

# LIBRARY MEDIA, MASTER OF EDUCATION (M.ED)

This masters degree program offers teachers a program to obtain a certification to increase employment opportunities.

## Required Core

EDUC 505	CURRENT ISSUES IN EDUCATION	4
EDUC 507	PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL	4
EDUC 520	METHODS OF EDUCATIONAL RESEARCH	4
EDUC 522	TRANSFORMATION OF LEARNING AND TEACHING	4

## Area Specialization

EDUC 542	P-12 LITERATURE STUDY IN THE CLASSROOM	4
EDUC 561	INFORMATION AND RESOURCE LITERACY	4
EDUC 562	MEDIA COLLECTION MANAGEMENT	4
EDUC 568	TECHNOLOGY-EMBEDDED INSTRUCTION	4
EDUC 569	LIBRARIAN LEADERSHIP AND ADMINISTRATION	4
EDUC 571	COLLABORATIVE CONTENT INTEGRATION	4

## Internship

EDUC 645	LIBRARY MEDIA INTERNSHIP I	2
EDUC 646	LIBRARY MEDIA INTERNSHIP II	2

## Portfolio and Comprehensive Exam

EDUC 647	LIBRARY MEDIA PORTFOLIO	2
EDUC 648	LIBRARY MEDIA COMPREHENSIVE EXAM	3

Total Credits		49
---------------	--	----

**This program meets Washington state competencies for the Library Media endorsement in addition to the masters of education. At the end of this program students will be able to:**

- improve student learning by providing leadership within the educational community;
- develop, implement, and evaluate the school library media program and manage personnel, information systems, resources, and facilities;
- evaluate, select, and maintain resources to provide collections that are integral to the educational goals of the school;
- use a variety of resources to teach students and others in the school community to develop independence in the information problem-solving process including: defining, retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and presenting information and ideas;
- demonstrate teaching skills in literacy, collaboration, and integrating information literacy with content curriculum. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction;
- demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards;

- use a variety of strategies to develop life-long learners who read for a wide range of purposes;
- apply standards and school goals and objectives to develop collaborative relationships within the school and community to deliver integrated instruction, reading advocacy, and information services.