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BAE	Minors	P-3, Elementary and Secondary Education Endorsement	
MEd		Professional Teaching Certificates	

Faculty:

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Department of Education Mission

Our mission is to prepare student-centered teachers and leaders who are caring, effective, informed, reflective graduates who successfully engage all learners in diverse schools, communities and global contexts.

Washington Teacher Certification

The state of Washington issues two basic teaching certificates: The Residency Teaching Certificate and the Professional Teaching Certificate. Each certificate issued requires payment of a state fee plus an EWU processing fee. In addition, the teacher candidate must give evidence of good character and fitness, including a Washington State Patrol and FBI clearance.

The Residency Teaching Certificate

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

The Residency Renewal Certificate is valid five years from when the teacher first completes provisional status or two years of teaching in a state board of education approved school.

The state of Washington requires teacher education candidates admitted to teacher preparation programs beginning September 1, 2002 to pass the Washington Education Skills test–Basic (WEST-B) in order to receive a Residency Certificate. Beginning September 1, 2009, candidates are required to pass the WEST-E subject matter test to receive an endorsement for certification purposes.

UNDERGRADUATE PROGRAMS

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

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

To obtain a Bachelor of Arts in Education degree, a candidate must satisfy the General Education Requirements (GERs), Professional Education Program requirements and major/minor fields of study requirements of Eastern Washington University. Upon satisfying requirements for the baccalaureate degree, the candidate may be eligible to receive a Residency Teaching Certificate from the state of Washington, providing he/she meets academic certification and good character and fitness including WSP/FBI clearance.

Undergraduate Program goals of the Department of Education are:

- To prepare teachers who can provide leadership and cope with the complex problems of rural and urban society. In compliance with the Washington Office of Superintendent of Public Instruction (OSPI), Professional Education Standards Board (PESB) standards, the Department of Education for the university provides a professional education program which prepares students

for teaching at the P-3, elementary and secondary level.

- To promote research designed to investigate best practices for the instruction of and learning by P/K–12 candidates.
- To ensure continuous involvement in programs designed to reform and improve the quality of instructional techniques and theory.
- To provide for university students solid, contemporary and challenging instructional programs that are theoretically sound and experientially based.

Statement of Assurance: EWU's Department of Education assures that each candidate is able to apply the teaching strategies, the classroom management/school discipline methods and the measurement and evaluation process necessary for success as a first-year certificated teacher.

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

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

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

TEACHER EDUCATION PROGRAM REQUIREMENTS

1. Prerequisites to EDUC 200 for P-3 (23 credits), Elementary and Secondary Education Students (19 credits)

- **A minimum GPA of 2.0 in all prerequisite courses is required.**
- **Pass Washington Educator Skills Test-Basic (WEST-B or WEST-E, see above)**
- **GPA Requirement:** A minimum 2.5 GPA calculated on most recent 45 quarter credits
- **Speech Requirement:** CMST 200 *Introduction to Speech Communication* (4) or an approved equivalent.
- **English Requirement:** ENGL 101 and ENGL 201 or equivalent.
- **Mathematics Requirement:** MATH 115 *Mathematical Reasoning* (5) or an approved equivalent for secondary education candidates or MATH 211 *Structure of Elementary Mathematics I* (5) or an approved equivalent for elementary education candidates.
- P-3 majors will complete MATH 114 and MATH 211 instead of the above Mathematics requirement.
- P-3 majors will submit a completed application for ECE, including proctored essay (see ECE website for details).
- **In addition for P-3 EDUC 306 and 455.**

AFTER THE ABOVE PREREQUISITE COURSES HAVE BEEN MET, STUDENTS WILL BE ALLOWED TO TAKE:

2. EDUC 200 Admission to Teacher Education Program (1)

- **Certification Eligibility:** each candidate will be asked to give evidence of good character and fitness including submission of fingerprints for WSP/FBI background check.
- Major and Minor: candidates will declare major/minors, meet with advisors and complete a program plan.
- **Teacher Education Evidentiary Portfolio:** electronic evidence folders prepared for each course and field experience.

3. Major/Minor/Endorsement Options

P-3 Candidates must declare a major ECE and a minor. Contact the academic major and minor department for advisement and signature agreement for completion of requirements. The BAE in ECE is an endorsement. Minors are the same as for the Elementary Certificate.

Elementary—Elementary teaching candidates must declare a major and a minor. No minor required if major is 60 plus credits. Contact the academic major and minor department for advisement and signature of agreement for completion of requirements.

Majors: *Art, Child Development, *Early Childhood Education, *Early Childhood Special Education, English, *French, **Health/Fitness, Mathematics, *Natural Science, *Music, *Reading, Social Studies,

*Spanish, *Special Education and *Special Education and Elementary Education. ***These majors meet an endorsement.**
Minors: **Art, Chicano Education, Early Childhood, Early Childhood Special Education, English, **English as a Second Language, **French, **German, Mathematics, Natural Science, Psychology, Reading, **Spanish, Special Education and *Theatre. ****These minors meet an endorsement.**

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

Majors: *Elementary Mathematics Middle Level Option, *Middle Level Natural Science ***These majors meet an endorsement.**

Secondary—Secondary teaching candidates must declare a major and a minor with the exception of majors that require 60 credits or more unless otherwise noted. Contact the academic major and minor departments for advisement and signature of agreement for completion of requirements. Candidates are encouraged to complete more than one endorsement in order to increase their employability.

Majors (Endorsements): *Art, *Biology, *Business Education, *Chemistry, *Earth and Space Science, *English, French, *Health/Fitness, *Mathematics, *Music, *Physics, Reading, *Social Studies, Spanish and *Special Education. ***These majors do not require a minor.**

Minors (Endorsements): Art, Biology, Chemistry, Earth and Space Science, English/Secondary, English as a Second Language, Environmental Education/Elementary Minor and Middle Level Endorsement, French, German, History, Mathematics, Physics, Spanish and Theatre.

Please Note: It is important to work with an advisor early in your program to help you plan your schedule. A number of the requirements may also be counted as General Education Requirements (GERs).

In EDUC 200 class students will request a P-12 public school placement and be assigned to a school where they participate for three consecutive quarters prior to student teaching. (P-3 three (3) consecutive quarters in P-3 school experience: EDUC 457, EDUC 338, 339 and EDUC 420, EDUC 495A, 498). (Elementary three (3) consecutive quarters in P-12 school experience: EDUC 310, 338, 339, 420; Secondary three (3) consecutive quarters in K-12 school experience: EDUC 341, 413, 420).

Formal admission to the Teacher Education program is contingent upon passing EDUC 200. (This includes field placement request and concurrent registration in EDUC 303 and 308 or 309.)

After completion of EDUC 200, the candidate then has the choice of three education programs in which to concentrate: P-3, Elementary or Secondary. Allow for classroom experience in the field (varies from minimum 3-9 hours per week).

4. Professional Education Course Requirements

P-3 CERTIFICATION REQUIRED COURSES (72 CREDITS)

The program in Early Childhood consists of an academic major in Early Childhood Education and a sequence of professional certification courses that lead to teacher licensure Pre-Kindergarten-third grade. Upon completion of the program, candidates can work in „childcare centers, preschools, Head Start Programs, ECEAP programs, blended preschools and primary grades especially in full day kindergartens in the public schools. The course work offers a combination of theory, methods and field experiences in a variety of early childhood education settings.

Prerequisite Requirements

Admission to both Eastern Washington University and Early Childhood Education are required before a student may begin taking courses in the P-3 professional sequence. Requirements for consideration of an application to the professional sequence of courses include:

GPA Requirement

No course in the major/minor sequence may be below a 2.0 and a 2.5 cumulative average in the major, minor and professional education is required.

Required Courses in the Early Childhood Professional Sequence (47 credits)

- ART 390 Art in the Elementary School (3)
- EDUC 200 Admission to the Teacher Education Program (1)
- EDUC 338 Language Arts Methods, Management and Assessment in the Elementary School (4)
- EDUC 339 Social Studies and Science Methods, Management and Assessment in the Elementary School (5)
- EDUC 456 Integrated Early Childhood Practices (5)
- EDUC 458 Learning Paradigm in Early Childhood Education (5)
- EDUC 479 Early Literacy (3)
- MATH 212 Structure of Elementary Mathematics II (5)
- MTED 390 Methods of Teaching Elementary School Mathematics (5)
- PHED 390 Health and Physical Education in the Elementary School (3)
- SPED 363 Introduction to Special Education (4)
- SPED 412 Introduction to Early Childhood Special Education (4)

Internship Coursework (21 credits)

- EDUC 420 Admission to Professional Candidacy (1)
- EDUC 423 Elementary Student Teaching K-8 (15)
- EDUC 495A Education Internship for Early Childhood Education (4)
- EDUC 498 Seminar (1)

*Cultural and Gender Diversity Requirement: This requirement can be met by completing one course listed in the “Courses Approved for Cultural and Gender Diversity list (page 26).” The course completed to satisfy the university’s Cultural and Gender Diversity requirement can also be used to satisfy the Elementary Education requirement. The course(s) must maintain a 2.0 minimum grade or higher per Teacher Education program requirements.

Minimum total credits for above P-3 certification	68 credits
*Cultural and Diversity requirement credits (see above)	4-5 credits
Minimum total credits for above P-3 certification	72 credits

ELEMENTARY EDUCATION REQUIRED COURSES (73 CREDITS)

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

- ART 390 Art in the Elementary School (3)
- CEDP 302 Educational Psychology (5)
- EDUC 201 Introduction to Education (3)
- EDUC 303 Foundations of Assessment (3)¹
- EDUC 304 Introduction to Elementary Reading (3)
- EDUC 308 Foundations of Elementary Classroom Management (3)¹
- EDUC 310 Reading Methods, Management and Assessment in the Elementary School (4)
- EDUC 338 Language Arts Methods, Management and Assessment in the Elementary School (4)²
- EDUC 339 Social Studies and Science Methods, Management and Assessment in the Elementary School (5)²
- EDUC 420 Admission to Professional Candidacy (1)
- EDUC 423 Elementary Student Teaching K-8 (15)
- MATH 212 Structure of Elementary Mathematics II (5)
- MTED 390 Methods of Teaching Elementary School Mathematics (5)
- MUSC 390 Music Methods for Elementary Classroom Teachers (3)
- PHED 390 Health and Physical Education in the Elementary Schools (3)
- SPED 363 Introduction to Special Education (4)
- 30-hour multicultural education field requirement

¹ EDUC 200, EDUC 303 and EDUC 308 must be taken concurrently
² EDUC 338 and EDUC 339 must be taken concurrently

*Cultural and Gender Diversity Requirement: This requirement can be met by completing one course listed in the “Courses Approved for Cultural and Gender Diversity list (page 26).” The course completed to satisfy the university’s Cultural and Gender Diversity requirement can also be used to satisfy the Elementary Education requirement. The course(s) must maintain a 2.0 minimum grade or higher per Teacher Education program requirements.

Required program credits	69 credits
*Cultural and Diversity requirement credits (see above)	4-5 credits
Minimum total credits for above elementary education	73 credits

SECONDARY EDUCATION REQUIRED COURSES (46 CREDITS)

- CEDP 302 Educational Psychology (5)
- EDUC 201 Introduction to Education (3)
- EDUC 303 Foundations of Assessment (3)¹
- EDUC 309 Foundations of Secondary Classroom Management (3)¹
- EDUC 341 Secondary Strategies Management, Assessment (4)
- EDUC 413 Content Area Reading, Management Assessment for Secondary Education Candidates (4)
- EDUC 420 Admission to Professional Candidacy (1)
- EDUC 426 Secondary Student Teaching 7-12 (15)
- SPED 363 Introduction to Special Education (4)
- 30-hour multicultural education field requirement

¹ EDUC 200, EDUC 303 and EDUC 309 must be taken concurrently

*Cultural and Gender Diversity Requirement: This requirement can be met by completing one course listed in the “Courses Approved for Cultural and Gender Diversity list (page 26).” The course completed to satisfy the university’s Cultural and Gender Diversity requirement can also be used to satisfy the Elementary Education requirement. The course(s) must maintain a 2.0 minimum grade or higher per Teacher Education program requirements.

Required program credits	42 credits
*Cultural and Diversity requirement credits (see above)	4-5 credits
Minimum total credits for above secondary education	46 credits

5. EDUC 420 Professional Admissions

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

- three-fourths of the total credit hours in his/her major and minor
 - method course(s) in major/minor must be completed
 - candidates must have a minimum **GPA** of 2.5 in each of the following: major, minor and Professional Education Program
 - no individual course below a grade of 2.0 in any of the following: major, minor or Professional Education Program
 - completion of Teacher Education Evidentiary Portfolio
 - have current WSP/FBI Clearance
- P-3** must have completed Early Childhood Education methods courses: EDUC 456, 457, 479, 487, 493 Elementary 338, 339 and SPED 363 and 412.
- Elementary:** Must have completed Elementary Methods courses in major, CEDP 302, SPED 363, EDUC 200, 303, 304, 308, 310, 338, 339.
- Secondary:** Must have completed Secondary Methods courses in Major/Minor; CEDP 302, SPED 363, EDUC 200, 303, 309, 341, 413.

Application for Student Teaching.

During EDUC 420 the candidate must submit the Application for Professional Admissions and Student Teaching to the director of Undergraduate Programs. With permission of the P-12 Program Director he/she must register for the student teaching course. The student teacher candidate who does not meet stated deadlines may not be eligible for placement.

6. Student Teaching

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

The teacher candidate is required to earn 15 credits as a student teacher. These credits are to be earned in one quarter or in an approved alternative program. Typically the candidate is assigned full time to a P-12 public school. The student teaching assignment is considered a full student credit load and no additional credits may be earned during the quarter except by written consent of the P-12 program director. Student teaching may be done in selected public school districts throughout the state of Washington. The candidate will be notified of his/her student teaching assignment by letter from the Field Experiences office.

7. 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. Effective 9/1/09 all candidates for certification must pass a WEST-E subject matter test to receive an endorsement for certification purposes.

EVIDENCE FOR CERTIFICATION INCLUDES:

- State of Washington Standard Knowledge and Skills
- State of Washington Performance Based Pedagogy Assessment
- Student Teaching Approved Professional Growth Plan
- Current WSP/FBI Clearance
- Copy of Graduation Application form evidencing all requirements have been met
- 30-hour Multicultural Verification Assessment Form
- **Grade Requirement:**
 - 2.0 in each course (major, minor and professional education core)
 - 2.5 cumulative average (each in) (major, minor and professional education core)

Disclaimer: the final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the candidate must adhere to the new requirements.

Those admitted to the Teacher Education Program under a previous catalog who are not able to complete their program before 8/3/09, will be held to the current state requirements as listed in this catalog.

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

BACHELOR OF ARTS IN EDUCATION (BAE)

STUDENT LEARNING OUTCOMES – STUDENTS WILL:

-
- demonstrate professional leadership in the field;
 - demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community;
 - design and implement curriculum based on standards, knowledge, skills and professional dispositions from the National Council for Accreditation of Teacher Education (NCATE), State of Washington Office of Superintendent of Public Instructions (OSPI), Teacher Education Criteria and the National Association of the Education of Young Children (NAEYC) standards.
 - demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment.
-

EARLY CHILDHOOD EDUCATION MAJOR (44–45 CREDITS)

The BAE in Early Childhood Education plus a Teacher Education Program prepares students for a Washington state teaching certificate. Completion of the ECE Major (44–45 credits) and successfully completing the ECE WEST-E will satisfy the requirements for an ECE Teaching Endorsement (Birth–3rd grade).

Major–Core Courses Required (36 credits)

- EDUC 306 Introduction to Early Childhood Education (1)
- EDUC 439 Seminar: Topics in Education (4)
- EDUC 455 Perspectives of Early Childhood Education (3)
- EDUC 456 Integrated Early Childhood Practices (5)
- EDUC 457 Collaborative Reflective Teaching in Early Childhood Education (3)
- EDUC 458 Learning Paradigm in Early Childhood Education (5)
- EDUC 479 Early Literacy (3)
- EDUC 480 Educating Young Children with Diverse Backgrounds (3)
- EDUC 487 Early Learning Concepts (4)
- EDUC 493 Early Childhood Education Assessment (5)

Capstone (4 credits)

an approved departmental or other Senior Capstone (4)

Electives (4–5 credits)

- CEDP 313 Child and Adolescent Development (4)
- or SOCI 483 Sociology of Children (5)
- or SOWK 492 Child Welfare Programs and Services (5)
- or approved ECE course to support ECE endorsement requirements

Minimum total credits for above major **44 credits**

Professional education requirements/additional requirements for P-3 certification: **72 credits**

Minimum total credits for above major and P-3 Certification **116 credits**

Note: the above major will require more than 12 terms (or four years) to complete at an average of 15 credits per term.

BACHELOR OF ARTS IN EDUCATION (BAE)

READING/ELEMENTARY OR SECONDARY MAJOR (45-47 CREDITS)

This major satisfies the endorsement for preschool to grade 12.

Required Courses (42 credits)

- EDUC 304 Introduction to Elementary Reading (3)
- EDUC 305 Children's Literature (5)
- EDUC 310 Reading Methods, Management and Assessment in the Elementary School (4)
- EDUC 401 Reading Instruction and Literature for Young Adults (5)
- EDUC 411 Reading for Language-Diverse Students (4)
- EDUC 412 Content Area Reading, Management and Assessment for Reading Majors and Minors (4)¹
- EDUC 414 Foundations of Reading and Writing Processes (3)
- EDUC 415 Introduction to Reading Assessment and Remediation (4)
- EDUC 490 Reading Major Capstone (5)²
- EDUC 495 Practicum For Reading Majors (5)²

Electives—select from the following list (3 credits minimum)

- EDUC/ENGL 323 A Global View through Children's Literature (5)
- EDUC 462 Instructional Media and Technology (3)
- EDUC 463 Production of Instructional Materials (5)
- EDUC 479 Early Literacy (3)
- EDUC 497 Workshops, Short Courses or Conferences (Approved Reading) (Var)
- ENGL 360 Language Structure and Use (5)
- ENGL 391 The Teaching of English in the Elementary School (5)
- ESLG 480 Second Language Acquisition Theory and Instruction (4)
- THTR 326 Creative Dramatics (3)

*Must be taken concurrently.

Required credits **42 credits**

Elective credits **3 credits**

Total credits for above major **45 credits**

See the Department of Education section of this catalog. Prerequisites may also apply.

Minimum total credits for above major and elementary professional education **119 credits**

Note: the above major will require more than 12 terms (or four years) to complete at an average of 15 credits per term.

Note: the above major requires the completion of a minor.

Minimum total credits for above major and secondary professional education **91 credits**

Note: The above major requires the completion of a minor.

DUAL PRIMARY ENDORSEMENT PROGRAM IN SPECIAL EDUCATION AND ELEMENTARY EDUCATION (151 CREDITS)

STUDENT LEARNING OUTCOMES — STUDENTS WILL:

- demonstrate special education content knowledge competencies by passing the WEST-E Exam;
- apply special education knowledge and skills by passing special education field experiences.
- apply special education knowledge and skills by passing special education field experiences.

The Dual Primary Endorsement Program in Special Education and Elementary Education prepares students for teaching in the elementary grades (kindergarten to grade 8) as well as in special education classes (kindergarten to grade 12). Students in this program complete the Washington state requirements for an endorsement in special education and in elementary education. Students who complete this program select special education as their major.

Prerequisites to EDUC 200 for students in the Dual Primary Endorsement Program in Special Education and Elementary Education:

Washington Educator Skills Test-Basic (WEST-B): refer to www.west.nesinc.com for information on this Reading, Mathematics and Writing basic skills test.

GPA Requirement: A minimum 2.50 GPA calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.

Speech Requirement: CMST 200 Introduction to Speech Communication (4) or an approved equivalent.

English Requirement: ENGL 101 College Composition: Exposition and Argumentation (5) and ENGL 201 (5) or equivalent.

Mathematics Requirement: MATH 211 Structure of Elementary Mathematics I (5) or an approved equivalent for elementary education students.

Note: effective 9/1/05 all candidates for certification must pass the WEST-E subject matter test to receive an endorsement for certification purposes.

Disclaimer: the final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

Prerequisites for Dual Endorsement Program in Special Education and Elementary Education

- CEDP 321 Research Methods in Developmental Psychology (4)*
- CEDP 322 Research Methods Laboratory (1)*

*Must be taken concurrently.

Major Courses in Special Education

- EDUC 303 Foundations of Assessment (3)
- SPED 363 Introduction to Special Education (4)
- SPED 410 Teaching Students with Severe Disabilities (4)
- SPED 412 Introduction to Early Childhood Special Education (4)
- SPED 420 Principles of Behavior for Students with Exceptional Needs (4)
- SPED 421 Classroom Management in Special Education Settings (4)
- SPED 460 Special Education Methods (4)
- SPED 461 Methods for Teaching Students with High Incidence Disabilities (4)
- SPED 470 Special Education Assessment (4)
- SPED 480 Inclusionary Practices and Collaboration (4)
- SPED 487 Assistive Technology and Related Services in Special Education (4)
- SPED 488 Special Education Practicum (3+3)
- SPED 489 Special Education Student Teaching (16)
- SPED 490 Special Education Capstone (4)

Choose One:

- SPED 462 Methods for Teaching Students with Severe Disabilities (4)
- SPED 463 Methods for Teaching Infants and Young Children with Disabilities (4)

Additional Requirements for Elementary Education

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

- ART 390 Art in the Elementary School (3)
 - CEDP 302 Educational Psychology (5)
 - EDUC 200 Admission to the Teacher Education Program (1)
 - EDUC 201 Introduction to Education (3)
 - EDUC 304 Introduction to Elementary Reading (3)
 - EDUC 308 Foundations of Elementary Classroom Management (3)
 - EDUC 310 Reading Methods, Management and Assessment in the Elementary School (4)
 - EDUC 338 Language Arts Methods, Management and Assessment in the Elementary School (4)*
 - EDUC 339 Social Studies and Science Methods, Management and Assessment in the Elementary School (5)*
 - EDUC 420 Admission to Professional Candidacy (1)
 - EDUC 423 Elementary Student Teaching K-8 (15)
 - MATH 212 Structure of Elementary Mathematics II (5)
 - MTED 390 Methods of Teaching Elementary School Mathematics (5)
 - MUSC 390 Music Methods for Elementary Classroom Teacher (3)
 - PHED 390 Health and Physical Education in the Elementary School (3)
- 30-hour multi-cultural education field requirement

* Must be taken concurrently.

*Cultural and Gender Diversity Requirement: This requirement can be met by completing one course listed in the "Courses Approved for Cultural and Gender Diversity list (page 26)." The course completed to satisfy the university's Cultural and Gender Diversity requirement can also be used to satisfy the Elementary Education requirement. The course(s) must maintain a 2.0 minimum grade or higher per Teacher Education program requirements.

Special education prerequisite credits **5 credits**

Required special education credits **73 credits**

Required elementary education credits **69 credits**

***Cultural and Diversity requirement credits (see above)** **4-5 credits**

Minimum total credits for above major **151 credits**

SPECIAL EDUCATION MAJOR (101 CREDITS)

The Bachelor of Arts in Education for Special Education prepares teachers for working with students with disabilities in kindergarten through twelfth grade. Program focus is on effective teaching practices used in special education for elementary and secondary school settings. Students in this major complete the Washington State requirements for an endorsement in special education. A minor is not required with this major.

Other courses are required as part of the Teacher Education Program and must be completed before beginning this program. Please see an advisor.

STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- demonstrate special education competencies by passing the WEST-E Praxis Exam;
- apply special education knowledge and skills by passing special education field experiences.

Prerequisites to EDUC 200 for students in the Special Education Program:

Washington Educator Skills Test-Basic (WEST-B): refer to www.west.nesinc.com for information on this Reading, Mathematics and Writing basic skills test.

GPA Requirement: A minimum 2.50 **GPA** calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.

Speech Requirement: CMST 200 Introduction to Speech Communication (4) or an approved equivalent.

English Requirement: ENGL 101 College Composition: Exposition and Argumentation (5) and ENGL 201 (5) or equivalent.

Mathematics Requirement: MATH 211 Structure of Elementary Mathematics I (5) or MATH 115 or an approved equivalent for elementary education students.

Note: effective 9/1/05 all candidates for certification must pass the WEST-E subject matter test to receive an endorsement for certification purposes.

Disclaimer—The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

Prerequisites for Special Education Major

- CEDP 313 Child and Adolescent Development (4)
- CEDP 321 Research Methods in Developmental Psychology (4)*
- CEDP 322 Research Methods Laboratory (1)*

*Must be taken concurrently.

Major Courses in Special Education

- EDUC 303 Foundations of Assessment (3)
- SPED 363 Introduction to Special Education (4)
- SPED 410 Teaching Students with Severe Disabilities (4)
- SPED 412 Introduction to Early Childhood Special Education (4)
- SPED 420 Principles of Behavior for Students with Exceptional Needs (4)
- SPED 421 Classroom Management in Special Education Settings (4)
- SPED 460 Special Education Methods (4)
- SPED 461 Methods for Teaching Students with High Incidence Disabilities (4)
- SPED 470 Special Education Assessment (4)
- SPED 480 Inclusionary Practices and Collaboration (4)
- SPED 487 Assistive Technology and Related Services in Special Education (4)
- SPED 488 Special Education Practicum (3+3)
- SPED 489 Special Education Student Teaching (16)
- SPED 490 Special Education Capstone (4)

Choose one:

- SPED 462 Methods for Teaching Students with Severe Disabilities (4)
- SPED 463 Methods for Teaching Infants and Young Children with Disabilities (4)

EDUC 200 prerequisite credits	19 credits
Prerequisites for special education credits	9 credits
Major courses for special education credits	73 credits
Minimum total credits for above major	101 credits

SPECIAL EDUCATION MAJOR WITH EARLY CHILDHOOD SPECIAL EDUCATION OPTION (101 CREDITS)

The Bachelor of Arts in Education: Special Education Major with Early Childhood Special Education option prepares teachers for working with infants and young children with disabilities and their families (birth to grade 3). Program focus is on effective intervention practices used in early childhood special education for home and school settings. Students in this major complete the Washington State requirements for an endorsement in Early Childhood Special Education. Other courses are required as part of the Teacher Education Program and must be completed before beginning this program. Please see an advisor.

Prerequisites to EDUC 200 for students in the Special Education Program:

Washington Educator Skills Test-Basic (WEST-B): refer to www.west.nesinc.com for information on this Reading, Mathematics and Writing basic skills test.

GPA Requirement: A minimum 2.50 **GPA** calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.

Speech Requirement: CMST 200 Introduction to Speech Communication (4) or an approved equivalent.

English Requirement: ENGL 101 College Composition: Exposition and Argumentation (5) and ENGL 201 (5) or equivalent.

Mathematics Requirement: MATH 211 Structure of Elementary Mathematics I (5) or an approved equivalent for elementary education students.

Note: effective 9/1/05 all candidates for certification must pass the WEST-E subject matter test to receive an endorsement for certification purposes.

Disclaimer: The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

Prerequisites for Early Childhood Special Education Option

- CEDP 313 Child and Adolescent Development (4)
- CEDP 321 Research Methods in Developmental Psychology (4)*
- CEDP 322 Research Methods Laboratory (1)*

*Must be taken concurrently.

Major Courses for Special Education

- EDUC 303 Foundations of Assessment (3)
- SPED 363 Introduction to Special Education (4)
- SPED 410 Teaching Students with Severe Disabilities (4)
- SPED 412 Introduction to Early Childhood Special Education (4)
- SPED 420 Principles of Behavior for Students with Exceptional Needs (4)
- SPED 421 Classroom Management in Special Education Settings (4)
- SPED 460 Special Education Methods (4)
- SPED 461 Methods for Teaching Students with High Incidence Disabilities (4)
- SPED 463 Methods for Teaching Infants and Young Children with Disabilities (4)
- SPED 472 Assessment of Infants and Young Children with Disabilities (4)
- SPED 480 Inclusionary Practices and Collaboration (4)
- SPED 487 Assistive Technology and Related Services in Special Education (4)
- SPED 488 Special Education Practicum (3+3)
- SPED 489 Special Education Student Teaching (16)
- SPED 490 Special Education Capstone (4)

EDUC 200 prerequisite credits	19 credits
Total required special education prerequisite credits	9 credits
Total required special education credits	73 credits
Minimum total credits for above major	101 credits

MINORS

EARLY CHILDHOOD EDUCATION/ELEMENTARY MINOR (18 CREDITS)

This minor does not meet a state of Washington endorsement.

Required Courses

- EDUC 306 Introduction To Early Childhood Education (1)
- EDUC 455 Perspectives of Early Childhood Education (3)
- EDUC 456 Integrated Early Childhood Practices (5)
- EDUC 457 Collaborative Reflective Teaching in Early Childhood Education (3)
- EDUC 479 Early Literacy (3)
- EDUC 480 Educating Young Children with Diverse Backgrounds (3)

Total credits for above minor

18 credits

EARLY CHILDHOOD SPECIAL EDUCATION MINOR (16 CREDITS)

The minor in Early Childhood Special Education is designed to assist general education teachers and other related services personnel to work more effectively with children with special needs from birth to grade 3. **This minor does not meet an endorsement.**

Required Courses

- SPED 363 Introduction to Special Education (4)
- SPED 412 Introduction to Early Childhood Special Education (4)
- SPED 460 Special Education Methods (4)
- SPED 463 Methods for Teaching Infants and Young Children with Disabilities (4)

Total credits for above minor

16 credits

ENVIRONMENTAL EDUCATION/ELEMENTARY MINOR AND MIDDLE LEVEL ENDORSEMENT (23 CREDITS)

This minor does meet a State of Washington endorsement.

Foundational Required Course (5 credits)

- ENVS 100 Introduction to Environmental Science (5)

Required Courses (18 credits)

- BIOL/HUMN 320 The Human Prospect (5)
or PHIL 447 Environmental Ethics (5)
- EDUC 440 Seminar in Environmental and Sustainability Education (2)
- EDUC 490A Senior Capstone: Natural Resources (4)
- GEOL 380, World Resources and Population (5)
- TECH 454 Environmental Engineering (2)

Total credits for above minor

23 credits

READING/ELEMENTARY OR SECONDARY MINOR (28 CREDITS)

This minor does not meet a State of Washington endorsement.

Required Courses

- EDUC 304 Introduction to Elementary Reading (3)
- EDUC 305 Children's Literature (5)
- EDUC 310 Reading Methods, Management and Assessment in the Elementary School (4)
- EDUC 401 Reading Instruction and Literature for Young Adults (5)
- EDUC 412 Content Area Reading, Management and Assessment for Reading Majors and Minors (4)*
- EDUC 414 Foundations of Reading and Writing Processes (3)
- EDUC 415 Introduction to Reading Assessment and Remediation (4)

Total credits for above minor

28 credits

*Note: EDUC 412 is taken by Secondary Education majors minoring in Reading instead of EDUC 413.

SPECIAL EDUCATION MINOR (16 CREDITS)

The minor in special education is designed to assist general education teachers and other related services personnel to work more effectively with students with special needs. **This minor does not meet an endorsement.**

Required Courses (12 credits)

- SPED 363 Introduction to Special Education (4)
- SPED 420 Principles of Behavior for Students with Exceptional Needs (4)
- SPED 460 Special Education Methods (4)

Choose one of the following (4 credits)

- SPED 410 Teaching Students with Severe Disabilities (4)
- SPED 412 Introduction to Early Childhood Special Education (4)
- SPED 421 Classroom Management in Special Education Settings (4)
- SPED 461 Methods for Teaching Students with High Incidence Disabilities (4)
- SPED 470 Special Education Assessment (4)
- SPED 480 Inclusionary Practices and Collaboration (4)
- SPED 487 Assistive Technology and Related Services in Special Education (4)

Required program credits

12 credits

Elective credits

4 credits

Total credits for above minor

16 credits

Course Requirements for Teacher Certification/Add-on Endorsements (For candidates who currently possess a Washington State Teaching Certificate)

ELEMENTARY EDUCATION/ADD-ON ENDORSEMENT (80 CREDITS)

Must have a current Washington State Patrol form.

This add-on satisfies the endorsement for Kindergarten to grade 8.

There are science and social science courses that are strongly recommended.*

Required Courses

- ART 390 Art in the Elementary School (3)
- BIOL 115 Investigating Biology (5)*
or BIOL 100 Introduction to Biology (5)
or an approved life science class with a lab
- CEDP 302 Educational Psychology (5)
- EDUC 300 Introduction to Classroom Experience (2-3)¹
- EDUC 304 Introduction to Elementary Reading (3)
- EDUC 308 Foundations of Elementary Classroom Management (3)
- EDUC 310 Reading Methods, Management and Assessment in the Elementary School (4)
- EDUC 338 Language Arts Methods, Management and Assessment in the Elementary School (4)¹
- EDUC 339 Social Studies and Science Methods, Management and Assessment in the Elementary School (5)¹
- GEOG 101 Fundamentals of Human Geography (5)*
or GEOG 230 World Regional Geography (5)
- GEOG/GEOL 115 Investigating Earth Science (5)*
or an approved research science class with a lab
- HIST 104 East Asia: Tradition and Transformation (5)*
or HIST 106 Western Heritage: 18th Century to the Present (5)
- HIST 110 The American Experience: A Survey (5)*
- MATH 211 Structures of Elementary Mathematics I (5)
- MATH 212 Structures of Elementary Mathematics II (5)
- MATH 390 Methods of Teaching Elementary School Mathematics (5)
- MUSC 390 Music Methods for Elementary Classroom Teacher (3)
- PHED 390 Health and Physical Education in the Elementary School (3)
- PHYS 115 Investigating Physical Science (5)*
or an approved physical science class with a lab

Minimum total credits for above add-on endorsement

80 credits

¹EDUC 300 must be taken concurrently with EDUC 338 and EDUC 339. See Williamson Hall 310 before registering for these courses.

GRADUATE PROGRAMS

MASTER OF EDUCATION

STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment;
- demonstrate professional leadership in the field;
- design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Professional Education Standards Board (PESB) standards and certification requirements and other applicable professional standards;
- demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community.

The programs available through the Department of Education are designed to provide opportunities for graduate teacher candidates who desire advanced training in education. The following MEd programs are offered.

*** PROGRAMS MARKED WITH AN ASTERISK DO NOT REQUIRE PRIOR K-12 TEACHING CERTIFICATION.**

Adult Education*: This program is developed to provide advanced opportunities for those persons seeking to work with adults in a variety of settings.

Curriculum and Instruction: Designed for certified teachers who wish to exercise leadership in school curriculum planning and development. Areas of emphasis include curriculum and instructional development, early childhood education and elementary teaching. Candidates can plan with an advisor to emphasize science education, social science education, or school library media. Candidates could also choose to emphasize working with “at risk” learners, middle school education or gifted education. A copy of state teaching certificate must accompany application.

Educational Leadership: This degree program meets the requirements of the State Department of Public Instruction for a school principal’s certificate.

Foundations of Education*: Designed for graduate candidates who want a broad understanding of the history, philosophy and organization of education.

Instructional Media and Technology*: Designed to provide specialists in instructional design and development for the production of all types of instructional resources in a variety of settings.

Literacy: Designed for classroom and reading teachers as they work toward an understanding of the role that literacy plays across the curriculum.

MIT Secondary Teaching (5-12)*: A program designed for those candidates who desire an MEd degree and a Washington residency teaching certificate for the middle school, junior high and high school.

MIT Elementary Teaching (K-8)*: A program designed for those candidates who desire an MEd degree and a Washington residency teaching certificate for teaching in the elementary grades.

Residency Principal Certification: Candidates can complete a residency principal certification through an educational leadership master’s degree program. For those candidates that already hold a master’s degree in an educational field, a post-baccalaureate certification option is available.

General Admission Requirements for the Master of Education Degree:

1. A bachelor’s degree.
2. Recommendations from three persons, one of whom has known the candidate in a supervisory capacity.
3. Acceptance into the graduate program (see Admission Policies and Procedures as stated elsewhere in this catalog).

Special requirements for Advancement to Candidacy:

1. Completion of university requirements as listed in advancement to candidacy section as stated elsewhere in this catalog.
2. Selection of orals committee members as stated elsewhere in this catalog. See approved third member policy.

Exit Requirements:

1. Successful completion of all course and research project work.
2. Successful completion of the final examination.
3. At least one-year successful professional experience must be completed prior to the granting of the degree.

ADULT EDUCATION

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STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- demonstrate instructional and communication competence and skills necessary to work with adults in educational settings.

This program provides an advanced educational opportunity for those persons seeking to work with adults in educational settings. These settings include but are not limited to community colleges’ vocational programs, adult basic skills programs, in-service coordination for business and industry, and military training. It is anticipated that students will come from a variety of backgrounds, most having a bachelor’s degree with some additional work and some having master’s degrees in other areas. Recommended prerequisite: CEDP 314 Adult Development. No teaching certification required.

Common Requirements and Credit Hours (16 credits)

Psychological Foundations of Education:

- CEDP 515 Advanced Educational Psychology (4)
- COIN 571 Survey of Post-Secondary Education (4)

Historical, Philosophical and Social Foundations of Education:

- EDUC 505 or EDUC 507 (4)
- EDUC 520 Methods of Educational Research (4)

Area Specialization and Credit Hours (14 credits)

- COIN 572 Strategies for Teaching Adults (4)
- EDUC 601 Research Report (5)
- EDUC 695 Internship (5)

Electives (18 credits)

<i>Common requirements</i>	<i>16 credits</i>
<i>Area specialization credits</i>	<i>14 credits</i>
<i>Elective support courses approved by advisor</i>	<i>18 credits</i>
<i>Total credits for above master’s degree</i>	<i>48 credits</i>

CURRICULUM AND INSTRUCTION

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Frances Sherwood, PhD	509.359.6192	FSHERWOOD@EWU.EDU

STUDENT LEARNING OUTCOMES – STUDENTS WILL: (CANDIDATES MUST BE CERTIFIED TEACHERS)

- demonstrate advanced research based knowledge and skills in curriculum and instruction in a selected area of emphasis including but not limited to early childhood education, elementary teaching, science education, social science education, at risk learners, middle school or gifted education.

This program of study is designed for certified teachers who wish to exercise leadership in school curriculum planning and development. Areas of emphasis include curriculum and instructional development, early childhood education and elementary teaching. Candidates can plan with an advisor to emphasize science education, social science education or school library media. Candidates could also choose to emphasize working with “at risk” learners, middle school education or gifted education.

A copy of state teaching certificate must accompany graduate application.

Common Requirements and Credit Hours

- CEDP 504, CEDP 515 or CEDP 518 (4)

Historical, Philosophical and Social Foundations of Education:

- EDUC 502 or EDUC 507 (4)
- EDUC 505 or EDUC 506 (4)
- EDUC 520 Methods of Educational Research or alternate as designated (4)
- EDUC 521 Field Based Inquiry (4)
- EDUC 600 Thesis (5) or EDUC 601 Research Report (5)

1. CURRICULUM DEVELOPMENT EMPHASIS

Area Specialization (20 credits)

EDUC 531 Elementary School Curriculum (4)
 or EDUC 532 Secondary School Curriculum (4)
 EDUC 533 Instructional Systems Development (4)
 EDUC 551 Supervision of Instruction (4)
 EDUC 588 Readings in the Curriculum (4)
 EDUC 598 Seminar in Education (4)

Support courses—choice of one (3-4 credits)
 EDUC 564 School Law (4)
 EDUC 570 Elementary School Science Programs (4)
 EDUC 574 Social Studies in the Elementary School (3)
 EDUC 594 Psychology of Literacy (4)
 500/600 Level Courses e.g., content field, computers (Var)
 EDUC 599 Independent Study in Education (Var)

Common requirements credits	25 credits
Area specialization credits	20 credits
Minimum support area credits	3-4 credits
Minimum total credits for above master's degree	48 credits

2. EARLY CHILDHOOD EDUCATION EMPHASIS

Area Specialization (12 credits)

CEDP 502 Applied Behavior Analysis I (4)
 or CEDP 503 Applied Learning Theory and Behavior Modification (4)
 EDUC 580 Curriculum Design in ECE (4)
 EDUC 598 Seminar in Education (4)

Support courses (11 credits)

Selected with approval of program advisor from education in areas related to early childhood education

Common requirements credits	25 credits
Area specialization credits	12 credits
Support area credits	11 credits
Minimum total credits for above master's degree	48 credits

3. ELEMENTARY TEACHING EMPHASIS

Area Specialization (24 credits)

EDUC 531 Elementary School Curriculum (4)
 EDUC 570 Elementary School Science Programs (4)
 EDUC 574 Social Studies in the Elementary School (3)
 EDUC 576 Advanced Literacy Methods (4)
 EDUC 594 Psychology of Literacy (4)
 MATH 590 Math Methods for Elementary Teachers (5)

Support courses

Elective approved by advisor

Common requirements	25 credits
Area specialization credits	24 credits
Total credits for above master's degree	49 credits

4. INTERDISCIPLINARY EMPHASIS

Area Specialization, support courses

Chosen with advisor approval

Common requirements credits	25 credits
Area specialization and support area credits	23 credits
Minimum total credits for above master's degree	48 credits

EDUCATIONAL LEADERSHIP

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Harvey Alvy, PhD	509.359.6093	HALVY@EWU.EDU

STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- demonstrate principles, knowledge and skills and best practices in leadership and management based upon Interstate School Leaders Licensure Consortium Standards, SPI school principal, certificate requirements and competency in State Board of Education standards required for appropriate certification.

The Educational Leadership degree program is built upon the six Interstate School Leaders Licensure Consortium (ISLLC) Standards and the concept that effective schools are led by leaders well grounded in the principles of best practices in leadership and management. This degree program meets the requirements of the State Department of Public Instruction for a school principal's certificate. Completion of the Master of Education Program and demonstrated competence in specific standards as listed by the State Board of Education will qualify the candidate for the appropriate certificate. In addition, a teaching certificate or an Educational Staff Associate certificate and demonstrated significant instructional experience are required for certification by the state of Washington. A successful school year internship of a minimum of 540 hours is required to meet the degree program and certification. Enrollment in this internship requires review and approval by the Administrative PEAB.

Note: Permission to enroll in this internship requires review and approval by the Administrative PEAB. Candidates are expected to have at least three (3) years of experience as a teacher or an educational staff associate before completion of the program.

A copy of state teaching certificate must accompany the graduate application.

Required steps prior to MEd coursework:

1. Apply to Graduate School
2. Apply to Educational Leadership Program through the Program Coordinator

Requirements (12 credits)

EDUC 505 Current Issues in Education (4)
 EDUC 520 Methods of Educational Research (4)
 EDUC 531 Elementary School Curriculum (4)
 or EDUC 532 Secondary School Curriculum (4)

Choose one course from the following options (4 credits)

EDUC 502 History of American Education (4)
 EDUC 506 Educational Sociology (4)
 EDUC 507 Philosophy and Organization of the American School (4)
 EDUC 591 Instructional Foundations and Interventions for Literacy Difficulties (4)

Specialization requirements (32 credits)

EDUC 551 Supervision of Instruction (4)
 EDUC 564 School Law (4)
 EDUC 565 Leadership for Today's Schools (4)
 EDUC 566 Leadership for School-Community Relations (4)
 EDUC 567 School Administration (4)
 EDUC 601 Research Report (5)
 EDUC 695 Internship (7)

Common credits	16 credits
Specialization credits	32 credits
Minimum total credits for above master of education degree and initial principal's certificate	48 credits

INSTRUCTIONAL MEDIA AND TECHNOLOGY

Kevin Pyatt, PhD	509.359.6091	KPYATT@EWU.EDU
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STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- demonstrate professional expertise and leadership in the field to facilitate learning in efficient ways.

This program is designed for current or future K–12 educators, instructional media specialists and instructional trainers. The program focuses on providing learners with an understanding of contemporary learning theory as it relates to the design, development and implementation of learner-centered instructional environments. Learners will gain expertise in the design, development and implementation of technology-mediated instructional environments. They will use their new-found knowledge to critically evaluate how technology can and should be applied to the overall process of instruction. Learners will develop new perspectives in instructional technology, which will allow for the continuous application, evaluation and refining of their current and future understanding of instructional technology, its underlying theories and applications. A teaching certificate is not required.

Common Requirements and Credit Hours (16 credits)

Psychological Foundations of Education:

CEDP 515, CEDP 518 or CEDP 519 (4)

Historical, Philosophical and Social Foundations of Education:

EDUC 502, EDUC 503, EDUC 505, EDUC 506 or EDUC 507 (any two) (8)
EDUC 520 Methods of Educational Research (4)

Area Specialization (17 credits)

EDUC 530 Foundations of Educational Communication and Information Technology (4)
EDUC 533 Instructional Systems Development (4)
EDUC 538 Media Literacy for Teachers (4)
EDUC 600 Thesis or 601 Research Report (5)

Support courses can be selected from the following list or may be selected from other courses approved by the advisor (15 credits)

EDUC 539 Special Topics (1–12)
EDUC 534 Games, Simulations and Learning (4)
EDUC 695 Internship (3–5)

<i>Common requirements credits</i>	<i>16 credits</i>
<i>Specialization credits</i>	<i>17 credits</i>
<i>Support area credits</i>	<i>15 credits</i>
<i>Minimum total credits for above master's degree</i>	<i>48 credits</i>

LITERACY

Darcy Bradley, PhD	509.359.6092	DBRADLEY@EWU.EDU
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STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- demonstrate knowledge of the role of literacy in K–12 classrooms and also provide evidence of their understanding of research and accompanying strategies for teaching and empowering literacy in K–12 educational settings.

This program is designed for both classroom teachers and reading coaches as they work toward an understanding of the role that literacy plays across the curriculum and over time. The program explores research and processes for teaching literacy in K–12 educational settings.

A copy of state teaching certificate must accompany the graduate application.

Common Requirements and Credit Hours (25 credits)

Psychological Foundations of Education:

CEDP 504 Theories of Human Development (4)

Historical, Philosophical and Social Foundations of Education:

EDUC 502 or EDUC 507 (4)
EDUC 505 or EDUC 506 (4)
EDUC 520 Methods of Educational Research (4)
EDUC 560 Reading Inquiry (4)
EDUC 601 Research Report (5)

Area Specialization (24 credits)

EDUC 542 Literature Study in the Elementary and Middle School (4)
EDUC 544 Advanced Reading Methods Across the Curriculum (4)
EDUC 576 Advanced Literacy Methods (4)
EDUC 590 Critical and Social Literacies (4)
EDUC 591 Instructional Foundations and Interventions for Literacy Difficulties (4)
EDUC 594 Psychology of Literacy (4)

<i>Common requirements credits</i>	<i>25 credits</i>
<i>Area specialization credits</i>	<i>24 credits</i>
<i>Minimum total credits for master's degree</i>	<i>49 credits</i>

MASTER IN TEACHING (MIT): SECONDARY TEACHING (5–12)

Lori Reiman	509.359.2500	LREIMAN@EWU.EDU
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STUDENT LEARNING OUTCOMES – STUDENTS WILL:

(CANDIDATES MUST HAVE A BACHELOR'S DEGREE)

- demonstrate required WAC knowledge and skills and meet all SPI and EWU Department of Education professional education program requirements including a year-long internship in K–12 schools which are necessary to qualify for a Washington residency teaching certificate in middle school, junior high and high school.

This program is available to candidates who hold a bachelor's degree in an area other than education, did not previously take teaching certification coursework and are interested in receiving both an MEd degree and a residency teaching certificate for teaching in the middle school, junior high and high school. Candidates for this program must have an endorsable teaching major that has been approved by an Eastern Washington University academic department. Effective 9/1/09 all candidates for certification must pass a WEST-E subject matter test to receive an endorsement for certification purposes.

Prerequisites for this program are:

- CMST 200 Introduction to Speech Communication (4) or an approved equivalent.
 - At least 90% of the endorsable teaching major must be completed.
 - Successful completion of the WEST-B (Washington Educators Skills Test-Basic). Contact www.west.nesinc.org for test information.
- Secondary Teaching candidates go through a pre-approval interview process and complete a year-long internship in a middle or secondary school.

Additional courses listed below must be completed for certification:

CEDP 363 Special Education Methods (4)
EDUC 309 Foundations of Secondary Classroom Management (3)
EDUC 341 Secondary Strategies, Management, Assessment (4)
EDUC 413 Content Area Reading, Management Assessment for Secondary Education Candidates (4)
XXXX XXX Secondary Methods Class from Major Department (3–5)

Minimum total credits for above certification *18 credits*

Common Requirements and Credit Hours (16 credits)

EDUC 520 Methods of Educational Research (4)

Psychological Foundations of Education:

CEDP 515 Advanced Educational Psychology (4)

Historical, Philosophical and Social Foundations of Education:

EDUC 506 Educational Sociology (4)
and EDUC 507 Philosophy and Organization of the American School (4)

Area Specialization (37 credits)

EDUC 417/517 The Culture of Middle Level School (3)
EDUC 510 Curriculum and Assessment (4)
EDUC 538 Media Literacy for Teachers (4)
EDUC 563 School Law (MIT) (2)
EDUC 596 Experimental Course (4)
EDUC 601 Research Report (5)
EDUC 695 Internship (15)

<i>Common requirements credits</i>	<i>16 credits</i>
<i>Area specialization credits</i>	<i>37 credits</i>
<i>Minimum total credits for above master's degree</i>	<i>53 credits</i>

MASTER IN ELEMENTARY TEACHING (MIT): TEACHING (K-8)

Lori Reiman	509.359.2500	LREIMAN@EWU.EDU
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STUDENT LEARNING OUTCOMES – STUDENTS WILL:

(CANDIDATES MUST HAVE A BACHELOR'S DEGREE.)

- demonstrate required WAC knowledge and skills and meet all SPI and EWU Department of Education professional education program requirements including a yearlong internship in K-8 schools, which are necessary to qualify for a Washington residency teaching certificate in teaching in elementary grades.

This program is available to candidates who hold a bachelor's degree in an area other than education, did not previously take teaching certification coursework and are interested in receiving both an MEd degree and a residency teaching certificate for teaching in the elementary grades.

Prerequisites for this program are:

1. CMST 200 Introduction to Speech Communication (4) or an approved equivalent.
2. MATH 212 Structure of Elementary Mathematics II (5) or equivalent.
3. Passing of the WEST-B (Washington Educators Skills Test-Basic).
Contact www.west.nesinc.org for test information.
4. Three natural science courses (recommend BIOL 115, GEOL or PHYS 115, GEOG/GEOL 115) and three social studies courses (recommend HIST 110, HIST 104 or 106, GEOG 101 or 230) are highly recommended.
5. Elementary Teaching with Certification candidates go through a pre-approval interview process and complete a year-long internship in an elementary school. Effective 9/1/05 all candidates for certification must pass an elementary education WEST-E test to receive an endorsement for certification purposes.

Additional courses listed below must be completed for certification:

- ART 390 Art in the Elementary School (3)
- EDUC 308 Foundations of Secondary Classroom Management (3)
- EDUC 508 Understanding Literacy Instruction K-8 (6)
- MUSC 390 Music Methods for Elementary Classroom Teachers (3)
- PHED 390 Health and Physical Education in the Elementary Schools (3)
- SPED 363 Special Education Methods (4)

Minimum total credits for above certification **22 credits**

Common Requirements and Credit Hours (16 credits)

- EDUC 520 Methods of Educational Research (4)

Psychological Foundations of Education:

- CEDP 515 Advanced Educational Psychology (4)

Historical, Philosophical and Social Foundations of Education:

- EDUC 506 Educational Sociology (4)
and EDUC 507 Philosophy and Organization of the American School (4)

Area Specialization (46 credits)

- EDUC 478 Science in the Elementary School (4)
- EDUC 510 Curriculum and Assessment (4)
- EDUC 538 Media Literacy for Teachers (4)
- EDUC 563 School Law (MIT) (2)
- EDUC 574 Social Studies in the Elementary School (3)
- EDUC 576 Advanced Literacy Methods (4)
- EDUC 601 Research Report (5)
- EDUC 695 Internship (15)
- MTED 590 Math Methods for Elementary Teachers (5)

Common requirements credits **16 credits**

Area specialization credits **46 credits**

Minimum total credits for above master's degree **62 credits**

CERTIFICATE IN TEACHING WITH TECHNOLOGY

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The Teaching with Technology Certificate (TTC) will provide educators the opportunity to improve their awareness, capacity and judgment in the effective use of technologies in classroom settings. This certificate will provide educators with the important tools and expertise necessary to enhance, engage and deliver learning in a variety of instructional settings. Upon completion of this certificate, educators will be able to effectively integrate content with methods and technologies to engage learning and best meet a variety of student needs. This certificate is designed for P-20 educators, corporate trainers, military trainers, health professionals and other such professionals who want to improve their capacity in using existing technologies and appropriate instructional methods to improve instruction. The Teaching with Technology Certificate is aligned with the International Society for Technology in Education (ISTE) and National Educational Technology (NET) Standards (ISTE, 2008). This certificate is recognized by the ISTE. This certificate requires the completion of 18 credits of course work from the Instructional Media and Technology program. Also required is the completion of a Teaching with Technology Portfolio which will be evaluated and approved prior to completion of the certificate.

Admission Requirements

Current EWU graduate students who want to pursue this graduate certificate must submit to the EWU Graduate Studies Office an application for admission to the program but will not be charged an application fee. They must also submit to the director of the Teaching with Technology Certificate Program: (1) a letter of application with details of their academic and research program, (2) a proposed plan of certificate coursework and (3) a proposed portfolio. Individuals not currently enrolled in a graduate program at EWU who wish to pursue this graduate certificate must follow these same application steps and pay the non-refundable graduate application fee. Information about applying for admission to a graduate certificate program can be found at www.ewu.edu/EDU/GRAD.

Curriculum Description

In order to receive a Teaching with Technology Certificate, students must complete the following course requirements: (1) 18 credits; and (2) complete, submit and have approved a Teaching with Technology Portfolio. These requirements are designed to provide students with an interdisciplinary, comprehensive training program on the certificate theme. Certificate students must maintain a 3.0 or better grade point average. Upon successful completion of the required coursework as outlined below, the certificate student must complete an application for graduation for a graduate certificate and have the director of the certificate program approve the application before submitting it to the Graduate Studies Office.

Required Certificate Courses

- Students are to complete 18 credits from the following ISTE-aligned courses:
- EDUC 511 Introduction to The Teaching with Technology Portfolio (1)*
 - EDUC 512 Finalizing The Teaching with Technology Portfolio (1)*
 - EDUC 530 Foundations of Education, Communication and Information Technology (4)*
 - EDUC 534 Games, Simulations and Learning (4)
 - EDUC 535 Games That Teach (4)
 - EDUC 538 Media Literacy for Teachers (4)
 - EDUC 540 Teaching and Learning with Microsoft (4)
 - EDUC 543 Multimedia for Teachers (4)
 - EDUC 550 Technologies & Least Restrictive Environments (4)
- *Required course for Teaching with Technology Certificate*

Minimum total credits for above master's degree **18 credits**

College Instruction Courses

Terms offered: if no terms are indicated check with the department or EagleNET.

COIN 571 Survey of Post-Secondary Education (4)
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)
A study of teaching-learning processes suitable for adult education and analysis of the educational theories from which they derive.

COIN 581 Workshop in College Teaching (3) F
Supervised training in various teaching strategies for large group, small group and individualized instruction.

COIN 599 Independent Study (1-15)
Prerequisite: 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)
Graded Pass/No Credit.
Prerequisite: 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)
Graded Pass/No Credit.
Prerequisite: permission of the instructor, department chair and college dean.
Independent research in a negotiated area of post-secondary education, supervised by a member of the college instruction faculty.

COIN 696 College Teaching Internship (1-15)
Graded Pass/No Credit.
Prerequisites: COIN 572 or 581. Enrollment with permission of the College Instruction program advisor.
Teaching under supervision at a two-year or four-year college, or other appropriate institution. Includes regular instructional responsibilities and additional planned experience.



Education Courses

Terms offered: fall, winter, spring, summer (FWSU). If no terms are indicated check with the department or EagleNET.

EDUC 146 College Reading and Study Techniques (5) FWSU

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

EDUC 150 Reading/Study Skills (1-2)

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 note: students may earn a maximum of 2 credits a quarter and may earn a total of 5 credits during their tenure at the university.

EDUC 160 Direct Instruction Tutoring (1-6)

Prerequisite: permission of the instructor.

Classroom tutoring using Direct Instruction teaching techniques and curriculum.

EDUC 200 Admission to the Teacher Education Program (1) FWSU

Graded Pass/No Credit.

Prerequisites: ENGL 101 and ENGL 201; MATH 211 or MATH 115; CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B); a minimum 2.5 GPA in the last 45 credits completed. Washington State Patrol/FBI fingerprinting receipt submitted. *Co-requisites:* (EDUC 303 and 308 or EDUC 303 and 309 or EDUC 456 and 493.)

This course is a required prerequisite to most education courses and admission to the teacher preparation program. The course includes orientation to EWU Teacher Education Program; completion of Washington State Patrol/FBI Clearance, moral character and personal fitness supplement; introduction to Washington Administrative Code (WAC) knowledge and skills, Washington State Learning Goals (WASL) and Essential Academic Learning Requirements (EALRs); Office of the Superintendent of Public Instruction (OSPI); the Department of Education reflective teaching model and Evidentiary Portfolio; required P-12 public school field experiences; school-based communication skills and legal and professional certification requirements. This course must be taken concurrently with EDUC 303 and 308 or EDUC 303 and 309 or EDUC 456 and 493).

EDUC 201 Introduction to Education (3) FWSU

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

EDUC 260 Direct Instruction Mentoring (1-6)

Prerequisite: CEDP 160 or permission of the instructor.

Classroom mentoring experiences using Direct Instruction teaching techniques and curriculum.

EDUC 299 Special Studies (1-18) FWSU

Prerequisites: 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) FWSU

Graded Pass/No Credit.

Prerequisite: 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. After registering for EDUC 300, sign up for placements in the Department of Education, Williamson Hall, third floor.

EDUC 303 Foundations of Assessment (3) FWSU

Prerequisites: ENGL 101 and ENGL 201; MATH 211 or MATH 115; CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B); a minimum 2.5 GPA in the last 45 credits completed. Washington State Patrol/FBI fingerprinting receipt submitted. *Co-requisites:* EDUC 200 and either EDUC 308 or EDUC 309.

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

EDUC 304 Introduction to Elementary Reading (3)

Prerequisites: Successful completion of EDUC 200, 303 and 308 or may be taken concurrently. Washington State Patrol/FBI clearance fingerprinting receipt submitted.

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

EDUC 305 Children's Literature (5)

Prerequisites: Successful completion of EDUC 200, 303 and 308 or may be taken concurrently. Washington State Patrol/FBI clearance fingerprinting receipt submitted.

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 306 Introduction to Early Childhood Education (1) FS

Students have an opportunity to learn about the content and process of early childhood education. Included in the course is an introduction to the ECE major and professional sequence of courses, development of a professional growth plan and assessment of knowledge and pedagogy through e-portfolios and/or written portfolios.

EDUC 308 Foundations of Elementary Classroom Management (3) FWSU

Prerequisites: ENGL 101 and ENGL 201; MATH 211 CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B); a minimum 2.5 GPA in the last 45 credits completed. Washington State Patrol/FBI fingerprinting receipt submitted. *Co-requisites:* EDUC 200 and EDUC 303.

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

EDUC 309 Foundations of Secondary Classroom Management (3) FWSU

Prerequisites: ENGL 101 and ENGL 201; MATH 211 or MATH 115 CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B); a minimum 2.5 GPA in the last 45 credits completed. Washington State Patrol/FBI fingerprinting receipt submitted. *Co-requisites:* EDUC 200 and EDUC 303.

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

EDUC 310 Reading Methods, Management and Assessment in the Elementary School (4) FWS

Prerequisites: EDUC 200, 303, 304, 308. Washington State Patrol Clearance/FBI fingerprinting clearance.

This course extends the understanding of the reading process approach to teaching reading across the elementary school curriculum (K-8). Lesson plan development includes assessment of student learning and classroom management. Placement in P-12 school with minimum 3 hour per week field experience required.

EDUC 323 A Global View through Children's Literature (5)

[satisfies international studies

university graduation requirement]

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

EDUC 325 Inequalities and Impacts on Educational Equity (4) FWSU

[satisfies cultural and gender diversity university graduation requirement]

Prerequisite: junior standing or permission of instructor.

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

EDUC 338 Language Arts Methods, Management and Assessment in the Elementary School (4) FWS

Prerequisites: Junior standing and completion of (EDUC 200, 303, 308 and 310) or (EDUC 456, 479 and 493); concurrent enrollment in EDUC 339. Washington State Patrol Clearance/FBI fingerprinting clearance required.

Placement in P-12 school with minimum 9 hour per week field experience required. This course examines the environment needed to teach the skills of listening, speaking and writing in the elementary program; including lesson plan development, assessment of student learning and classroom management.

EDUC 339 Social Studies and Science Methods, Management and Assessment in the Elementary School (5) FWS

Prerequisites: Junior standing and completion of (EDUC 200, 303, 308 and 310) or (EDUC 456, 479 and 493); concurrent enrollment in EDUC 338. Washington State Patrol Clearance/FBI fingerprinting clearance required.

Placement in P-12 school with minimum 9 hour per week field experience required. This course includes formulation of goals for social studies and science, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.

EDUC 341 Secondary Strategies, Management, Assessment (4) FWS

Prerequisites: Junior standing and completion of EDUC 200, 201, 303 and 309. Washington State Patrol/FBI fingerprinting clearance.

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

EDUC 399 Directed Study (1-18) FWSU

Prerequisites: permission of the instructor, department chair and college dean.

EDUC 401 Reading Instruction and Literature for Young Adults (5) FWS

Prerequisites: EDUC 305 or permission of the instructor. Washington State Patrol/FBI fingerprinting clearance.

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

EDUC 409 Teaching the Gifted and Talented (3) U
Prerequisite: 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 411 Reading for Language-Diverse Students (4)

Prerequisites: EDUC 310 or may be taken concurrently. Washington State Patrol/FBI fingerprinting clearance required.

Teacher candidates learn to analyze cultural and language differences that may influence how students learn to read. Candidates develop strategies for teaching the language-diverse student.

EDUC 412 Content Area Reading, Management and Assessment for Reading Majors and Minors (4)

Prerequisites: EDUC 310 or 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 Reading, Management Assessment for Secondary Education Candidates (4)

Prerequisites: EDUC 200, 303 and 309. Washington State Patrol/FBI fingerprinting clearance.

Placement in 5-12 school with minimum 3 hour per week field experience required. 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 414 Foundations of Reading and Writing Processes (3)

Prerequisites: EDUC 304 or may be taken concurrently.

This course explores the role of decoding as well as development of word recognition skills, knowledge of language structure, spelling and vocabulary development. These topics are presented in the context of the reading instruction program as it relates to oral language, reading and writing development.

EDUC 415 Introduction to Reading Assessment and Remediation (4) FWSU

Prerequisites: EDUC 401, 411, 412, 414

This course presents a current model of the reading process, including basic strategies for assessing reading difficulties, strategies for remediation and techniques for professional reporting.

EDUC 417 The Culture of Middle Level School (3)

Prerequisites: EDUC 200; EDUC 303; EDUC 308 or 309; Washington State Patrol Clearance/FBI fingerprinting receipt submitted.

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

EDUC 420 Admission to Professional Candidacy (1) FWS

Graded Pass/No Credit. Course fee.

Prerequisites: P-3: concurrent with EDUC 439 and EDUC 495, Elementary: CEDP 302, SPED 363, EDUC 303, 304, 308, 310, 338, 339. Secondary: CEDP 302, SPED 363, EDUC 303, 309, 341, 413. Washington State Patrol/FBI clearance required.

Placement in P-12 school with minimum 3 hour per week field experience required. The successful completion of EDUC 420 leads to student teaching candidacy. The candidate is asked to demonstrate characteristics of desirable teacher-pupil relations. In partial fulfillment of the course requirements, a Teacher Education Evidentiary Portfolio will be presented by each candidate documenting Department of Education performance-based outcomes, Washington State Learning Goals and, evidence of successful performance in the field. Teacher candidates must have completed at least three-fourths of the course work for their majors(s) and minor(s) before taking this course. All methods courses within the candidate's major must also be completed prior to taking EDUC 420. All candidates must have a minimum overall GPA of 2.5 in each of the following major(s), minor(s) and Professional Education program. All course grades in the candidate's major(s) and minor(s) and the Professional Education program must be at least 2.0.

EDUC 423 Elementary Student Teaching K-8 (15)

FWS

Graded Pass/No Credit.

Prerequisite: EDUC 420.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA of 2.5 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s), minor(s) and the Professional Education Program must be at least 2.0. Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department's *Student Teaching Handbook*.

EDUC 426 Secondary Student Teaching 7-12 (15)

FWS

Graded Pass/No Credit.

Prerequisite: EDUC 420.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA of 2.5 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s), minor(s) and the Professional Education Program must be at least 2.0. Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department's *Student Teaching Handbook*.

EDUC 427 General Student Teaching K-12 (1-15)

FWS

Graded Pass/No Credit.

Prerequisite: EDUC 420.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA of 2.5 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s), minor(s) and the Professional Education Program must be at least 2.0. Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department's *Student Teaching Handbook*.

EDUC 439 Seminar: Topics in Education (4)

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. *(The course is repeatable for credit with different titles.)*

EDUC 440 Seminar in Environmental Education and Sustainability (2)

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

EDUC 452 Topics in Continuing Education (1-5)

EDUC 455 Perspectives of Early Childhood Education (3) FW

Prerequisite: EDUC 306

Students are introduced to the foundations and current perspectives of early childhood education. Opportunities are provided to learn about issues, trends, appropriate programs and expectations for working with young children and their families.

EDUC 456 Integrated Early Childhood Practices (5) FS

Prerequisites: EDUC 455.

The design, implementation and assessment of appropriate early childhood practices (birth to 8 years) are addressed in this course. The early childhood pre-service teacher is guided in a collaborative, reflective and field-based process that views a learner-centered environment for young children as an organic process of constructivism.

EDUC 457 Collaborative Reflective Teaching in Early Childhood Education (3) WS

Prerequisites: EDUC 455, 456.

Early Childhood students are encouraged to focus on their developing practices for working with young children by using a reflective practice model that emphasizes collaboration, constructivism and caring.

EDUC 458 Learning Paradigm in Early Childhood Education (5) W

Prerequisite: EDUC 306.

Students will learn about early childhood teacher education through an integrated, holistic and collaborative inquiry approach focusing on appropriate practices for young children.

EDUC 462 Instructional Media and Technology (3) FWS

Prerequisites: junior standing, Washington State Patrol/FBI fingerprinting clearance.

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

EDUC 463 Production of Instructional Materials (5) F

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 478 Science in the Elementary School (4) FWSU

Prerequisite: Washington State Patrol form submitted.

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

EDUC 479 Early Literacy (3) FW

Prerequisite: EDUC 455.

Students are expected to learn that emergent literacy begins with a child's birth and encompasses those experiences that introduce, involve and motivate the learning of early language and literacy constructs.

EDUC 480 Educating Young Children with Diverse Backgrounds (3) FS

Prerequisite: EDUC 455.

The early childhood education student will learn to integrate the learning of children with diverse backgrounds into developmentally and culturally appropriate programs.

EDUC 487 Early Learning Concepts (4) FS

Prerequisite: EDUC 306.

This course introduces students to early childhood subject area concepts and standards for the learning of young children from birth to age eight. Also introduced are teaching and learning approaches and projects that are child relevant and meaningful.

EDUC 490 Reading Major Capstone (5)

[satisfies senior capstone university graduation requirement]

Prerequisite: EDUC 304, 305, 310, 401, 411, 412, 414; EDUC 495 must be taken concurrently.

This course allows teacher candidates in the Reading Major to analyze their practicum classroom experiences and to develop a philosophy for reading instruction. Students examine and identify the connections among literacy instruction and politics, the economy, school, society, social justice and how these impact young learners. Teacher candidates develop and implement a two-week reading curriculum for their placement practicum and review the Washington Teacher Competencies for the Reading Endorsement. This course must be taken concurrently with EDUC 495 Practicum for Reading Majors.

EDUC 490A Senior Capstone: Natural Resources (4)

[satisfies senior capstone university graduation requirement]

Prerequisite: senior standing

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

EDUC 493 Early Childhood Education Assessment (5)

Prerequisites: EDUC 306.

This course explores performance-based, authentic and standardized assessments of young children ages birth to eight years in order to assess development and learning and to plan programs.

EDUC 495 Practicum for Reading Majors (5)

Prerequisites: EDUC 415; EDUC 490 must be taken concurrently; permission of the instructor, department chair and college dean.

In Practicum for Reading Majors, students are supervised while teaching literacy in a K-12 classroom setting. It is required that this course be taken before student teaching. Ten hours per week of field experience in a public school classroom are required. This course must be taken concurrently with EDUC 490 Reading Major Capstone.

EDUC 495A Education Internship for Early Childhood Education (4)

Prerequisites: 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 eight hours in the field and take this course concurrently with EDUC 498 Seminar for ECE (1).

EDUC 497 Workshops, Short Courses, Conferences (1-18) FWSU

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

EDUC 498 Seminar (1-18) FWSU

EDUC 499 Directed Study (1-18) FWSU

Prerequisites: junior standing, 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)

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)

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

EDUC 503 Contemporary Education in Other Societies (4)

Study of systems of education outside the United States.

EDUC 505 Current Issues in Education (4)

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)

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)

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)

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)

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

EDUC 511 Introduction to Teaching with Technology Portfolio (1)

Graded Pass/Fail.

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

EDUC 512 Finalizing the Teaching with Technology Portfolio (1)

Graded Pass/Fail.

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

EDUC 517 The Culture of Middle Level School (3)

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

EDUC 520 Methods of Educational Research (4)

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 521 Field Based Inquiry (4)

Prerequisite: EDUC 520

Participants will continue study of methodology and models, select final project option, learn strategies for collecting and analyzing data and apply concepts and strategies to draft a final paper. (May be assigned a "Y" grade.)

EDUC 530 Foundations of Educational Communication and Information Technology (4)

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

EDUC 531 Elementary School Curriculum (4)

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

EDUC 532 Secondary School Curriculum (4)

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

EDUC 533 Instructional Systems Development (4)

WS

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

EDUC 534 Games, Simulations and Learning (4) F

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

EDUC 535 Games that Teach (4)

Prerequisite: EDUC 533, recommended EDUC 534.

This course focuses on the design, development and implementation of instructional games, both non-digital and digital. You will learn to integrate game methods with content, values and skills to create instructional games. You will develop sound rationale and support for what constitutes instructional games and how they should be used in classroom settings. You will learn to use game development tools (e.g., PowerPoint, Quandary, HotPotatoes, MS Excel, STAR Logo) which are widely available and easy to use. You will design, develop and implement non-digital and digital games and evaluate their effectiveness. This course can be taken independently or as a continuation (recommended) of EDUC 534.

EDUC 538 Media Literacy for Teachers (4) WU

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)

May be graded Pass/No Credit.

EDUC 540 Teaching and Learning with Microsoft Office (4)

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

EDUC 542 Literature Study in the Elementary and Middle School (4)

Prerequisites: EDUC 305 and 401 or equivalent.

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

EDUC 543 Multimedia for Teachers (4)

Prerequisites: recommended EDUC 530, EDUC 538.

This course introduces essential software products for use by teachers in the creation of innovative and customized course materials. You will explore and apply skills and techniques associated with the editing, creation and manipulation of digital artifacts in the form of audio, video, image, animation, webpage and more. Software applications include: Photoshop, Acrobat Pro, Audacity, MS MovieMaker, Dreamweaver, Flash, Illustrator, Inspiration and more. This course provides hands-on experiences in the preview of current software with direct application of instructional media to instructional design and production of digital classroom materials.

EDUC 550 Technologies and Least Restrictive Environments (4)

Prerequisites: recommended EDUC 533, EDUC 538.

This course is designed to empower teachers with the tools necessary to make informed decisions regarding the methods which are best used to create least restrictive learning environments. You will investigate universal design (e.g., multiple means of representation, multiple means of expression and multiple means of engagement) and integrate effective learning tools (digital and non-digital) to create least restrictive and inclusive instruction. You will explore internet-associated learning tools, multimedia authoring tools, assessment tools and data-analysis tools. You will design instruction to meet the diverse needs of learners and apply these strategies generally to meet the needs of all students.

EDUC 544 Advanced Reading Methods Across the Curriculum (4)

Prerequisites: EDUC 304, 310.

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

EDUC 551 Supervision of Instruction (4)

Prerequisite: one-year teaching experience beyond student teaching or permission of the instructor.

The work of the teacher or supervisor in improving instruction.

EDUC 552 Supervision of Student Teaching (4)

Prerequisite: one-year teaching experience beyond student teaching.

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

EDUC 560 Reading Inquiry (4)

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

EDUC 563 School Law (MIT) (2)

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)

Prerequisite: one-year teaching experience beyond student teaching.

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)

Prerequisites: two-years teaching experience beyond student teaching and admission to the Educational Leadership Program by the program coordinator.

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)

Prerequisites: two-years teaching experience beyond student teaching and admission to the Educational Leadership Program by program coordinator or permission of the instructor.

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

EDUC 567 School Administration (4)

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

EDUC 570 Elementary School Science Programs (4)

Prerequisites: teaching experience beyond student teaching, EDUC 478 or permission of the instructor.

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

EDUC 574 Social Studies in the Elementary School (3)

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)

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

EDUC 580 Curriculum Design in Early Childhood Education (4)

Prerequisite: EDUC 455 or permission of the instructor.
An in-depth study of the components of early childhood education curriculum models and research regarding early childhood education programs.

EDUC 588 Readings in the Curriculum (1-4)

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)

Prerequisite: EDUC 310 or consent of the instructor.
An advanced course for students wanting to study current literature on literacy as practiced in a variety of social contexts, as evaluated through a number of critical perspectives. Instructional implications will be highlighted so that students will develop reflective and sound classroom practice.

EDUC 591 Instructional Foundations and Interventions for Literacy Difficulties (4)

Prerequisite: EDUC 415 or permission of the instructor.

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

EDUC 594 Psychology of Literacy (4)

Prerequisite: EDUC 310 or permission of the instructor.

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

EDUC 595 Seminar in Literacy (4)

Prerequisite: EDUC 520; permission of the instructor, department chair and college dean..

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

EDUC 596 Experimental Course (1-6)

EDUC 597 Workshops (1-6)

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

EDUC 598 Seminar in Education (1-12)

EDUC 599 Independent Study in Education (1-6)

Prerequisites: 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 advisor.

EDUC 600 Thesis (1-8)

May be graded Pass/No Credit.
Prerequisite: 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)

Graded Pass/No Credit.
Prerequisites: permission of the instructor, department chair and college dean.

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

EDUC 695 Internship (1-18)

Graded Pass/No Credit.
Prerequisites: 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)

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.

Special Education Courses

SPED 363 Introduction to Special Education (4)
 Overview of definitions, causes, characteristics and educational approaches concerning students with disabilities and exceptional students.

SPED 399 Special (Individual) Studies (1-5)
Prerequisite: permission of the instructor, department chair and college dean.
 Subjects vary according to faculty and student interest.

SPED 410 Teaching Students with Severe Disabilities (4)
Prerequisite: SPED 363.
 Overview of characteristics, educational and social issues related to working with students with severe disabilities.

SPED 412 Introduction to Early Childhood Special Education (4)
Prerequisite: SPED 363.
 Overview of trends and services related to providing intervention for young children with disabilities (ages 0-8) and their families.

SPED 420 Principles of Behavior for Students with Exceptional Needs (4)
Prerequisite: SPED 363.
 Overview of principles of behavior change and how they apply to students with exceptional needs.

SPED 421 Classroom Management in Special Education Settings (4)
Prerequisites: SPED 363, 420.
 Covers fundamental knowledge and experiences for assessing and developing effective management strategies in special education classrooms.

SPED 460 Special Education Methods (4)
Prerequisite: SPED 420 or permission of the instructor.
 Overview of the primary instructional and behavior management techniques needed to work successfully with persons with special needs.

SPED 461 Methods for Teaching Students with High Incidence Disabilities (4)
Prerequisites: SPED 363, 460.
 Covers how to use Direct Instruction programs with students at-risk for school failure and those with special needs.

SPED 462 Methods for Teaching Students with Severe Disabilities (4)
Prerequisites: SPED 363, 460.
 Covers instructional techniques used to teach skills to students with severe disabilities.

SPED 463 Methods for Teaching Infants and Young Children with Disabilities (4)
Prerequisites: SPED 363, 412, 460.
 Covers intervention strategies for teaching infants and young children with disabilities skills in home-and center-based programs.

SPED 470 Special Education Assessment (4)
Prerequisites: SPED 363, 460.
 Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for students with special needs.

SPED 472 Assessment of Infants and Young Children with Disabilities (4)
Prerequisites: SPED 363, 412, 460.
 Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for infants and young children with disabilities and their families.

SPED 480 Inclusionary Practices and Collaboration (4)
Prerequisites: SPED 363, 460.
 Covers information and skills needed to collaborate effectively with students, educators, parents and agencies to implement appropriate special education programs.

SPED 487 Assistive Technology and Related Services in Special Education (4)
Prerequisites: SPED 363, 460.
 Covers the use of technology and assistive devices used to aid students with disabilities.

SPED 488 Special Education Practicum (3)
Graded Pass/No Credit.
Prerequisites: SPED 363; 3 credits to be completed when taking SPED 420 and 460 and 3 credits to be completed when taking SPED 421 and 461/462/463.
 Students observe and demonstrate effective teaching practices in a special education setting.

SPED 489 Special Education Student Teaching (16)
Graded Pass/No Credit.
Prerequisites: SPED 421, 461/462/463, 470/472, 480, 481, 487, 488.
 Provides the student with teaching experience in a special education setting.

SPED 490 Special Education Capstone (4)
[satisfies senior capstone university graduation requirement]
Prerequisite: To be taken the quarter before student teaching. Permission of instructor required.
 This is a culminating experience for the special education major. Students are required to integrate knowledge from other courses and apply it to a variety of situations. This course is required for special education and dual endorsement majors.

SPED 491 Senior Thesis (4)
[satisfies senior capstone university graduation requirement]
Prerequisite: invitation of the instructor/advisor.
 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. This course replaces ITGS 400 as a senior capstone experience.

SPED 495 Experiential Learning (1-12)
Graded Pass/No Credit.
Prerequisites: 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 (1-5)

SPED 497 Workshops, Short Courses, Conferences (1-10)

SPED 498 Seminar (1-5)
 Subjects vary according to faculty and student interest.

SPED 499 Directed Study (1-10)
Graded Pass/No Credit.
Prerequisites: permission of the instructor, department chair and college dean.

SPED 520 Special Education Research Methods (4)
Prerequisite: admission to graduate program.
 A critical analysis of research methodologies in special education research. Emphasis is placed on developing student skills in becoming a critical research consumer.

SPED 521 Foundations of Special Education (4)
Prerequisite: admission to the graduate program in special education.
 Overview of the historical and legal foundations of special education, as well as an in-depth study of the characteristics of exceptional individuals.

SPED 522 Teaching Exceptional Students I (4)
Prerequisite: admission to the graduate program in special education.
 Instructional methods derived from effective teaching research, including management of time, instructional design, presentation of information, academic monitoring, error correction procedures and curricular modifications.

SPED 523 Assessing Exceptional Students (4)
Prerequisite: admission to the graduate program in special education.
 Overview of the pre-referral to placement process and an in-depth examination of the primary standardized assessment instruments and procedures for determining eligibility for special education.

SPED 531 Designing Management Programs (4)
Prerequisites: SPED 520 and admission to the graduate program in special education.
 In-depth study of school-wide practices, classroom management techniques and individualized interventions for promoting positive social behavior.

SPED 532 Teaching Exceptional Students II (4)
Prerequisites: SPED 522 and admission to the graduate program in special education.
 Instructional methods and strategies for teaching reading and language arts to students with exceptional needs.

SPED 533 Collaborative Program Development for Exceptional Students (4)
Prerequisites: SPED 520 and admission to the graduate program in special education.
 Designing collaborative programs with focus on participation on multidisciplinary teams, development of instructional and transitional programs, supervision of support staff and consultation with parents and teachers.

SPED 534 Teaching Exceptional Students III (4)
Prerequisites: SPED 522 and 532 and admission to the graduate program in special education.
 Instructional methods and strategies for teaching math and content areas to students with exceptional needs as well as consultation and coaching techniques.

SPED 538 Journal Reading in Special Education (3)
Prerequisite: admission to the graduate program in special education.
 Provides students with skills in reading and analyzing research-based articles in special education journals.

SPED 599 Independent Study (1-5)
Prerequisites: permission of the instructor, department chair and college dean.

SPED 600 Thesis (1-15)
Graded Pass/No Credit.
Prerequisites: permission of the instructor, department chair and college dean.

A bound research study conducted as a partial fulfillment of a master's degree under the direction of a graduate committee.

SPED 601 Research Project (1-15)
Graded Pass/No Credit.
Prerequisites: permission of the instructor, department chair and college dean.

A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

SPED 695 Practicum (Specialized Areas) (1-9)
Graded Pass/No Credit.
Prerequisites: admission to a special education graduate program; permission of the instructor, department chair and college dean.
 Supervised experience in specialized areas.

SPED 697 Internship (Specialized Areas) (1-15)
Graded Pass/No Credit.
Prerequisite: admission to a special education graduate program; permission of the instructor, department chair and college dean.

Internship experience of professionally supervised service in an approved agency or institution.