

# SCHOOL OF EDUCATION

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Dr. Lance Potter, Chair  
School of Education web page (<https://www.ewu.edu/cpp/education/>)

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## Faculty

Renee Bailey, Kathryn Baldwin, Stephanie Boughter, Clive Gary, Tara Haskins, Suzie Henning, Rosie Hewett, Eliza Jex, Kerry Kisinger, Ashley Lepisi, Sam Matthai, Gustave Nollmeyer, Salvador Orozco, Lance Potter, Eric Price, Cara Rudd, Shelly Shaffer, Helen Teague, Donita Torres, Ann Van Wig, Kathleen Waldron-Soler, Jiawen Wang, Lisa Warner, Lin Zhu.

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## Programs

Business and Marketing Education (<http://catalog.ewu.edu/ps/se/business-education/>)  
Education (<http://catalog.ewu.edu/ps/se/education/>)  
Special Education (<http://catalog.ewu.edu/ps/se/special-education/>)

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Programs in education may require a separate application. Reference the program description section for clarification.

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Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

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**All prerequisites must be completed prior to admission:** Please contact the Undergraduate Advisor (<https://www.ewu.edu/cpp/education/faculty-staff/>) in the School of Education.

### Admission Requirements

- Complete all in-person and online admission requirements.
- A grade  $\geq$ B- in all prerequisite courses listed below is required.
- GPA Requirement: a minimum  $\geq$ 2.8 GPA.
- Provide scores for the Washington Educator Skills Test-Basic (WEST-B), SAT, and/or ACT (Reading, Writing, and Math). This is a state requirement that must be met before full admission.

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

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### Elementary Education Program Prerequisites

- Education: EDUC 201 and SPED 363
- English: ENGL 201 or an approved equivalent
- Mathematics: Students will be required to complete MATH 208, MATH 209, and MATH 210, or an approved equivalent, as prerequisites before starting the program.

- Speech: CMST 200 or CMST 201 or CMST 340 or an approved equivalent
  - Other: ART 390, MUSC 450, PHED 390, PSYC 204
  - All prerequisite courses must have been completed within the last 6 years.
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### 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/#mathcompproficienciestext>)
  - Speech: CMST 200 or CMST 201 or CMST 340 or an approved equivalent
  - Other: PSYC 204
  - All prerequisite courses must have been completed within the last 6 years.
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### P-3 Early Childhood Program Prerequisites

- Education: SPED 363 and EDUC 390
  - 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
  - All prerequisite courses must have been completed within the last 6 years.
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### Post-Baccalaureate Certificate (Candidate holds a BA/BS from an approved institution)

#### Elementary

- Education: EDUC 201 and SPED 363
- Other: PSYC 204
- Elementary: MUSC 450, ART 390, and PHED 390
- All prerequisite courses must have been completed within the last 6 years.

#### Secondary

- Education: EDUC 201 and SPED 363
- Other: PSYC 204
- All prerequisite courses must have been completed within the last 6 years.

#### P-3 Early Childhood

- Education: SPED 363 and EDUC 390
  - All prerequisite courses must have been completed within the last 6 years.
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**Transition to Teaching Alternative Route:** Consult with the Transition to Teaching Director (<https://www.ewu.edu/cpp/education/faculty-staff/>) in the School of Education.

## Undergraduate Programs

Teaching is among the most challenging and personally rewarding of professions. The essential role of professional educators is to bring together their knowledge of subject matter, instructional strategies, and interpersonal skills to provide learning experiences for students. In addition, contemporary teachers must be able to individualize instruction, 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 School of Education offers a comprehensive teacher education program, culminating with a baccalaureate degree and a recommendation for a Residency Teaching Certificate, for 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 University Proficiencies, Graduation Requirements, Breadth Area Core Requirements (BACR), Professional Education Program core requirements, as well as required courses in the content area of study at Eastern Washington University. Students must have completed 180 credits to graduate. ***Education coursework taken more than six years prior will not be accepted without School of Education approval.*** Upon satisfying requirements for the baccalaureate degree, the candidate may be eligible for recommendation for 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 School 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 (School 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 School 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 School of Education.

### School of Education Mission Statement

The mission of the School 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, and 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.

### Program Standards

The School of Education follows several standards for teachers, these include: the INTASC standards, the Professional Educator Standards Board (PESB) competencies, and PESB's Domains of Practice and Program Components. Below are listed the Domains:

- Domain 1: Candidates and Cohorts - Educator preparation programs recruit, select and produce diverse, accomplished cohorts of candidates with potential to be outstanding educators.
- Domain 2: Candidate Knowledge, Skills, and Cultural Responsiveness - Educator preparation providers produce candidates who demonstrate the knowledge, skills and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state's learning goals and essential academic learning requirements.
- Domain 3: Novice Practitioners - Educator preparation programs produce candidates that are effective practitioners upon completion.
- Domain 4: State and Local Educator Workforce Needs - Educator preparation programs contribute positively to state and local educator workforce needs.
- Domain 5: Data and Assessment Systems - Educator preparation programs maintain data and assessment systems that are sufficient to evaluate program performance and direct program decision-making and improvement, as well as to inform state-level priorities of the professional educator standards board.
- Domain 6: Field Experience and Clinical Practice - Educator preparation programs provide effective clinical experiences for candidates to develop and demonstrate the knowledge and skills needed by effective educators.
- Domain 7: Program Resources and Governance - Educator preparation programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.

### The Residency Teaching Certificate

This certificate is recommended upon completion of a baccalaureate degree and the Professional Education Program requirements and allows the holder to teach in the State of Washington.

The State of Washington requires teacher education candidates seeking admission to teacher preparation programs to attempt the Washington Education Skills Test—Basic (WEST-B) or approved equivalent in order to receive a Residency Certificate. Additional requirements include a relevant WEST-E or NES subject matter test, and passing ACTFL ratings when required, to receive an endorsement for certification purposes. The teacher candidate must also provide evidence of good character and fitness, including a Washington State Patrol and FBI clearance. Additional certification requirements must be met prior to recommendation.

### Graduate Programs

**Kari Duffy, M.Ed.**, Educational Leadership & Career and Technical Education (CTE) Director

**Christi Wavada**, Graduate Program Specialist

The School of Education at Eastern Washington University offers multiple routes to extend knowledge of educational practices. An EWU graduate student can select from over twenty (20) graduate programs including:

- Doctor of Education in Educational Leadership (on pause)
- Twelve master's degree programs
- Master's in Teaching (initial teaching certification)
- Initial Principal Certification
- Add-on endorsements
- Eight graduate certificates

The graduate degree programs available through the School of Education include:

- Adult Education - Certification is not required for admission. Does not lead to initial teaching certificate.
- Career and Technical Education - Certification is not required for admission (but must have industry experience). Does lead to initial CTE teaching certificate.
- Career and Technical Education Administration \*\*- Certification is required for admission (or CTE certificate, Principal Certificate, or ESA). Does not lead to an initial teaching certificate.
- Curriculum and Instruction - Certification is required for admission (or CTE certificate). Does not lead to initial teaching certificate.
- Early Childhood Education \* - Certification is not required for admission. Does not lead to initial teaching certificate.
- Educational Leadership with or without Principal Certificate \*\* - Certification is required for admission. Does not lead to initial teaching certificate.
- English Language Learners \* - Certification is required for admission. Does not lead to initial teaching certificate.
- Graduate Certificates
- Health and Physical Education \* - Certification is required for admission. Does not lead to initial teaching certificate.
- Library Media \* - Certification is required for admission. Does not lead to initial teaching certificate.
- Literacy \* - Certification is required for admission. Does not lead to initial teaching certificate.
- Masters in Teaching: Secondary (5–12) - Certification is not required for admission. Does lead to initial teaching certificate.
- Masters in Teaching: Elementary (K–8) - Certification is not required for admission. Does lead to initial teaching certificate.
- Principal Certification \*\* - Certification is required for admission (or ESA). Does not lead to initial teaching certificate.
- Special Education \* - Certification is required for admission (or ESA). Does not lead to initial teaching certificate.
- Doctor of Education in Educational Leadership (on pause)
- Add-on endorsements

\*Leads to an endorsement to add to initial teaching certificate.

\*\*Leads to initial administrative certification.

Each program within the School of Education addresses the changing nature of society and professional requirements. Most of our graduate programs are offered through an online accelerated format and designed for career-oriented individuals who want to advance in their chosen field. Other programs are offered hybrid or face-to-face. Our students range

from people who have been teaching in the classroom for thirty (30) years to those seeking an initial teaching certificate.

Applicants for every program, except the Masters in Teaching (MIT), are admitted to the program throughout the academic year. Admissions policies for individual graduate programs vary by program, and information about programs and policies is available on the Graduate Program Explorer (<https://www.ewu.edu/grad/programs/>).

Masters in Teaching is an in-person program with one admission per year. Applications are due by April 1st for the Masters in Teaching Elementary (<https://www.ewu.edu/cpp/education/mit-elementary-major/>) degree and Masters in Teaching Secondary (<https://www.ewu.edu/cpp/education/mit-secondary-major/>) degree.

### Grade Requirements Undergraduate Programs

Admission GPA  $\geq 2.8$   
Maintain GPA  $\geq 2.8$  in program

- $\geq B$ - in each course for program prerequisites
- $\geq B$ - in education core
- Specific content areas including majors and minors may have additional grade requirements
- A minimum grade  $\geq C$  is required in any content course leading to a secondary, middle level or P-12 endorsement

### Graduate Programs

Automatic Admission GPA  $\geq 3.0$   
Maintain GPA  $\geq 3.0$  in program

- Maximum of 2 C grades

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## Undergraduate Required Steps

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### Step 1—Complete Prerequisites to A dmissions

There are three routes to certification. Candidates may 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 content specific (P–12), Early Childhood (P–3), Elementary (K–8), Middle Level (4–9) content specific, or Secondary (5–12) content specific.

- For Secondary route, notify the School of Education of intent to apply two quarters prior. Students are admitted either fall or spring quarter. For fall start, apply no later than January 10. For spring start, apply no later than October 1.
- For Elementary route, notify the School of Education of intent to apply one quarter prior. Students are admitted either fall, winter or spring quarter. For fall start, apply no later than April 1. For winter start, apply no later than October 1. For spring start, apply no later than January 10.
- For Early Childhood route, notify the School of Education of intent to apply one quarter prior. Students are admitted either fall or spring quarter. For fall start, apply no later than April 1. For spring start, apply no later than January 10.

An application for admission is required for the Teacher Education Program. Candidates wishing to apply must meet with an advisor in the School of Education, as well as their content area advisor, if

applicable, as early as possible to ensure timely completion of their program. The application process includes a completed and submitted major declaration form, mandatory orientation, program plan, an online application with field placement resume, and contact information for three references. Students may be asked to interview. To be eligible for admission, students must also submit scores for either WEST-B, SAT, or ACT and meet all program prerequisites.

### Step 2—Major/Minor Endorsement Options (see the Major/Minor Endorsement Option List) (p. 5)

Candidates are encouraged to complete more than one endorsement in order to enhance employability. Contact your academic major and minor advisor in order to declare your major/minor and develop your program plan.

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

## Undergraduate Required Steps

### Step 3—Professional Education CORE Requirements Each BAE route must include one of the following sets of core courses. 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.

EDUC 304	INTRODUCTION TO ELEMENTARY READING	3
EDUC 303 & EDUC 310 & EDUC 338 & EDUC 340 & EDUC 386A	FOUNDATIONS OF ASSESSMENT and LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL and FIELD EXPERIENCE AND PRACTICUM	18
EDUC 308 & EDUC 380 & EDUC 381 & EDUC 386B	FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT and INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2 and FIELD EXPERIENCE AND PRACTICUM	14
EDUC 423	ELEMENTARY STUDENT TEACHING K-8	12
EDUC 427	GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.)	3-15
<b>Total Credits</b>		<b>50-62</b>

### Secondary Education Core

EDUC 303 & EDUC 309 & EDUC 341 & EDUC 386A & EDUC 413	FOUNDATIONS OF ASSESSMENT and FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT and SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT and FIELD EXPERIENCE AND PRACTICUM and CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES	15
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EDUC 386B & EDUC 427	FIELD EXPERIENCE AND PRACTICUM and GENERAL STUDENT TEACHING K-12 (These are variable credit courses. The minimum for each is 3 credits.)	6-15
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EDUC 426	SECONDARY STUDENT TEACHING 5-12	12
<b>Total Credits</b>		<b>33-42</b>

### Early Childhood Education Core

The courses in this program satisfy requirements for students choosing the Early Childhood route only. Students who choose to extend their certification through grade 8 must complete the add-on elementary endorsement.

### Early Childhood Education Core

#### Required Early Childhood Education Courses

EDUC 344	EARLY NUMERACY INSTRUCTION IN THE P-3 SCHOOL SETTING	4
EDUC 386D	P3 FIELD EXPERIENCE AND PRACTICUM	1
EDUC 394	METHODS FOR READING INSTRUCTION AND ASSESSMENT IN KINDERGARTEN-THIRD GRADE SETTINGS	3
EDUC 410	METHODS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION	4
EDUC 430	ASSESSMENT IN EARLY CHILDHOOD EDUCATION	5
EDUC 444	LANGUAGE ARTS METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM	3
EDUC 450	METHODS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION	4
EDUC 454	SCIENCE METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM	4
EDUC 461	SOCIAL STUDIES METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM	3
EDUC 470	DIVERSITY IN EARLY CHILDHOOD EDUCATION	3
EDUC 475	PROMOTING SOCIAL COMPETENCE AND GUIDING BEHAVIOR IN EARLY CHILDHOOD SETTINGS	4
EDUC 479	EARLY LITERACY	4
EDUC 489	FAMILY-CENTERED PRACTICES IN EARLY CHILDHOOD	4

#### Internship Coursework

EDUC 386E	P3 FIELD EXPERIENCE AND PRACTICUM	3
EDUC 423	ELEMENTARY STUDENT TEACHING K-8	12
EDUC 427	GENERAL STUDENT TEACHING K-12	3
EDUC 451	APPLICATIONS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION	3

#### Capstone—an approved departmental or other Senior Capstone

EDUC 490C	EARLY CHILDHOOD CAPSTONE	5
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**Total Credits** 72

## Undergraduate Required Steps

### 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 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 is general student teaching EDUC 427. **The culminating student teaching assignment (EDUC 423/ EDUC 426/SPED 489) is considered a full student credit load, and students may not enroll in additional credits or courses during this quarter.** Student teaching will be completed in selected approved school districts within a 60-mile radius of EWU or Spokane or per approval in school districts with existing partnerships.

### 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 the specific courses: EDUC 386A, EDUC 386B, EDUC 386D, EDUC 386E.

- Attempted WEST-E or NES subject matter test in all areas seeking endorsement; quarter deadlines **November 30, March 1, May 31**
- Passing ACTFL ratings specific to World Language and Bilingual endorsements; quarter deadlines **November 30, March 1, May 31**
- Current WSP/FBI fingerprint clearance and current Pre-Residency clearance
- A maximum of two courses remaining in major
- A minimum overall GPA  $\geq 2.8$
- 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
- Current program plan on file in the School of Education

### Culminating Student Teaching Experience Prerequisites

The student planning to enroll in EDUC 423 or EDUC 426 must have satisfied the prior prerequisites and clearances. Student must also have:

- Passed WEST-E and/or NES subject matter test or been approved for the case-by-case exception
- Passed EDUC 427.
- Completed Education program core
- Completed all methods courses

## 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 for all undergraduate students.

### Evidence for certification includes:

- A WEST-E or NES subject matter test in all areas seeking endorsement
- Passing ACTFL ratings specific to World Language and Bilingual endorsements
- Student teaching approved Professional Growth Plan

- Current WSP/FBI fingerprint clearance and Pre-Residency clearance
- Bachelor's degree on transcript

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

### Major/Minor/Endorsement List

**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. Contact the Certification Officer (<https://www.ewu.edu/cpp/education/faculty-staff/>) for more information.**

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**Early Childhood Education:** Candidates must declare either Early Childhood Education or the Blended Early Childhood Special Education.

- BAE—Early Childhood Education
- BAE—Blended Early Childhood Education and Early Childhood Special Education

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**Elementary:** Elementary teaching candidates must declare a major.

**Majors:** These Elementary majors result in an endorsement.

- Bilingual (P-12)
- Elementary Education (K–8)
- Middle Level Mathematics (4–9)
- Middle Level Natural Science (4–9)
- Health/Fitness (P–12)
- Literacy, Reading, and Writing (P–12)
- Spanish (P–12)

These Elementary majors **do not** result in an endorsement.

- Mathematics
- Social Studies

**Minors:** These Elementary minors result in an endorsement.

- Bilingual (P-12)
- English as a Second Language (P–12)
- Environmental Education (P–12)
- Library Media (P–12)
- Theatre (P–12)

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### Special Education Majors

- Dual Endorsement Program in Special Education and Elementary Education
- Blended Early Childhood Education and Early Childhood Special Education

### Add-On Endorsements

- Early Childhood Special Education
- Special Education

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**Secondary (5–12):** Secondary teaching candidates must declare a major.

**Majors:** These majors meet an endorsement.

- Art (P-12)
- Biology
- Bilingual (P-12); second endorsement is required with this major
- Business and Marketing Education
- Chemistry
- Earth and Space Science
- English
- Health/Fitness (P-12)
- Literacy, Reading, and Writing (P-12)
- Mathematics
- Music (P-12)
- Physics
- Social Studies
- Spanish (P-12)

**Minors:** These minors meet an endorsement.

- Bilingual (P-12)
- Biology
- Chemistry
- Earth and Space Science
- English
- English as a Second Language (P-12)
- Mathematics Middle Level
- History
- Library Media (P-12)
- Physics
- Theatre (P-12)

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**Education Minors:** These minors do not meet an endorsement.

- Early Childhood Education/Elementary
- Early Childhood Special Education
- Literacy, Reading and Writing
- Special Education
- Trauma Informed Practices for Educators

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**Education Certificates:**

- Career and Technical Education Certificate (Contact the CTE Director (<https://www.ewu.edu/cpp/education/faculty-staff/>))
  - Social Emotional Learning for Educational Equity Certificate (non-endorsement)
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## Business and Marketing Education Courses

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**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. 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.**

**Notes:** Additional testing fees required, testing to be completed in class. PC required.

**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

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**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.****Notes:** course must be taken after 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.****Notes:** course must be taken at end of program.

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.****Notes:** course must be taken at end of program.

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.

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## Career and Technical Education Courses

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**CTED 299. DIRECTED STUDY. 1-15 Credits.****CTED 300. INTRODUCTION TO CAREER AND TECHNICAL EDUCATION. 3 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. 3 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. 3 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. 3 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. 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 Plan2/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.

**CTED 500. FOUNDATIONS OF CAREER AND TECHNICAL EDUCATION. 4 Credits.**

A course designed to introduce teacher candidates to Career and Technical Education (CTE), school law, and developing student leaders. The course consists of six modules that provide you an overview of CTE, the educational environment for career and technical education in Washington State, the connection between CTE and the community, legal issues in education, and the CTE organization that develop student leaders.

**CTED 501. CLASSROOM METHODS AND MANAGEMENT. 4 Credits.**

This course addresses classroom management strategies and scenarios a teacher may encounter at the secondary CTE (7-12) level. Candidates develop skills in identifying barriers to student success and selecting strategies that support learners while differentiating learning for student success.

**CTED 502. DIVERSITY, EQUITY, CURRICULUM AND ASSESSMENT. 4 Credits.**

This course addresses continuous improvement in instructional planning/strategies, curriculum, assessment, and student support that CTE practitioners encounter at the secondary level (7–12) level. Candidates develop skills in identifying barriers to student success and selecting strategies that support learners while differentiating learning for student success.

**CTED 503. WORKSITE COORDINATION IN CTE. 4 Credits.**

This course supports work-based (worksite) learning and/or diversified occupations (career choices) indicated in WAC 181-77A-180. In addition, this course will help students meet initial certification requirements pertaining to the areas of work-based-learning, occupational analysis, and student leadership development referenced in WACs 181-77-031 and 181-77-041 (pursuant to WAC 181-77A-165).



**CTED 504. PHILOSOPHY AND TRENDS IN CAREER AND TECHNICAL EDUCATION. 4 Credits.**

This course addresses the history, philosophy, social significance and components of Career and Technical Education (CTE). CTE practitioners encounter at the secondary and post-secondary (7-12+) level. Recognize workplace trends influencing CTE and the trends of theories and application of the principles of Career and Technical education.

**CTED 570. CTE BUDGET AND FINANCE. 4 Credits.**

A course designed to prepare career and technical education directors for the fiscal responsibilities of managing CTE programming at the middle school, high school, and skills center programs. Students will develop a five-year budget plan, determine CTE FTE and learn how to analyze various reports to ensure correct funding allocation. Students will be prepared to complete all budget and fiscal responsibilities assigned to a career and technical education director.

**CTED 571. RESOURCE MANAGEMENT. 4 Credits.**

This course is designed to support student development of knowledge, skills, and abilities that support effective resource management of career and technical education resources. Resource management includes human, safety, equipment, technology, and materials management.

**CTED 572. COMMUNITY COLLABORATION AND ENGAGEMENT. 4 Credits.**

Course will provide a framework for candidates to develop partnerships with families, business partners and the community and create processes to implement program recommendations. Candidates will also create marketing plans and materials to advocate for CTE courses and opportunities for work-based learning. Participants will gain knowledge and understanding of the state and national standards regarding approval cycles, dual credit options, framework requirements and curriculum development.

**CTED 611. CTE INTERNSHIP I. 2 Credits.**

**Notes:** graded Pass/Fail.

This course is designed to demonstrate place-based teaching competencies for the CTE candidate. Students will complete 60 hours of coursework and teaching activities with 40 hours of in-class instructional practicum at a Skills center or 7–12 secondary CTE classroom. Students will demonstrate ability to design, assess, and create learning opportunities for diverse student needs.

**CTED 612. CTE INTERNSHIP II. 2 Credits.**

**Notes:** graded Pass/Fail.

This course is designed to demonstrate place-based teaching competencies for the CTE candidate. Students will complete 60 hours of coursework and teaching activities with 40 hours of in-class instructional practicum at a Skills center or 7–12 secondary CTE classroom. Students will demonstrate ability to design, assess, and create learning opportunities for diverse student needs.

**CTED 613. CTE PORTFOLIO. 2 Credits.**

**Notes:** graded Pass/Fail.

Students create a professional portfolio to demonstrate meeting of CTE competencies achieved throughout the program. These competencies align with the Plan2/Business and Industry Route program.

**CTED 614. CTE COMPREHENSIVE EXAM. 3 Credits.**

**Notes:** graded Pass/Fail.

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.

**CTED 671. ADMINISTRATOR INTERNSHIP AND PORTFOLIO I. 2 Credits.**

**Notes:** graded Pass/Fail.

This course is designed to support student development of knowledge, skills, and abilities that support effective career and technical education leadership. Course content will provide a framework for the acquisition of leadership theory and skills required to become a CTE administrator and meet Washington state competencies for the initial CTE administrator requirements.

**CTED 672. ADMINISTRATOR INTERNSHIP AND PORTFOLIO II. 2 Credits.**

**Notes:** graded Pass/Fail.

Course content will provide a framework for candidates to begin the process of setting up and begin collecting portfolio evidence. This course is designed to support student development of knowledge, skills, and abilities that support effective career and technical education leadership. This course provides a framework for the acquisition of leadership theory and skills required to become a CTE administrator and meet Washington state competencies for the initial CTE administrator requirements.

**CTED 673. ADMINISTRATOR INTERNSHIP AND PORTFOLIO III. 2 Credits.**

This course is designed to support student development of knowledge, skills, and abilities that provide effective career and technical education leadership. Course content will provide a framework for candidates to continue the process of setting up and collecting portfolio evidence and meet Washington state competencies for the initial CTE administrator requirements.

**CTED 674. ADMINISTRATOR INTERNSHIP AND PORTFOLIO IV. 2 Credits.**

**Notes:** graded Pass/Fail.

Course content will provide a framework for candidates to begin the process of setting up and begin collecting portfolio evidence. This course is designed to support student development of knowledge, skills, and abilities that support effective career and technical education leadership. This course provides a framework for the acquisition of leadership theory and skills required to become a CTE administrator and meet Washington state competencies for the initial CTE administrator requirements.

**CTED 675. ADMINISTRATOR INTERNSHIP AND PORTFOLIO V. 2 Credits.**

**Notes:** graded Pass/Fail.

This course is designed to support student development of knowledge, skills, and abilities that support effective career and technical education leadership. Course content will provide a framework for the acquisition of leadership theory and skills required to become a CTE administrator and meet Washington state competencies for the initial CTE administrator requirements.

**CTED 676. ADMINISTRATOR INTERNSHIP AND PORTFOLIO VI. 2 Credits.**

This course is the last class in the internship and portfolio series where students display knowledge, skills, and abilities that support effective career and technical education leadership. Final submission of artifacts required for competencies that meet Washington state competencies for the initial CTE administrator requirements.

**CTED 677. ADMINISTRATOR COMPREHENSIVE EXAM. 1 Credit.**

**Notes:** graded Pass/Fail.

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.

**CTED 695. INTERNSHIP-CTED. 1-5 Credits.**

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

Internship.

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## Education Courses

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**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 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 250. INTRODUCTION TO TRAUMA INFORMED PRACTICE FOR EDUCATORS. 4 Credits.**

This introductory course introduces and defines the characteristics of trauma, ACEs, and their impact on childhood development and learning. This course introduces how those in the educational system can support students from diverse backgrounds who are experiencing or have experienced trauma.

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

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. 1-5 Credits.****EDUC 299. SPECIAL STUDIES. 1-18 Credits.**

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

Subjects studied vary according to faculty and student interests.

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

**Notes:** Graded Pass/Fail. 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 301. INTRO TO MENTOR TRAINING. 1 Credit.**

**Notes:** may be repeated for additional credit.

**Pre-requisites:** teaching certificate.

This course is designed to enhance the quality of mentors in the field of education and beyond. Within education, mentors serve an important role for both pre-service and in-service teachers, principals, and others. In all fields, the act of mentoring has value for both the mentor and the mentee. This symbiotic nature is explored in modules of this course.

**EDUC 302. MENTORING CERTIFICATE TRAINING. 1 Credit.**

**Pre-requisites:** EDUC 301.

This is the final course for the mentoring certificate designed to enhance the quality of mentors in the field of education and beyond. Within education, mentors serve an important role for both pre-service and in-service teachers, principals, and others. In all fields, the act of mentoring has value for both the mentor and the mentee. This symbiotic nature is explored in modules of this course.

**EDUC 303. FOUNDATIONS OF ASSESSMENT. 3 Credits.**

**Pre-requisites:** admission into the Teacher Education Program, EDUC 304, or department authorization.

This class focuses on developing objectives, lesson planning, assessment of student learning, measurement and assessment of the total school program including National and State Learning Goals/Standards and Washington State Essential Academic Learning Requirements.

**EDUC 304. INTRODUCTION TO ELEMENTARY READING. 3 Credits.**

**Pre-requisites:** Acceptance into the Teacher Education Program required. Department authorization and application required for admission.

Evidence of taking the Washington Education Skill Test-Basic (WEST B) or satisfactory SAT or ACT scores; a minimum cumulative GPA  $\geq 2.8$  and completion of required prerequisite courses with a B- or higher in each course.

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:** admission to the Education Program.

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 303, EDUC 310, EDUC 338, and EDUC 340.

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

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

**Pre-requisites:** Acceptance into the Teacher Education Program required. Department authorization and application required for admission. Evidence of taking the Washington Education Skill Test-Basic (WEST B) or satisfactory SAT or ACT scores; a minimum cumulative GPA  $\geq 2.8$ . Grades  $\geq B^-$  in each of these courses: ENGL 201, MATH proficiency course, CMST 200, EDUC 201, PSYC 204, SPED 363, or proof of equivalence. Concurrent enrollment with EDUC 303, EDUC 341, EDUC 386A and 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.

Concurrent enrollment with EDUC 303, 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 303, EDUC 310, EDUC 340 and EDUC 386A (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 303, EDUC 310, EDUC 338, and EDUC 386A (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:** Admission to Teacher Education Program. Concurrent enrollment with EDUC 303, EDUC 309, EDUC 386A and 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 344. EARLY NUMERACY INSTRUCTION IN THE P-3 SCHOOL SETTING. 4 Credits.**

**Pre-requisites:** MATH 107 or MATH 208 or equivalent. Concurrent enrollment in EDUC 454.

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 350. TRAUMA-INFORMED EDUCATIONAL PRACTICES FOR CHILDREN AND ADOLESCENTS IN EDUCATION. 4 Credits.**

**Pre-requisites:** EDUC 250.

This course introduces methods of trauma-informed instruction, assessment, interventions, and connections to MTSS/PBIS. Candidates apply the 6 principles of trauma-informed care to planning, instruction, management, assessment, and teacher reflection and practice tiered-support strategies for students.

**EDUC 380. INTEGRATED STEM METHODS 1. 4 Credits.**

**Notes:** Washington State Patrol Clearance / FBI Fingerprint Clearance required.

**Pre-requisites:** EDUC 303, EDUC 310, EDUC 338, EDUC 340, EDUC 386A.

Concurrent enrollment with 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 303, EDUC 310, EDUC 338, EDUC 340, EDUC 386A. Concurrent enrollment with 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. 3-5 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. 3-12 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:** EDUC 386A. 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.**

**Pre-requisites:** admission to the Education program and EDUC 451. This course supports placements and provides candidates opportunities to identify and use multiple instructional strategies to address individual student needs, prepare responsible citizens for a diverse society, assess children, review progress, reflect on student performance, and develop learning outcomes with TSG.

**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. SPECIAL EDUCATION METHODS 1. 18 Credits.**

**Notes:** This course serves the alternate-route program. The SPED Methods Module 1 is a full-time hybrid module integrating fieldwork and SPED coursework.

**Pre-requisites:** EDUC 280.

This course serves the Transition to Teaching alternate route program. Candidates will master methods of instruction in Special Education. Course meetings will further develop professional and cohort needs, especially in pedagogy.

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

A survey of theories of human development that shape blended early childhood practices and inform classroom-teaching practices. Introduction to professional/ethical standards associated with the blended early childhood field. Students review position statements on ethics, inclusion, developmentally appropriate and recommended practices from leading professional organizations. Topics include: brain development, development milestones, historical/political/legal foundations relating to ECE/ECSE.

**EDUC 391. SPECIAL EDUCATION METHODS 2. 18 Credits.**

**Notes:** This course serves the alternative-route program. The SPED Module 2 is a full-time hybrid module integrating fieldwork and SPED coursework.

**Pre-requisites:** EDUC 389.

This class will build a foundation for your upcoming student teaching in special education and growing in your career to certification. Students will connect and reflect on best practices in special education methods including classroom management, behavior management, Autism Spectrum Disorder, Severe Disabilities, and research methods.

**EDUC 392. SOCIAL EMOTIONAL LEARNING: THEORY AND APPLICATIONS. 3 Credits.**

**Pre-requisites:** permission of the instructor.

This course covers principles for the effective delivery of Social Emotional Learning within school-based settings. Students learn the common components in SEL curriculum, factors associated with successful outcomes, and steps required for sustainable school-wide implementation. The course emphasizes the development and delivery of equitable services for all students.

**EDUC 393. ELL METHODS MODULE 1: LANGUAGE AND LANGUAGE ACQUISITION. 18 Credits.**

**Notes:** This course serves the alternative-route program. The ELL Module 1 is a full-time hybrid module integrating fieldwork and SPED coursework.

**Pre-requisites:** EDUC 280.

This course is part of a hybrid alternative route program that leads to an English language learner (ELL) endorsement to be added to a K–8 teaching certificate in Washington state. The course provides an overview of language development and implications for teaching and practicum.

**EDUC 394. METHODS FOR READING INSTRUCTION AND ASSESSMENT IN KINDERGARTEN-THIRD GRADE SETTINGS. 3 Credits.**

**Pre-requisites:** EDUC 479.

This course provides students with foundational skills for supporting reading for understanding in kindergarten through third grade. Course content outlines scientifically based reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will become skilled in evidence-based practices for reading instruction through the use of tiered instruction and data-driven decisions.

**EDUC 395. METHODS FOR IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PRACTICES. 4 Credits.**

**Pre-requisites:** EDUC 385.

This course will provide a framework for pre-professionals to deliver evidence-based practices in birth–five early childhood settings. Course topics build on a strong understanding of typical development and include early childhood assessment, positive behavior supports and the implementation of integrated curriculum content areas. 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 396. EXPERIMENTAL COURSE. 1-5 Credits.****EDUC 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.****EDUC 398. SEMINAR. 1-5 Credits.****EDUC 399. DIRECTED STUDY. 1-18 Credits.**

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

**EDUC 400. ELL METHODS MODULE 2: CULTURE AND LITERACY DEVELOPMENT. 18 Credits.**

**Notes:** This course serves the alternative-route program. The ELL Module 2 is a full-time hybrid module integrating fieldwork and SPED coursework.

**Pre-requisites:** EDUC 393.

This course is part of a hybrid alternative route program that leads to an English language learner (ELL) endorsement to be added to a K–8 teaching certificate in Washington state. The course provides an overview of the role of culture in second language literacy development and implications for teaching; and practicum experiences with ELLs.

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

**Pre-requisites:** EDUC 304, may be taken concurrently.

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 AND CLASSROOM APPLICATION. 9-12 Credits.**

**Notes:** this course serves the alternate-route program and includes a full-time classroom practicum.

**Pre-requisites:** EDUC 387.

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 405. BILINGUAL METHODS. 18 Credits.**

**Notes:** This course serves the alternative-route program. Taken with EDUC 393, these courses satisfy the Bilingual Endorsement coursework requirement.

**Pre-requisites:** EDUC 393.

This course is designed to develop a conceptual foundation on issues related to bilingual education, as well as prepare students for the WEST–E exam. As a result, the course focuses on various aspects of bilingual education, current research in the field, and applying bilingual methods and strategies to develop lessons and teaching practices. Students observe bilingual teachers working in different educational settings.

**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, may be taken concurrently.

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.

Departmental Clearance required prior to registration.

**Pre-requisites:** Admission to Teacher Education program. Concurrent enrollment with EDUC 303, EDUC 309, EDUC 341, and EDUC 386A.

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, may be taken concurrently.

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

**EDUC 417. CULTURE OF MIDDLE SCHOOL. 3 Credits.****Pre-requisites:** EDUC 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 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  $\geq$ 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-. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. For a complete description of activities and procedures associated with student teaching, please refer to the department's Student Teaching Handbook. Seminar required.

**EDUC 426. SECONDARY STUDENT TEACHING 5-12. 12 Credits.****Notes:** Graded Pass/Fail. Washington State Patrol and FBI clearance must be current. All students must have a minimum overall GPA  $\geq$  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  $\geq$ B-. Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA  $\geq$ 2.8 and  $\geq$ 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 427. GENERAL STUDENT TEACHING K-12. 3-15 Credits.****Notes:** graded Pass/Fail.**Pre-requisites:** EDUC 386B, may be concurrent enrollment, or EDUC 386E.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA  $\geq$ 2.8 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s), minor(s) and the Professional Education Program must be  $\geq$ B-. Washington State Patrol and FBI clearance must be current. 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. 4 Credits.****Pre-requisites:** admission to the Education program.

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 446. LITERACY AND ROBOTICS. 4 Credits.****Pre-requisites:** EDUC 304; may be taken concurrently with EDUC 310.

This course builds on teacher candidates' foundational knowledge of literacy instruction in the K–8 grade band, with a focus on integrating areas of literacy instruction within other content areas. Specifically, this course will examine the use of robotics to promote the development of K–8 students' literacy skills, including reading, writing, and vocabulary.

**EDUC 450. METHODS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.****Pre-requisites:** EDUC 410, EDUC 430, 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. 3 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.

**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.

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 460. TRAUMA AND RESILIENCE IN EDUCATIONAL ENVIRONMENTS. 4 Credits.****Pre-requisites:** EDUC 350.

This course focuses on partnerships within educational communities that foster resilience and restorative practice, including bullying and trauma-informed management. Connections to community organizations are emphasized. Panelists and guest lecturers will be highlighted. This course addresses risk and resilience, self-care, coping skills, and advanced methods in trauma-informed practice.

**EDUC 461. SOCIAL STUDIES METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM. 3 Credits.****Pre-requisites:** EDUC 410 and EDUC 430.

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. 3 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.

**EDUC 467. ENVIRONMENTAL AND SUSTAINABILITY EDUCATION (ESE) MICROCREDENTIAL. 1 Credit.****Notes:** may be repeated for credit.**Pre-requisites:** senior standing.

Students compile, share and reflect on their Environmental and Sustainability Education (ESE) experiences including ESE coursework, ESE volunteer experiences and ESE K-12 lessons plans and how they will be applied in the preK-12 classroom.

**EDUC 470. DIVERSITY IN EARLY CHILDHOOD EDUCATION. 3 Credits.****Pre-requisites:** admission into the education department.

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:** admission into the ECE program.

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.****Pre-requisites:** Washington State Patrol form submitted.

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

**EDUC 479. EARLY LITERACY. 4 Credits.****Pre-requisites:** admission to Teacher Education program.

This course teaches developmental and theoretical foundations for early literacy development beginning at birth, and supporting children with and without special needs. Students learn 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 become 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 Studie BA.

**EDUC 489. FAMILY-CENTERED PRACTICES IN EARLY CHILDHOOD. 4 Credits.****Pre-requisites:** admission into the Education department.

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.****Notes:** EDUC 494 must be taken concurrently by Literacy, Reading, and Writing majors.**Pre-requisites:** EDUC 303, EDUC 304, EDUC 308, EDUC 310, EDUC 338, EDUC 340, EDUC 380, EDUC 381.**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 or permission of the instructor.**Satisfies:** a university graduation requirement—senior capstone.

This course allows pre-service teachers to partner with natural resource community providers to actively engage in environmental stewardship. Students apply lesson planning and instructional strategies to develop a portfolio to teach preK-12 students about natural resources.

**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 491. MULTI-TIERED SYSTEMS OF SUPPORT FOR SOCIAL EMOTIONAL LEARNING. 4 Credits.****Pre-requisites:** declared in a Psychology, Social Work, or Education program; or by permission of the instructor.

This course introduces students to consultation and teaming practices to implement integrated Multi-tiered Systems of Support (MTSS) in schools. Students learn key components of Positive Behavior Interventions and Supports (PBIS) and Interconnected Systems Framework (ISF), a model for blending student mental health services with PBIS.

**EDUC 492. TRAUMA-INFORMED EDUCATION AND INTERVENTION. 5 Credits.****Pre-requisites:** EDUC 350.

This course focuses on partnerships within educational communities that foster resilience and restorative practice. Connections to community organizations are emphasized. Panelists and guest lecturers will be highlighted. This course addresses risk and resilience, self-care, coping skills, and advanced methods in trauma-informed practice. Candidates develop a portfolio for future practice.



**EDUC 494. LITERACY SEMINAR AND PRACTICUM. 3 Credits.**

**Notes:** graded Pass/Fail.

**Pre-requisites:** EDUC 338; EDUC 386A; 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 514. HEALTH BASICS. 4 Credits.**

This course is designed to be an introductory health and wellness class that provides a broad overview of a number of topics that specifically focus on living a healthy, physically active lifestyle. Students will also learn about current health issues and teaching strategies for optimal delivery of health education content.

**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 518. TESOL/ELL APPLIED LINGUISTICS. 4 Credits.**

This course provides a linguistics foundation and pedagogical application of aspects of the English language including phonology, morphology, syntax, semantics, and pragmatics. Contrastive analysis of learners' languages is included as well as discourse analysis within and across contexts and cultures. Challenges that learners face are addressed through multimodal materials. Learners reflect on their language learning and literacy events across languages.

**EDUC 519. SECOND LANGUAGE ACQUISITION. 4 Credits.**

The course provides various theoretical perspectives of second language acquisition, similarities and differences in first and second language acquisition and in child and adult second language acquisition, basic psycholinguistic theory, particularly the role of the brain, memory, and language universals in language acquisition, and both the cognitive and affective domains and cultural influences with analysis of how these impact performance, motivation, and learning in the ESL classroom.

**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 523. TESOL/ELL TEACHING METHODS AND MATERIALS. 4 Credits.**

Major 20th and 21st century language teaching methods, strategies, and approaches. Theory and practice in designing, Major 20th and 21st century language teaching methods, strategies, and approaches. Theory and practice in designing, developing, and evaluating ESL or EFL materials for English language learners of different ages and settings.

**EDUC 524. PEDAGOGICAL ENGLISH GRAMMAR. 4 Credits.**

Review and in-depth study of English grammar and teaching approaches for multilingual and multicultural English language learners in the United States and in other countries. Application of syntax, stylistics, rhetoric, pragmatics and sociolinguistics for teachers' knowledge base. Review of relevant composition research and theory.

**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.**

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 527. SKILL ACQUISITION AND PERFORMANCE IN PE. 4 Credits.**

The purpose of this course is to provide an overview of the structures and functions of the organic, skeletal, and neuromuscular systems of the human body contribute to motor performance. In tandem, students will be provided tools for designing and delivering effective instruction as well as assessing performance that will optimize skill acquisition and performance.

**EDUC 528. ADVOCACY, PROMOTION AND PROGRAMMING IN HPED. 4 Credits.**

The purpose of this course is to provide an overview of the importance of programming beyond the classroom as well as the need for promoting and advocating for your health and physical education programs. In tandem, students will be exposed to basic grant writing guidelines and fundraising strategies.

**EDUC 529. SEMINAR IN HEALTH AND PHYSICAL EDUCATION. 4 Credits.**

The purpose of this course is to provide an overview of topics and trends related to teaching Health and Physical Education through an in-depth analysis, synthesis, and discussion through readings and other activities.

**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 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 542. P-12 LITERATURE STUDY IN THE CLASSROOM. 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 547. ELEMENTARY PHYSICAL EDUCATION. 4 Credits.**

The primary focus of this course is for students to learn to demonstrate and teach basic motor skills, which are first taught at the elementary level. These skills are then built upon at the secondary level. Students are also introduced to the basics of physical function/development of children, a wide range of appropriate physical activities, and teaching objectives/methods in elementary physical education.

**EDUC 548. SECONDARY PHYSICAL EDUCATION. 4 Credits.**

In this course students will learn to perform, demonstrate, teach skills and progressive methods and use assessments in teaching physical education at the secondary level (middle and high school). Students will explore meaningful ways to incorporate the three learning domains into lessons. 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 561. INFORMATION AND RESOURCE LITERACY. 4 Credits.**

Students will investigate concepts and tools of the information problem-solving process in a digital world, including process models, digital citizenship, and online resources. Students will demonstrate their understanding of relevant concepts and resources through discussion, responses to information inquiry case studies, and the creation of a technology-enhanced lesson plan.

**EDUC 562. MEDIA COLLECTION MANAGEMENT. 4 Credits.**

In this course, students will learn about collection development policies and procedures, and about sources of information for evaluation and acquisition of print and nonprint materials. Students will learn how to evaluate, select and maintain resources to provide library collections that are integral to the educational goals of the school.

**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 568. TECHNOLOGY-EMBEDDED INSTRUCTION. 4 Credits.**

In this course, future librarians will demonstrate teaching skills in literacy, collaboration, and integrating information literacy with content curriculum. Students will design lesson plans and a unit that use standards in the content areas, as well as the standards for school librarians and technology literacy standards. Future librarians will also consider ways that students access technology, including the digital divide and collaborative tools.

**EDUC 569. LIBRARIAN LEADERSHIP AND ADMINISTRATION. 4 Credits.**

In this course, teacher-librarians will learn leadership and administrator skills. This knowledge will then influence student learning within the educational community. Students gain an understanding of the role the library plays in a democratic society. Other focused leadership topics include development, implementation, and evaluation of the school library media program, alongside the management of personnel, information systems, resources, and facilities.

**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 571. COLLABORATIVE CONTENT INTEGRATION. 4 Credits.**

In this course, students will work with information standards, school goals, and objectives in mind to develop collaborative relationships within the school and community. The teacher librarian will deliver integrated instruction, reading advocacy, and information services while working with content area teachers. Students will write lesson plans that integrate informational literacy outcomes for students, including finding multiple and varied resources.

**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.**

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.**

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. CRITICAL THINKING IN TEACHING AND LEARNING. 4 Credits.**

**Notes:** may be stacked with EDUC 490E.

The study abroad program provides 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 are 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 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 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 616. TESOL/ELL INTERNSHIP I. 2 Credits.**

Teaching or tutoring experience in speaking and listening by working with speaker/s of a language other than English.

**EDUC 617. TESOL/ELL INTERNSHIP II. 2 Credits.**

Teaching or tutoring experience in speaking and listening by working with speaker/s of a language other than English.

**EDUC 618. TESOL/ELL PORTFOLIO. 2 Credits.**

In this course, students will be able to create an e-portfolio that includes pieces of their work from courses throughout their MEd or Graduate Certificate programs with the TESOL or ELL Option.

**EDUC 619. TESOL/ELL COMPREHENSIVE EXAM. 3 Credits.**

**Notes:** graded Pass/Fail.

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 620. ETHICS, EQUITY AND LEADERSHIP. 4 Credits.**

This course explores ethical leadership as well as its relation to equity, inclusion, and social justice. Content considered will be leadership and its impact and relationship with the diversity of communities, employees, and student bodies. Students will examine their own self-awareness and understanding of the interactions and intersections of race, ethnicity, class, gender, sexuality, religion, family structure contexts and culture.

**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.

Continuation of C & I 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.

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.

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 625. LEADERSHIP THEORY AND CHANGE. 4 Credits.**

This course provides a theoretical foundation for the development of personal and professional leadership style grounded in leadership theory. Students will examine leadership theory as they consider how these principles relate to their leadership style. Theoretical and philosophical perspectives will be analyzed and used to support students as they develop their professional practice of leadership.

**EDUC 626. THEORY AND POLICY: CHALLENGES OF PRACTICE. 4 Credits.**

This course considers the political connections and relationships within and between organizations, with communities, and local, state, and national systems of government. In this course, students will study theory and research around public policy to examine and investigate problems of practice through the use of case studies. Application of learning will be through the development of solutions to problems of practice.

**EDUC 627. LEADERSHIP AND DATA-INFORMED DECISION MAKING. 4 Credits.**

This course examines how data can be used to inform decisions made to support the visions, missions, and goals of organizations. Included will be how to identify relevant data, the analysis of data, and how to use data to inform decisions and make recommendations for change.

**EDUC 628. LEADERSHIP IN SUPERVISION. 4 Credits.**

This foundational course examines the concept of supervision through the lens of leadership. Leadership conduct is understood to integrate an organization's shared vision by reviewing, analyzing, and distributing plans supported by stakeholders which is used to secure maintained improvement. Students will use this understanding to support and manage the human resources of an organization to ensure successful operations.

**EDUC 629. SUPERVISION AND HUMAN RESOURCES. 4 Credits.**

This course familiarizes students with the concept of supervision within the organization of human resources. Students will learn supervisory approaches from an ethnocentric perspective of supervisory behaviors so to develop reflective practices for addressing the responsibilities within human resources. As the course examines the types of supervisory approaches, students will explore the allocation of resources, function of policies and procedures, and employee retention and unionism.

**EDUC 630. BUILDING PARTNERSHIPS FOR SYSTEMIC CHANGE. 4 Credits.**

The purpose of this course is to demonstrate partnerships' crucial role in systemic change for procuring successful outcomes in educational contexts. Complex theoretical implications ground the nature of partnerships in the course. Students will engage with strategies for alliance building and advocacy to strengthen the effectiveness of the partnerships.

**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.

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.

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.

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 635. LAW AND PERSONNEL MANAGEMENT. 4 Credits.****Pre-requisites:** EDUC 629.

This course is designed to provide students with ethical and legal parameters around leadership responsibilities in personnel management. Students will use research and data to develop and implement an organization-level system for hiring, retention, development, and supervision. Students will study laws affecting their roles as leaders.

**EDUC 636. IMPROVING STUDENT LEARNING. 4 Credits.**

This course prepares leaders in higher education and school districts in the process of curriculum adoption, implementation, and assessment in the teaching, and learning processes. Addressed in this course are the knowledge and skills, roles, behaviors, and beliefs leaders need as they guide their organizations. The use of data will be considered for improvement both at the instructional and system-wide levels.

**EDUC 637. SOCIAL JUSTICE IN K-12 AND HIGHER EDUCATION LEADERSHIP. 4 Credits.****Pre-requisites:** EDUC 620.

This course provides leaders in K–12 and higher education a social justice lens to apply as they analyze and evaluate issues related to leadership, technology, values, equity, diversity, digital citizenship, and community. Students will develop a plan to cultivate and advocate for a supportive social justice culture.

**EDUC 638. SYSTEMS AND ORGANIZATIONAL MANAGEMENT. 4 Credits.**

This course provides information around understanding operational systems including evaluation, communication, implementation, and equitable access. Students will learn governance and systems management in relation to the mission, vision, and goals of a school district.

**EDUC 639. LEADERSHIP, THEORY AND POLICY IN K-12 AND HIGHER EDUCATION. 4 Credits.****Pre-requisites:** EDUC 626.

In this course, students will examine leadership theory and policy in K–12 and higher education. This examination will include leadership theory, current events, policy-laws, and leadership reactions to these situations. In addition, the course will focus on trauma-informed practice, culturally responsive and equitable instruction and practices, and leadership ability to advocate for and evaluate these practices.

**EDUC 640. ADMINISTRATION, BUDGET AND FINANCE. 4 Credits.**

This course examines the processing of resource requests and plans, budgets, purchases, and accounting as relating to both K–12 and higher education institutes. Students will evaluate data to determine financial needs from which they will create and implement equitable resourcing plans.

**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.

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.

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.

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.

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 645. LIBRARY MEDIA INTERNSHIP I. 2 Credits.**

In this course, students will demonstrate understanding of librarianship in the K–12 setting by completing several hands-on activities throughout the course of an internship at a school library. Students will work with a mentor librarian and by the end of this course, be able to use theory and common practices to conceptualize library use in physical and virtual spaces. In addition, students will have an opportunity to review a library media specialist's role in collaboration with stakeholders.

**EDUC 646. LIBRARY MEDIA INTERNSHIP II. 2 Credits.**

In this course, students will demonstrate understanding of librarianship in the K–12 setting by completing several hands-on activities throughout the course of an internship at a school library. Students will work with a mentor librarian and by the end of this course, be able to use theory and common practices to conceptualize library use in physical and virtual spaces. In addition, students will have an opportunity to review a library media specialist's role in collaboration with stakeholders.

**EDUC 647. LIBRARY MEDIA PORTFOLIO. 2 Credits.**

In this course, students will be able to create an e-portfolio that contains pieces of their work from courses throughout their library media MEd program and/or certificate. Students should be able to refer back to this portfolio as they seek jobs, or as a resource once they are in a classroom teaching. Each of the components that students are required to include in this portfolio are integral to be a skilled library media educator and each component aligns with the program level objectives.

**EDUC 648. LIBRARY MEDIA COMPREHENSIVE EXAM. 3 Credits.****Notes:** graded Pass/Fail.

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 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 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.

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.

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.

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 655. INTERNSHIP IN HEALTH EDUCATION. 2 Credits.**

The purpose of this course is to provide information and activities on the foundation of K–12 health standards-based programming, curriculum, and instruction designed to for the purpose of instilling healthy behaviors in all learners. Health Education instructors need to demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable for all abilities.

**EDUC 656. INTERNSHIP IN PHYSICAL EDUCATION. 2 Credits.**

The purpose of this course is to provide information and activities on the foundation of K–12 standards-based programming, curriculum, and instruction designed to assist students in pursuing lifelong healthy living. Physical Education instructors needs to have core knowledge and skills regarding how best to meet the movement needs of not only competent movers but be a resource for all abilities.

**EDUC 657. HEALTH AND PHYSICAL ED PORTFOLIO. 2 Credits.**

In this course, students will be able to create an e-portfolio that contains pieces of their work throughout their health and physical education courses in the M.Ed. program. This online portfolio will demonstrate students' competency in content and skill as a health and physical educator. Students will be able to refer back to this portfolio as they seek jobs, or as a resource once they are in the HPED setting.

**EDUC 658. HEALTH AND PHYSICAL ED COMPREHENSIVE EXAM. 3 Credits.****Notes:** graded Pass/Fail.

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 AND PORTFOLIO I. 2 Credits.****Notes:** to register, students must send verification of placement to advisor at least one quarter before beginning internship.

During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 661. PRINCIPAL INTERNSHIP AND PORTFOLIO II. 2 Credits.****Notes:** to register, students must send verification of placement to advisor at least one quarter before beginning internship.

During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 662. PRINCIPAL INTERNSHIP AND PORTFOLIO III. 2 Credits.****Notes:** to register, students must send verification of placement to advisor at least one quarter before beginning internship.

During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 663. PRINCIPAL INTERNSHIP AND PORTFOLIO IV. 2 Credits.****Pre-requisites:** EDUC 661.

During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 664. PRINCIPAL INTERNSHIP AND PORTFOLIO V. 2 Credits.**

During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 665. PRINCIPAL INTERNSHIP AND PORTFOLIO VI. 2 Credits.****Pre-requisites:** EDUC 663.

During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 667. PRINCIPAL COMPREHENSIVE EXAM. 1 Credit.****Notes:** graded Pass/Fail.

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 670. PROGRAM ADMINISTRATOR INTERNSHIP AND PORTFOLIO I. 2 Credits.**

**Notes:** to register, students must send verification of placement to advisor at least two terms before beginning internship. During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 671. PROGRAM ADMINISTRATOR INTERNSHIP AND PORTFOLIO II. 2 Credits.**

**Notes:** Continuation of Administrator Internship I. To register, students must send verification of placement to advisor at least two terms before beginning internship. During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 672. PROGRAM ADMINISTRATOR INTERNSHIP AND PORTFOLIO III. 2 Credits.**

**Notes:** Continuation of Internship I and II. To register, students must send verification of placement to advisor at least one quarter before beginning internship. During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 673. PROGRAM ADMINISTRATOR INTERNSHIP AND PORTFOLIO IV. 2 Credits.**

During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 674. PROGRAM ADMINISTRATOR INTERNSHIP AND PORTFOLIO V. 2 Credits.**

During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 675. PROGRAM ADMINISTRATOR INTERNSHIP AND PORTFOLIO VI. 2 Credits.**

During this course candidates gain practical, on-the-job, experience while assembling a portfolio of work demonstrating that they have met all required competencies for the professional program. Candidates must apply for, and be accepted by, the university and district at least two terms before beginning their internship.

**EDUC 676. PROGRAM ADMINISTRATOR COMPREHENSIVE EXAM. 1 Credit.**

**Notes:** graded Pass/Fail. 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 680. INTRODUCTION TO QUANTITATIVE RESEARCH. 4 Credits.** This course provides an introduction to quantitative research methods. Students will review quantitative design, philosophy, and nature of quantitative research. Students will read quantitative designs and articles. Issues such as theoretical frameworks, interview survey data collection and analysis, objectivity, ethics, and quantitative designs. Students will use SPSS or other data analysis software to analyze and interpret data.

**EDUC 681. INTRODUCTION TO QUALITATIVE RESEARCH. 4 Credits.** This course provides an introduction to qualitative research methods. Students will review the foundations of qualitative design, investigate the history, philosophy, and nature of qualitative research. Students will read qualitative designs and articles. In addition, the course will involve an introduction to issues such as theoretical frameworks, interview data collection, objectivity, ethics, and qualitative designs.

**EDUC 682. INTRODUCTION TO MIXED METHODS AND PROBLEM OF PRACTICE RESEARCH. 4 Credits.**

**Pre-requisites:** EDUC 680 and EDUC 681. This course serves to introduce students to mixed methods and action research designs. Through reading, writing, critiquing, and analyzing both types of research, students will broaden their knowledge of research.

**EDUC 683. APPLIED PROBLEM OF PRACTICE I. 2 Credits.**

**Notes:** part one of a three part series. **Pre-requisites:** EDUC 682. In this course, action research methodologies will be used to create a systematic plan for implementing the first stages of their research or project. Students will finalize plans for implementing action research focusing on a problem of practice in their environment. In this class, students will outline their method, plan, and propose to a committee a plan implementation.

**EDUC 684. APPLIED PROBLEM OF PRACTICE II. 2 Credits.**

**Notes:** part two of a three part series. **Pre-requisites:** EDUC 683. This course is designed to support the student in the beginning phases of project and/or development. Coursework focuses on creating artifacts and documenting progression towards capstone/dissertation.

**EDUC 685. APPLIED PROBLEM OF PRACTICE III. 2 Credits.**

**Notes:** part three of a three part series. **Pre-requisites:** EDUC 684. This course is designed to support the student in the secondary phases of project and/or research. In this phase of the project, students are analyzing data and beginning to finalize methods sections or final progression of project. Coursework focuses on creating artifacts and documenting progression towards capstone/dissertation.

**EDUC 695. INTERNSHIP. 1-18 Credits.**

**Notes:** graded Pass/Fail. **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.****EDUC 700. DISSERTATION/CAPSTONE IN PRACTICE. 1-4 Credits.**

The dissertation/capstone has a practical focus. Under the guidance of faculty in your concentration, students will apply relevant coursework and research methods to target a problem of practice within a student's area of interest. The purpose of the dissertation/capstone in practice is to use the skills and knowledge attained in your program. Students will present their problem of practice project to their faculty committee and cohort classmates in the final quarter of their program.

**EDUC 711. SUPERINTENDENT INTERNSHIP I. 2 Credits.**

**Notes:** first in a series of six required internship courses.

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

**EDUC 712. SUPERINTENDENT INTERNSHIP II. 2 Credits.**

**Notes:** second in a series of six required internship courses.

**Pre-requisites:** EDUC 711.

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

**EDUC 713. SUPERINTENDENT INTERNSHIP III. 2 Credits.**

**Notes:** third in a series of six required internship courses.

**Pre-requisites:** EDUC 712.

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

**EDUC 714. SUPERINTENDENT INTERNSHIP IV. 2 Credits.**

**Notes:** fourth in a series of six required internship courses.

**Pre-requisites:** EDUC 713.

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

**EDUC 715. SUPERINTENDENT INTERNSHIP V. 2 Credits.**

**Notes:** fifth in a series of six required internship courses.

**Pre-requisites:** EDUC 714.

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

**EDUC 716. SUPERINTENDENT INTERNSHIP VI. 2 Credits.**

**Notes:** sixth in a series of six required internship courses.

**Pre-requisites:** EDUC 715.

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

**EDUC 717. SUPERINTENDENT PORTFOLIO I. 2 Credits.**

**Notes:** first in a series of two required portfolio courses.

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

**EDUC 718. SUPERINTENDENT PORTFOLIO II. 2 Credits.**

**Notes:** second in a series of two required portfolio courses.

**Pre-requisites:** EDUC 717.

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

**EDUC 721. EDD INTERNSHIP I. 2 Credits.**

**Notes:** first in a series of two required internship courses.

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills in a real-world setting.

**EDUC 722. EDD INTERNSHIP II. 2 Credits.**

**Notes:** second in a series of two required internship courses.

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills in a real-world setting.

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## Library Sciences Courses (LBSC)

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**LBSC 420. LIBRARIAN INSTRUCTION. 4 Credits.**

**Pre-requisites:** admission to the Education Program or Post-Baccalaureate Status with Teaching Credentials.

In this course, future librarians will demonstrate teaching skills in literacy, collaboration, and integrating information literacy with content curriculum. Future librarians will design lesson plans and a unit that use standards in the content areas, as well as the standards for school librarians and technology literacy standards. Future librarians will also consider ways that students access technology, including the digital divide and collaborative tools.

**LBSC 430. STORYTELLING AND LITERATURE FOR LIBRARIANS. 4 Credits.**

**Pre-requisites:** admission to the Education Program or Post-Baccalaureate Status with Teaching Credentials.

In this course, students will become acquainted with Children's and YA literature. The course is designed to provide future librarians with skills and information to connect readers with books, conduct book talks, and create book displays. The course will also focus on identifying the features of the text that appeal to readers and to select books that will motivate readers.

**LBSC 440. COLLABORATIVE INSTRUCTIONAL DESIGN AND DELIVERY. 4 Credits.**

**Pre-requisites:** admission to the Education Program or Post-Baccalaureate Status with Teaching Credentials.

In this course, students will work with information standards, school goals, and objectives in mind to develop collaborative relationships within the school and community. The teacher librarian will deliver integrated instruction, reading advocacy, and information services while working with content area teachers. Students will write lesson plans that integrate informational literacy outcomes for students, including finding multiple and varied resources.

**LBSC 450. SELECTION OF LIBRARY MEDIA MATERIALS. 4 Credits.**

**Pre-requisites:** admission to the Education Program or Post-Baccalaureate Status with Teaching Credentials.

In this course, students will learn about the selection policies, procedures, and sources of information for evaluation and acquisition of print and nonprint materials. Students will learn how to evaluate, select and maintain resources to provide collections that are integral to the educational goals of the school.

**LBSC 460. INFORMATION AND TECHNOLOGY LITERACY. 5 Credits.**

**Pre-requisites:** admission to the Education Program or Post-Baccalaureate Status with Teaching Credentials.

Methods and materials used in building reference collections and teaching information literacy skills.

**LBSC 470. LIBRARIAN LEADERSHIP AND MANAGEMENT. 4 Credits.**

**Pre-requisites:** admission to the Education Program or Post-Baccalaureate Status with Teaching Credentials.

In this course, teacher-librarians will learn how to improve student learning by providing leadership within the educational community. This will include understanding how the library plays a role in a democratic society. Additionally, teacher-librarians will learn how to develop, implement, and evaluate the school library media program and manage personnel, information systems, resources, and facilities.

**LBSC 490. ADMIN SCHOOL LIBRARY MEDIA CTR. 3 Credits.**

Planning and implementing an effective program of services in the public school.

**LBSC 495. PRACTICUM LIBRARY MEDIA CENTER. 3 Credits.**

**Notes:** completion of 5/6 courses in the library/media sequence prior to enrolling in this course.

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

In this course, students will demonstrate understanding of librarianship in the K–12 setting by completing hands-on activities throughout the course of an internship in a school library. By the end of this course, students will be able to understand the physical and virtual library space and resources; create library media goals and long-range plans; how to use technology for a variety of purposes; collect and use data; and access professional resources.

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## Special Education Courses

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**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, or instructor permission.

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 466. TRANSITION FOR STUDENTS W/DISABILITIES. 4 Credits.**

**Pre-requisites:** admission to the Education program or permission of instructor.

This course provides students with knowledge of and strategies for implementing evidence-based practices to support students with disabilities in the major transitions across their schooling. This includes early intervention into pre-k and up through transition out of school into postsecondary adult roles (postsecondary education, employment, and independent living).

**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 course provides students with professional experiences and principles to guide their professional certification and practice in the field of SPED. The standards put forth by Council for Exceptional Children, WA professional competencies for SPED certification, and INTACTS will provide a framework for analyzing the professional issues applied, practiced, and discussed.

**SPED 491. SENIOR THESIS. 4 Credits.**

**Pre-requisites:** invitation of the instructor/advisor.

**Satisfies:** senior capstone university graduation requirement.

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.**

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

Directed Study.

**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 507. FUNDAMENTALS OF SPECIAL EDUCATION. 4 Credits.**

This course provides an overview of special education services; special education legislation; historical backgrounds; educational approaches; etiologies of disabilities; characteristics of individuals with disabilities; key elements of the RTI/MTSS process; locating, researching, and selecting academic and behavioral evidence-based practices.

**SPED 510. INCLUSIVE EDUCATION FOR STUDENTS WITH DISABILITIES. 4 Credits.**

**Pre-requisites:** admission to the 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 517. SOCIAL/BEHAVIOR INTERVENTIONS AND STRATEGIES. 4 Credits.**

This course provides fundamental knowledge and experiences for understanding human behavior in general and classroom behavior in specific. Principles of behavior will be discussed at length along with school-wide and classroom-based management systems.

**SPED 527. TEACHING STUDENTS WITH MILD/MODERATE DISABILITIES. 4 Credits.**

This course will give students the knowledge and skills of evidence-based teaching methods and academic intervention programs that are commonly used with students with mild/moderate disabilities to teach reading, writing, spelling, and math. This includes use of explicit instruction, differentiated instruction, and specific academic intervention programs.

**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 537. TEACHING STUDENTS WITH SEVERE DISABILITIES/AUTISM. 4 Credits.**

This course will focus on instructional strategies, including modifications and accommodations, for students with severe disabilities and autism. This will include Standards-Based IEPs, Evidence-Based Practices, Progress Monitoring, and Alternate Assessment, working with related service providers, and meeting student's physical, sensory, and health care needs.

**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 547. ELIGIBILITY DETERMINATION AND DATA-BASED DECISION MAKING. 4 Credits.**

This course will focus on the assessment, diagnosis, and evaluation of students for special education services, which includes the knowledge and skills to evaluate, interpret, select, develop, and use formal and informal assessment tools to make decisions about special education services 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 generalized behaviors.

**SPED 557. SPECIAL EDUCATION LAW, IEP DEVELOPMENT AND COLLABORATION. 4 Credits.**

This course will give students the knowledge and skills to participate in the writing of legally compliant Individualized Education Programs (IEPs), including transition IEPs, that reflect best practices in the field of special education. Collaboration with students, educators, parents, and community agencies in this process will be emphasized.

**SPED 560. INDIVIDUALIZED EDUCATION PROGRAM DEVELOPMENT. 4 Credits.****Pre-requisites:** SPED 500 and SPED 540.

The purpose of this course is 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 607. SPED INTERNSHIP I. 2 Credits.****Notes:** graded Pass/No Credit.**Pre-requisites:** permission of the instructor, department chair and college dean.

The purpose of this three-session internship course is to facilitate the development of your program-required portfolio as well as to ensure you meet State of Washington Professional Educator Standards Board Endorsement Competencies required for state certification.

**SPED 608. SPED INTERNSHIP II. 2 Credits.****Notes:** graded Pass/No Credit.**Pre-requisites:** permission of the instructor, department chair and college dean.

The purpose of this three-session internship course is to facilitate the development of your program-required portfolio as well as to ensure you meet State of Washington Professional Educator Standards Board Endorsement Competencies required for state certification.

**SPED 609. SPED INTERNSHIP III. 2 Credits.****Notes:** graded Pass/No Credit.**Pre-requisites:** permission of the instructor, department chair and college dean.

The purpose of this three-session internship course is to facilitate the development of your program-required portfolio as well as to ensure you meet State of Washington Professional Educator Standards Board Endorsement Competencies required for state certification.

**SPED 610. SPECIAL EDUCATION PORTFOLIO. 4 Credits.****Notes:** should be taken at the end of the program.

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.