and provides an opportunity for integration with content learned in methods courses.

**EDUC 386C. FIELD EXPERIENCE AND PRACTICUM. 1-5 Credits.**  
**Notes:** Washington State Patrol Clearance / FBI Fingerprint Clearance required. A weekly seminar is required. Your schedule must be arranged so time can be spent in a public school classroom during the day.  
**Pre-requisites:** admission to the Education program.  
This course requires participation in public school instruction, classroom management, assessment and professional development and provides an opportunity for integration with content learned in methods courses.

**EDUC 386D. P3 FIELD EXPERIENCE AND PRACTICUM. 1 Credit.**  
**Notes:** Washington State Patrol Clearance / FBI Fingerprint Clearance required. Seminar will be required intermittently throughout the quarter. Your schedule must be arranged so time can be spent in a public school classroom during the day.  
**Pre-requisites:** admission to the Education program and EDUC 451.  
This course requires participation in public school instruction, classroom management, assessment and professional development and provides an opportunity for integration with content learned in methods courses.

**EDUC 386E. P3 FIELD EXPERIENCE AND PRACTICUM. 3 Credits.**  
**Notes:** Washington State Patrol Clearance / FBI Fingerprint Clearance required. Seminar will be required intermittently throughout the quarter. Your schedule must be arranged so time can be spent in a public school classroom during the day.  
**Pre-requisites:** admission to the Education program and EDUC 386D.  
This course requires participation in public school instruction, classroom management, assessment and professional development and provides an opportunity for integration with content learned in methods courses.

**EDUC 387. LITERACY AND SPECIALIST METHODS. 12-18 Credits.**  
**Notes:** this course serves the alternate-route program.  
**Pre-requisites:** EDUC 280.  
Candidates will spend time in a Music, Art and Physical education setting and provide evidences that they have met the elementary competencies in those areas. Coursework modules will focus on specialist instruction and literacy instruction in the elementary school. Includes full-time practicum classroom experience.

**EDUC 388. ELEMENTARY CORE METHODS. 12-18 Credits.**  
**Notes:** This course serves the alternate-route program. The multicultural verification assessment is a signature assessment completed in this quarter and includes 30 hours in a diverse setting and a reflection of learning outcomes. Includes a full-time classroom practicum experience.  
**Pre-requisites:** EDUC 387.  
Candidates will master methods of elementary instruction including English language arts, math, science and social studies. Course meetings will further develop professional and cohort needs, especially in equity pedagogy.

**EDUC 389. FIELD EXPERIENCE AND PRACTICUM. 1-5 Credits.**  
**Pre-requisites:** permission of the instructor, department chair and college dean.  
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 402. ADMISSION TO RESEARCH/INTERNSHIP. 2 Credits.
**Notes:** this course is a prerequisite for the internship or research project for the major.
Students explore choices in internship and research projects, career preparation options, and portfolio completion requirements and standards. Students secure internship placements.

EDUC 403. LITERACY ASSESSMENT PRACTICUM. 1 Credit.
**Notes:** candidates spend three hours/week in their practicum.
**Pre-requisites:** EDUC 320 must be taken concurrently.
In this practicum for literacy majors/minors, candidates administer literacy assessments in a K–12 classroom. This course focuses on administering formative and summative assessments for reading, writing and oral language development for P–12 students. Candidates learn to use assessment data, make instructional decisions and prepare professional reports.

EDUC 404. EDUCATIONAL FOUNDATIONS CAPSTONE AND CLASSROOM APPLICATION. 12-18 Credits.
**Notes:** this course serves the alternate-route program and includes a full-time classroom practicum.
**Pre-requisites:** EDUC 387.
**Satisfies:** a university graduation requirement—senior capstone.
This course allows teacher candidates to analyze their classroom experiences, and develop and implement a philosophy for elementary instruction. Students examine the historical, philosophical and social foundations of education, learning theories, and use of technology media to create integrated lessons that have a positive impact on student learning.

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:** admission into the education department.
This course provides students with an introduction to evidence-based practices and professional standards for planning and delivering curriculum in inclusive ECE/ECSE classrooms. Students will become skilled in utilizing principles of Universal Design for Learning for planning child-focused, intentional teaching in natural learning environments.

EDUC 411. LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS. 4 Credits.
**Pre-requisites:** EDUC 304, 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. 3 Credits.
**Notes:** Washington State Patrol/FBI fingerprinting clearance.
**Pre-requisites:** concurrent enrollment with EDUC 309.
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.

EDUC 416. WRITING PROCESS ACROSS THE CURRICULUM. 4 Credits.
**Pre-requisites:** EDUC 304.
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 201.
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.
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.
**Pre-requisites:** EDUC 386A.
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. 12 Credits.
Notes: Graded Pass/Fail. Washington State Patrol and FBI clearance must be current. All students must have a minimum overall GPA ≥ B- in each of the following: major(s), minor(s) and Professional Education Program.
Pre-requisites: EDUC 386B and departmental clearance required prior to registration.
All course grades in the student's major(s), minor(s) and the Professional Education Program must be at least B-.

EDUC 426. SECONDARY STUDENT TEACHING 7-12. 12 Credits.
Notes: Graded Pass/Fail. Washington State Patrol and FBI clearance must be current. All students must have a minimum overall GPA ≥ 2.8 in each of the following: major(s), minor(s) and Professional Education Program.
Pre-requisites: EDUC 386B and departmental clearance required prior to registration.
All course grades in the student's major(s), minor(s) and the Professional Education Program must be ≥ B-.

EDUC 427. GENERAL STUDENT TEACHING K-12. 3-15 Credits.
Notes: graded Pass/Fail. Washington State Patrol and FBI clearance must be current. All students must have a minimum overall GPA ≥ 2.8 and ≤ B- in each course for the following: major(s), minor(s) and Professional Education Program. Washington State Patrol and FBI clearance must be current. Refer to Student Teaching Handbook for complete description of requirements. Seminar required.

EDUC 428. STUDENT TEACHING MODULE. 18 Credits.
Notes: This course serves the alternate-route program. The Student Teaching Module is a full-time teaching experience in a K-8 setting.
Pre-requisites: EDUC 404.
Student teaching seminars will address professional development and cohort needs for both candidates and mentors. Candidates will complete and meet edTPA requirements.

EDUC 430. ASSESSMENT IN EARLY CHILDHOOD EDUCATION. 5 Credits.
Pre-requisites: admission into the education department.
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 444. LANGUAGE ARTS METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM. 3 Credits.
Pre-requisites: EDUC 394.
This course provides students with rich experiences in Language Arts education for ECE/ECSE classrooms. Course content examines the environment needed to teach the skills of listening, speaking, and writing in the Preschool—Third Grade classroom. Students will develop skills for standards-aligned lesson and unit planning through data-driven decisions and evidence-based practices.

EDUC 450. METHODS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.
Pre-requisites: EDUC 410 and concurrent enrollment in EDUC 451.
Building upon prerequisite coursework, this course will prepare students to use intentional teaching practices to deliver integrated curriculum content in the classroom (e.g., math, science, social studies, music, creative arts). Students will become skilled in the development and delivery of curriculum that is based on a strong foundational knowledge of typical child development, and child-centered, relationship-based practices.

EDUC 451. APPLICATIONS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.
Pre-requisites: 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 454. SCIENCE METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM. 4 Credits.
Pre-requisites: concurrent enrollment in EDUC 344 and EDUC 444.
This course provides students with rich experiences in science education for ECE/ECSE classrooms. Course content is focused on inquiry-based approaches to developmentally appropriate big ideas in science. Students will develop skills for inquiry-based, standards-aligned lesson and unit planning.

EDUC 461. SOCIAL STUDIES METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM. 3 Credits.
Pre-requisites: EDUC 450.
This course provides students with rich experiences in social studies education for ECE/ECSE classrooms. Course content includes fundamental understandings of self, community, and civic engagement. Students will develop skills for standards-aligned lesson and unit planning while utilizing a variety of teaching strategies.
EDUC 462. INSTRUCTIONAL MEDIA AND TECHNOLOGY. 3 Credits.  
Notes: Washington State Patrol and FBI fingerprinting clearance.  
Pre-requisites: EDUC 304, may be taken concurrently.  
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 469. APPLICATIONS III: EARLY CHILDHOOD CURRICULUM METHODS. 1 Credit.  
Pre-requisites: EDUC 464.  
The third of three application courses designed to provide opportunities for students to reflect upon activities and outcomes to increase their understanding of K–3 practices in conjunction with implementation of curriculum content from methods coursework. The course provides continued emphasis on summarizing, planning and communicating results of curriculum and assessment using data-based decision making in kindergarten–third grade classrooms.

EDUC 470. DIVERSITY IN EARLY CHILDHOOD EDUCATION. 3 Credits.  
Pre-requisites: admission into the education department or permission of the instructor.  
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. 4 Credits.  
Pre-requisites: EDUC 410 and concurrent enrollment in 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.

EDUC 478. SCIENCE IN THE ELEMENTARY SCHOOL. 4 Credits.  
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: a university graduation requirement—global studies.  
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 488. PRACTICUM EDUCATIONAL STUDIES. 1-15 Credits.  
Notes: graded Pass/Fail.  
Pre-requisites: must be declared in the Educational Studies BA.  
This is the student teaching practicum for the Educational Studies BA.

EDUC 489. FAMILY-CENTERED PRACTICE IN EARLY CHILDHOOD. 3 Credits.  
Pre-requisites: admission into the education department or permission of the instructor.  
This course addresses the knowledge and skills necessary for working with families of young children, with and without disabilities. It reviews the effect of adversity on families and strategies for delivering family-centered curriculum and intervention. It focuses on understanding and measuring family outcomes. The broad components include: understanding foundations of theory and policy; establishing effective partnerships; 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: a university graduation requirement—senior capstone.  
This course has students utilize their literacy training as they interact with K–12 students to assess, plan, and implement literacy interventions in a tutoring clinic. During this service-based experience, students identify the connections among literacy instruction and politics, the economy, and social justice issues. In addition, students will develop a two-week reading curriculum for their placement practicum and review the Washington Teacher Competencies for the Reading Endorsements.
EDUC 490A. NATURAL RESOURCES CAPSTONE. 5 Credits.
Pre-requisites: senior standing.
Satisfies: a university graduation requirement–senior capstone.
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 490C. EARLY CHILDHOOD CAPSTONE. 5 Credits.
Pre-requisites: EDUC 464.
Satisfies: a university graduation requirement–senior capstone.
This course is designed to provide students with professional experiences and principles to guide their professional certification and practice in the field of early childhood education. The standards put forth by the National Association for the Education of Young Children, Division for Early Childhood, and WA professional competencies for P-3 certification will provide a framework for analyzing the professional issues applied, practiced and discussed.

EDUC 490E. CRITICAL THINKING IN TEACHING AND LEARNING. 4 Credits.
Notes: may be stacked with EDUC 592.
Satisfies: a university graduation requirement–senior capstone.
The study abroad program will provide a critical thinking perspective on education through a focus on science, social studies, and/or math, through exposure to coursework using the country’s cultural frames of reference. Students will be exposed to the community customs, language, education, and will contextualize their learning by linking it to local realities and a view of social justice and political context (including service learning).

EDUC 494. LITERACY SEMINAR AND PRACTICUM. 3 Credits.
Notes: graded Pass/Fail.
Pre-requisites: EDUC 338; 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 six hours per week, five days per week, during literacy instruction in a public school classroom.

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. 1-18 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 525. RESEARCH METHODS FOR EDUCATIONAL SETTINGS. 4 Credits.
**Pre-requisites:** admission to an M.Ed. program.
The purpose of this course is to teach students to consume and conduct single-case and single-subject research in educational and community settings. Students will gain an understanding of the conceptual background underlying this research approach. Students will also learn about the historical background of the development of these design approaches, basic logistical barriers to and solutions for carrying out research in applied settings, and the procedures of carrying out such research.

EDUC 526. INTRODUCTION TO MULTI-TIERED SYSTEMS OF SUPPORT. 4 Credits.
**Pre-requisites:** EDUC 525.
The purpose of this course is to teach students how to build a school wide multi-tiered system of support (MTSS). The MTSS framework encompasses tiered systems such as response to intervention (RTI) and positive behavioral interventions and supports (PBIS), and is designed to help all K–12 students succeed. Students will learn about effective instruction, the role of school teams, implementation in action, assessment, problem solving and data-based decision making.

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 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. Understand how to select and adapt instructional content, including technology-based materials. Demonstrate knowledge of the range of genre, text types, and text language in classic and contemporary children's and young adult literature.

EDUC 544. ADVANCED READING METHODS ACROSS THE CURRICULUM. 4 Credits.
A course designed to provide classroom teachers an opportunity to revisit current reading pedagogical knowledge, including knowledge of essential components of reading (phonics, word recognition, fluency, vocabulary, comprehension), phonological awareness, print concepts, and academic language. Students will explore meaningful ways in which reading instruction may be infused and integrated within content areas of the curriculum, including Common Core State Standards. 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 553. THEORY AND PRACTICE IN CURRICULUM STUDIES. 4 Credits.
This course emphasizes the key philosophical, sociological, and historical intellectual contributions in the field of curriculum. Students will develop a comprehensive understanding of school curriculum through the analysis of historical events and current research.

EDUC 554. CURRICULAR DESIGN AND EVALUATION. 4 Credits.
This course examines the principles underlying the development of a K-12 school curriculum. With an emphasis on methods of determining curriculum priorities, objectives, scope and sequence, and organizational patterns, as well as an examination of how curriculum design facilitates student-learning opportunities.

EDUC 560. READING INQUIRY. 4 Credits.
This course centers on theoretical and evidence-based research into reading and literacy instruction. The course is based on the inquiry cycle, which will provide the organizational structure for class participation. An emphasis on topics related to current research in the field of literacy, including collegial practices. Class sessions will include small group brainstorming and discussion, reading, explorations, browsing, workshop experiences, presentations, and teaching demonstrations.

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 AND BUDGET. 4 Credits.
Notes: requirement for Principal Certification Program and M.Ed. with Leadership emphasis. Students will examine the role of the principal, using the PSEL 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. School budget and finance basics will be introduced, studied and discussed.

EDUC 570. ELEMENTARY SCHOOL SCIENCE PROGRAMS. 4 Credits.
The development of elementary school science programs and materials including the coordination of science instruction with other curricular areas.

EDUC 572. MATHEMATICS AND QUANTITATIVE REASONING IN ELEMENTARY SCHOOL. 4 Credits.
Pre-requisites: admittance to the MIT program. This course combines elementary and middle school mathematics content with research based methods and strategies in order to prepare students to effectively teach rigorous, developmentally appropriate mathematics in kindergarten through eighth grade classrooms. This course is designed to give students an understanding of how children progress in their mathematical thinking and learning and how to facilitate high quality learning experiences.

EDUC 574. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. 4 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, writing and language arts integration. Students will demonstrate knowledge of the interrelationships of reading, writing, listening and speaking. Students demonstrate knowledge of how to integrate a variety of classroom-based materials, using a wide-range of curriculum materials and instructional strategies. Know how to plan systematic instruction using Common Core State Standards and current literacy research to guide instruction. Cover total program: management, methods, materials and techniques.

EDUC 580. CURRICULUM DESIGN IN EARLY CHILDHOOD EDUCATION. 4 Credits.
Pre-requisites: 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 581. THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT: RISK AND RESILIENCE. 4 Credits.
This course covers early childhood development (birth – 8), which includes the impact of prenatal, as well as social and societal influences. Students will learn about brain development, and how risk and protective factors can impact social-emotional, physical and cognitive growth in young children.

EDUC 582. CURRICULUM AND PRACTICE IN EARLY CHILDHOOD EDUCATION. 4 Credits.
This course will focus on classical and contemporary issues in early childhood education (birth – 8). Five larger domains (i.e., stakeholders in ECE, differentiation, standards, and curricula) will be examined through selected readings.

EDUC 583. THE INTENTIONAL TEACHER. 4 Credits.
Pre-requisites: EDUC 582. Course content will provide a framework for early childhood professionals to plan, deliver and assess, evidence-based, integrated curriculum content in the early childhood classroom (e.g., math, science, social studies, music, creative arts).

EDUC 584. POSITIVE LEARNING ENVIRONMENTS FOR YOUNG CHILDREN. 4 Credits.
This course prepares students to create a positive climate for young children. The quality of learning environments will be examined with regard to both the social and physical design and layout. Students will explore the function of behavior and define preventative strategies in early childhood home and classroom settings.
EDUC 585. FAMILY ENGAGEMENT, SYSTEMS AND THEORY. 4 Credits.
Pre-requisites: requires admission into the ECE emphasis area of the MEd.
This course is based on an understanding of family systems and the application of family-centered principles in early childhood education and home-based services. Students will gain an understanding of family and cultural contexts in which child development occurs and explore service delivery models and frameworks for supporting a collaborative partnership with families.

EDUC 586. EARLY CHILDHOOD LEADERSHIP, POLICY AND PRACTICE. 4 Credits.
Pre-requisites: EDUC 581, EDUC 582.
This course will require students to think critically about the evolution of policies, programs, and practices in early care and education. Students will apply perspectives to current practice and policy through critical analysis of research, and program evaluation.

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. Developing practitioners reflect and discuss the importance of respecting socio-economic, cultural, linguistic and ethnic diversity in the teaching process. Demonstrate knowledge that students’ interests, literacy skills and funds of knowledge are always considered and integrated within literacy practices. Instructional implications will be highlighted so 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. Knowledge of foundations of phonology, morphology, semantics, syntax, pragmatics and orthography. Integration and analysis of multiple assessment tools and knowledge of the assessment/instruction cycle (data analysis, universal screening, diagnostic, progress monitoring, formative, summative), and how to use a variety of assessment tools and practices to plan and evaluate evidence-based literacy instruction. Specialized, intensive approaches for the improvement of the literacy skills will be examined. Reflection will include the influence and impact on literacy for English Language Learners, special needs students, and struggling readers.

EDUC 592. SUPERVISED PRACTICUM LITERACY. 4 Credits.
Supervised practicum experience working with students who are enrolled in the department's student literacy program.

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 literacy 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 610. PORTFOLIO AND COMPREHENSIVE EXAMINATION ADULT EDUCATION. 1-5 Credits.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 611. PORTFOLIO AND COMPREHENSIVE EXAMINATION EDUCATIONAL FOUNDATIONS. 1-5 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 612. PORTFOLIO AND COMPREHENSIVE EXAMINATION EARLY CHILDHOOD EDUCATION. 1-5 Credits.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.
EDUC 613. PORTFOLIO AND COMPREHENSIVE EXAMINATION CURRICULUM AND INSTRUCTION. 1-5 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 614. PORTFOLIO AND COMPREHENSIVE EXAMINATION EDUCATIONAL LEADERSHIP. 1-5 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 615. PORTFOLIO AND COMPREHENSIVE EXAMINATION LITERACY. 1-5 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 621. CURRICULUM AND INSTRUCTION INTERNSHIP I. 2 Credits.
Notes: Graded Pass/Fail.
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 622. CURRICULUM AND INSTRUCTION INTERNSHIP II. 2 Credits.
Notes: Graded Pass/Fail.
To register, students must make application to the program advisor during May of the previous year.
Pre-requisites: EDUC 621.
Continuation of Early Childhood Internship I. 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.

EDUC 623. CURRICULUM AND INSTRUCTION PORTFOLIO. 2 Credits.
Notes: graded Pass/Fail.
Pre-requisites: EDUC 505, EDUC 507, EDUC 520, EDUC 522, EDUC 533, EDUC 538, EDUC 544, EDUC 551, EDUC 621, EDUC 622.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 624. CURRICULUM AND INSTRUCTION COMPREHENSIVE EXAM. 3 Credits.
Notes: graded Pass/Fail.
Pre-requisites: EDUC 505, EDUC 507, EDUC 520, EDUC 522, EDUC 533, EDUC 538, EDUC 544, EDUC 551, EDUC 621, EDUC 622.
The purpose of the comprehensive exam is to assess the knowledge and skills attained during the course of graduate study in the Master of Education program. The comprehensive exam requires students to integrate the principals, concepts, and research methodologies when employing academic language and using a formal writing style.

EDUC 631. EARLY CHILDHOOD INTERNSHIP I. 2 Credits.
Notes: Graded Pass/Fail.
To register, students must make application to the program advisor during May of the previous year.
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.

EDUC 632. EARLY CHILDHOOD INTERNSHIP II. 2 Credits.
Notes: Graded Pass/Fail.
To register, students must make application to the program advisor during May of the previous year.
Pre-requisites: EDUC 631.
Continuation of Early Childhood Internship I. 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.

EDUC 633. EARLY CHILDHOOD PORTFOLIO. 2 Credits.
Notes: graded Pass/Fail.
Pre-requisites: EDUC 505, EDUC 507, EDUC 520, EDUC 522, EDUC 581, EDUC 582, EDUC 583, EDUC 584, EDUC 585, EDUC 586, EDUC 631, EDUC 632.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 634. EARLY CHILDHOOD COMPREHENSIVE EXAM. 3 Credits.
Notes: graded Pass/Fail.
Pre-requisites: EDUC 505, EDUC 507, EDUC 520, EDUC 522, EDUC 581, EDUC 582, EDUC 583, EDUC 584, EDUC 585, EDUC 586, EDUC 631, EDUC 632.
The purpose of the comprehensive exam is to assess the knowledge and skills attained during the course of graduate study in the Master of Education program. The comprehensive exam requires students to integrate the principals, concepts, and research methodologies when employing academic language and using a formal writing style.

EDUC 641. LITERACY INTERNSHIP I. 2 Credits.
Notes: Graded Pass/Fail.
To register, students must make application to the program advisor during May of the previous year.
Pre-requisites: EDUC 591 must be taken concurrently.
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.
EDUC 642. LITERACY INTERNSHIP II. 2 Credits.
Notes: Graded Pass/Fail. To register, students must make application to the program advisor during May of the previous year.
Pre-requisites: EDUC 650 must be taken concurrently, and EDUC 641. Continuation of Literacy Internship I. 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.

EDUC 643. LITERACY PORTFOLIO. 2 Credits.
Notes: Graded Pass/Fail. Must be completed after all other coursework has been completed, but before, or concurrently, with the comprehensive exam.
Pre-requisites: EDUC 644 may be taken concurrently.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 644. LITERACY COMPREHENSIVE EXAM. 3 Credits.
Notes: graded Pass/Fail.
Pre-requisites: EDUC 505, EDUC 507, EDUC 520, EDUC 522, EDUC 542, EDUC 544, EDUC 560, EDUC 576, EDUC 590, EDUC 591, EDUC 641, EDUC 642, EDUC 643.
The purpose of the comprehensive exam is to assess the knowledge and skills attained during the course of graduate study in the Master of Education program. The comprehensive exam requires students to integrate the principals, concepts, and research methodologies when employing academic language and using a formal writing style.

EDUC 651. LEADERSHIP INTERNSHIP I. 2 Credits.
Notes: Graded Pass/Fail. To register, students must make application to the program advisor during May of the previous year. Practical, on-the-job experience for principal candidates 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.

EDUC 652. LEADERSHIP INTERNSHIP II. 2 Credits.
Notes: Graded Pass/Fail. To register, students must make application to the program advisor during May of the previous year.
Pre-requisites: EDUC 651.
Continuation of Leadership Internship I. 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.

EDUC 653. LEADERSHIP PORTFOLIO. 2 Credits.
Notes: graded Pass/Fail.
Pre-requisites: EDUC 507, EDUC 520, EDUC 522, EDUC 551, EDUC 564, EDUC 565, EDUC 566, EDUC 567.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 654. LEADERSHIP COMPREHENSIVE EXAM. 3 Credits.
Notes: graded Pass/Fail.
Pre-requisites: EDUC 505, EDUC 507, EDUC 520, EDUC 522, EDUC 551, EDUC 564, EDUC 565, EDUC 566, EDUC 567, EDUC 651, EDUC 652, EDUC 653.
The purpose of the comprehensive exam is to assess the knowledge and skills attained during the course of graduate study in the Master of Education program. The comprehensive exam requires students to integrate the principals, concepts, and research methodologies when employing academic language and using a formal writing style.

EDUC 660. PRINCIPAL INTERNSHIP I. 3 Credits.
Notes: to register, students must send verification of placement to advisor at least one quarter before beginning internship.
Pre-requisites: EDUC 660, EDUC 663.
Continuation of Principal Internship I. Practical, on-the-job experience for principal candidates 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.

EDUC 661. PRINCIPAL INTERNSHIP II. 3 Credits.
Notes: to register, students must send verification of placement to advisor at least one quarter before beginning internship.
Pre-requisites: EDUC 660, EDUC 663.
Practical, on-the-job experience for principal candidates 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.

EDUC 662. PRINCIPAL INTERNSHIP III. 2 Credits.
Notes: to register, students must send verification of placement to advisor at least one quarter before beginning internship.
Pre-requisites: EDUC 660, EDUC 661, EDUC 663, EDUC 664.
Practical, on-the-job experience for principal candidates 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.

EDUC 663. PRINCIPAL PORTFOLIO I. 1 Credit.
Pre-requisites: EDUC 660.
This course provides Principal Certificate candidates the opportunity to assemble a portfolio of work from graduate education courses and internship work that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies.

EDUC 664. PRINCIPAL PORTFOLIO II. 1 Credit.
Pre-requisites: EDUC 660, EDUC 661, EDUC 663.
This course provides Principal Certificate candidates the opportunity to assemble a portfolio of work from graduate education courses and internship work that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies.

EDUC 665. PRINCIPAL PORTFOLIO III. 2 Credits.
Pre-requisites: EDUC 660, EDUC 661, EDUC 662, EDUC 663, EDUC 664.
This course provides Principal Certificate candidates the opportunity to assemble a portfolio of work from graduate education courses and internship work that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies.
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.

Special Education Courses

SPED 363. INTRODUCTION TO SPECIAL EDUCATION. 4 Credits.
Pre-requisites: ENGL 201.
Overview of definitions, causes, characteristics and educational approaches concerning students with disabilities and exceptional students.

SPED 399. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects vary according to faculty and student interest.

SPED 412. INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION. 4 Credits.
Pre-requisites: SPED 363 and admission to the Education program or declared an Early Childhood Special Education Minor.
Overview of trends and services related to providing intervention for young children with disabilities (ages 0–8) and their families.

SPED 415. ADVOCATING FOR FAMILIES OF YOUNG CHILDREN WITH SPECIAL NEEDS. 4 Credits.
Pre-requisites: SPED 412.
This course provides content related to the field of early childhood special education. It is helpful to have a strong understanding of the field of early childhood special education when in a position to advocate for families with young children with special needs. This course is specifically designed for students who are not pursuing teacher certification and likely to work with others in providing services to young children with special needs and their families.

SPED 420. PRINCIPLES OF BEHAVIOR FOR STUDENTS WITH EXCEPTIONAL NEEDS. 4 Credits.
Pre-requisites: SPED 363 and admission to the Education program or declared a Special Education minor.
Overview of principles of behavior change and how they apply to students with exceptional needs.

SPED 421. CLASSROOM MANAGEMENT IN SPECIAL EDUCATION SETTINGS. 4 Credits.
Pre-requisites: SPED 363 and SPED 420 and admission to the Education program or have declared a special education minor.
Covers fundamental knowledge and experiences for assessing and developing effective management strategies in special education classrooms.

SPED 460. SPECIAL EDUCATION METHODS. 4 Credits.
Pre-requisites: SPED 363 and admission to the Education program or declared a special education minor or early childhood special education minor.
Overview of the primary instructional and behavior management techniques needed to work successfully with persons with special needs.

SPED 461. SPECIALLY DESIGNED INSTRUCTION FOR HIGH INCIDENCE DISABILITIES. 4 Credits.
Pre-requisites: SPED 363, SPED 420, SPED 460 and admission to the Education program.
This course will give students the knowledge and skills to implement evidence-based academic intervention programs that are used with students with high incidence disabilities to teach reading, writing, spelling, and math. Specifically, students will learn to teach with Direct Instruction curricula such as Reading Mastery, Corrective Reading, Connecting Math Concepts, and Corrective Mathematics and other evidence-based instructional programs.

SPED 462. METHODS FOR TEACHING STUDENTS WITH AUTISM AND SEVERE DISABILITIES. 4 Credits.
Pre-requisites: SPED 363, SPED 420, SPED 460 and admission to the Education program.
Covers instructional techniques used to teach skills to students with autism and severe disabilities.

SPED 465. METHODS AND ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION. 5 Credits.
Pre-requisites: SPED 412.
The purpose of this course is to provide students with information about the relationship between assessment and methods for instruction of infants and young children with disabilities. Students will review several early childhood assessment instruments and learn how to relate assessment to curriculum development in early childhood special education through intentionally planned, systematic procedures.

SPED 470. SPECIAL EDUCATION ASSESSMENT. 4 Credits.
Pre-requisites: SPED 363, SPED 420, SPED 460 and admission to the Education program.
Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for students with special needs.

SPED 480. INCLUSIONARY PRACTICES AND COLLABORATION. 4 Credits.
Pre-requisites: SPED 363, SPED 420, SPED 460, SPED 470 (or concurrent with SPED 470) and admission to the Education program.
Covers information and skills needed to collaborate effectively with students, educators, parents and agencies to implement appropriate special education programs.

SPED 488. SPECIAL EDUCATION PRACTICUM. 3 Credits.
Notes: graded Pass/Fail; must be completed twice for a total of 6 credits.
Pre-requisites: permission of instructor.
Students observe and demonstrate effective teaching practices in a special education setting.

SPED 489. SPECIAL EDUCATION STUDENT TEACHING. 16 Credits.
Notes: graded Pass/Fail.
Pre-requisites: SPED 490 and permission of instructor.
Provides the student with teaching experience in a special education setting.
SPED 490. SPECIAL EDUCATION CAPSTONE. 4 Credits.
Pre-requisites: to be taken the quarter before student teaching; permission of instructor required.
Satisfies: a university graduation requirement–senior capstone.
This is a culminating experience for the special education major. Students are required to integrate knowledge from other courses and apply it to a variety of situations. This course is required for special education and dual endorsement majors.

SPED 491. SENIOR THESIS. 4 Credits.
Pre-requisites: invitation of the instructor/advisor.
Satisfies: senior capstone university graduation requirement; replaces ITGS 400 as a senior capstone experience.
Directed research resulting in a formal write-up. Limited to those students for whom research experience will be helpful in obtaining entrance to graduate school.

SPED 495. EXPERIENTIAL LEARNING. 1-12 Credits.
Notes: graded Pass/Fail.
Pre-requisites: permission of the instructor, department chair and college dean (interview required).
Individual learning and career development course with an off-campus internship contract coordinated through the Internship Program.

SPED 496. EXPERIMENTAL COURSE. 1-18 Credits.

SPED 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-10 Credits.

SPED 498. SEMINAR. 1-5 Credits.

SPED 499. DIRECTED STUDY. 1-10 Credits.
Notes: graded Pass/Fail.
Pre-requisites: permission of the instructor, department chair and college dean.

SPED 500. FOUNDATIONS OF SPECIAL EDUCATION. 4 Credits.
Pre-requisites: admission to the MEd Special Education program.
The purpose of this course is to give students an accurate, objective overview of: special education services; special education legislation; historical backgrounds; educational approaches; etiologies of disabilities; and characteristics of individuals with disabilities.

SPED 510. INCLUSIVE EDUCATION FOR STUDENTS WITH DISABILITIES. 4 Credits.
Pre-requisites: admission to MEd Special Education program and SPED 500 or taken concurrently with SPED 500.
The purpose of this course is to give students the knowledge of evidence-based teaching methods that support the inclusion of students with disabilities in the general education classroom. Students will learn about the big ideas of instruction in reading, writing, math and spelling. They will gain an understanding of principles of explicit instruction and specific strategies to differentiate instruction for students with disabilities included in the general education classroom.

SPED 515. MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS. 4 Credits.
Pre-requisites: SPED 500 or concurrent with SPED 500.
The purpose of this course is to give students the knowledge of the principles of behavior and experience assessing behavior and developing effective management strategies in classrooms. Students will learn vocabulary and methods for explaining behavior and promoting positive social behavior. Students will study a range of topics from principles of reinforcement and punishment to methods of analyzing the effectiveness of an intervention.

SPED 530. SPECIALLY DESIGNED INSTRUCTION FOR HIGH INCIDENCE DISABILITIES. 4 Credits.
Pre-requisites: SPED 500 or concurrent with SPED 500.
The purpose of this course is to give students the knowledge and skills to implement evidence-based academic intervention programs commonly used with students with disabilities to teach reading, writing, spelling and math. Students will learn about the research base for these programs and gain practice teaching with them.

SPED 539. SPECIAL TOPICS. 1-15 Credits.
Special Topics.

SPED 540. SPECIAL EDUCATION ASSESSMENT, DIAGNOSIS AND EVALUATION. 4 Credits.
Pre-requisites: SPED 500 or SPED 500 concurrently.
The purpose of this course is to give students the knowledge and skills to evaluate, interpret, select, develop, and use formal and informal assessment tools specifically for individuals with special needs. Students will gain an understanding of the professional and legal guidelines that must be followed when assessing students in the process of special education service delivery.

SPED 550. SPECIALLY DESIGNED INSTRUCTION FOR LOW INCIDENCE DISABILITIES. 4 Credits.
Pre-requisites: SPED 500 or SPED 500 may be taken concurrently.
The purpose of this course is to give students the knowledge and skills to implement instructional techniques and skills for working with children and youth who have severe disabilities. This course will include information on how to evaluate, plan and implement community-based interventions based upon current best practices and philosophical priorities within the field. The focus will be on techniques and strategies that lead to independent and generalize behaviors.

SPED 560. INDIVIDUALIZED EDUCATION PROGRAM DEVELOPMENT. 4 Credits.
Pre-requisites: SPED 500 and SPED 540.
The purpose of this course is to give students the knowledge and skills to participate in the writing of legally compliant Individualized Education Programs (IEPs) for students with disabilities that reflect best practices in the field of special education. Knowledge of legal requirements and how to collaborate with students, educators, parents and community agencies in this process will be emphasized.

SPED 570. SPECIALLY DESIGNED INSTRUCTION FOR EARLY CHILDHOOD. 4 Credits.
Pre-requisites: SPED 500 or SPED 500 may be taken concurrently.
The purpose of this course is to give students the knowledge and skills to teach young children with disabilities in the public school system. Students will learn about the unique needs of young children and approaches to providing interventions for young children with disabilities. Students will learn to plan, implement and evaluate developmentally and individually appropriate curricula and intervention techniques.

SPED 610. SPECIAL EDUCATION PORTFOLIO. 4 Credits.
Notes: should be taken at the end of the program.
Pre-requisites: SPED 500.
The purpose of this course is for the student to prepare reflections and evidence to document her/his knowledge and competence in the Washington State Special Education Competencies for an add-on endorsement in special education as established by the Professional Educator Standards Board (PESB). The student provides a formal presentation of her/his electronic portfolio as a culminating experience in the program.