

# Graduate Studies in Education

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## Master of Education

Sharon Mowry (Program Coordinator)

### M.Ed. in Educational Administration (34)

Required Core Courses: (10)

EDU 501	Advanced Educational Psychology .....	3
EDU 515	Educational Research .....	4
EDU 550	Core: Milestones in Education .....	3

Required Administration Courses: (16)

EDA 501	Supervision and Human Relations .....	3
EDA 510	Organization and Administration of Public Schools .....	3
EDA 520	Legal and Policy Foundations .....	3
EDA 521	Public School Finance .....	2
EDA 522	Public School/Community Relations .....	2
EDU 502	Curriculum Development .....	3

Electives: (2)

EDU 5__	Elective, minimum of 2 semester credits .....	2
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Completion of the following: (6)

EDA 581	Internship I: Administration, K-12 .....	3
EDA 582	Internship II: Administration, K-12 .....	3

Internship cannot begin until completion of academic coursework and recommendation by the Professional Education Advisory Board (PEAB).

*NOTE: All internships begin in the fall of the school year. The internship will cover the 21 Performance Domains of the Principalship. A notebook that details required competencies is provided. The internship includes opening and closing of the school for the year. It also includes an observation at an alternate level from the primary internship placement.*

Successful completion of the following (0):  
 EDU 597 Exit Exam(s) ..... 0

*Out-of-Spokane-area students:* The college is able to supervise students who work within 50 miles of Whitworth College. While it is possible for students to complete most of their academic coursework during the summer terms, the administrative internship is completed at the candidate's school during the academic year. Therefore, an administrative internship is appropriate only when the candidate is close enough for adequate college supervision, when a certified school principal is available to be the on-site supervisor, and when the candidate can meet with the administrative PEAB. Whitworth College does not want to compromise the quality of any phase of its degree or certification programs. The candidate should discuss this thoroughly with his or her advisor when considering applying to a program carrying state certification.

## Certification: School Administration (24)

### Initial Administrator Certificate (P-9 or 4-12 Principal)

Required Administration Courses (16)

EDA 501	Supervision and Human Relations .....	3
EDA 510	Organization and Administration of Public Schools .....	3
EDA 520	Legal and Policy Foundations .....	3
EDA 521	Public School Finance .....	2
EDA 522	Public School/Community Relations .....	2
EDU 502	Curriculum Development .....	3

Electives: (2)

EDU 5__	Elective, minimum of 2 semester credits .....	2
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Completion of the following (6):

EDA 581	Internship I: Administration, K-12 .....	3
EDA 582	Internship II: Administration, K-12 .....	3
	Observation at alternate level will be included during internships.	

Successful completion of the following: (0)

EDU 597	Exit Exam(s) .....	0
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This program is for potential principals in public or private (P-12) schools. Each candidate must have appropriate evaluations/references on file in the GSE Office before admission is approved and must schedule a conference with the director of the Department of Graduate Studies in Education. An appointment for this conference may be made by calling (509) 777-3228. The program carries with it competency-based certification with recommendations from the Administrative Professional Education Advisory Board. This board is composed of representatives of the Association of Washington School Principals, Washington Association of School Administrators, Washington Education Association and Whitworth College.

*Experience Requirement:* Candidates applying for an initial principal's certificate must document 540 days of teaching experience. A maximum of 60 substitute teaching days may be used. Individuals who were admitted to a principal's program prior to August 31, 1998, need to verify only 180 days of teaching experience.

*Certification at the initial level:* Generally achieved together with the completion of the M.Ed. degree in administration. Certification is available for either elementary (P-9) or secondary (5-12) administration. The certification program is also available for teachers who have already completed a master's degree program.

*Continuing Administrator's Certificate:* Requires verification of 180 days of service (30 days of which must be in the same school district) as a principal, vice principal, or assistant principal. Substitute service in the role can be used. This requirement is subject to change by the superintendent of public instruction.

Individuals who do not hold a valid initial principal's certificate and who applied for the continuing principal's certificate after August 31, 1998, will need to verify three years of service as a principal, vice principal, or assistant principal.

*NOTE: A course that covers abuse and neglect of children is required for continuing teaching certificate and continuing administrator's certificate. Check with the Certification Office, (509) 777-4406.*

Continuing Level Administrative Certificate: Contact Certification Office (509) 777-4406.

## M.Ed. in General Administration (34)

This program is for potential administrators in settings not requiring principalship certification (examples: Educational Service District (ESD), special education and community colleges).

### Degree Requirements

#### Required core courses: (10)

EDU 501	Advanced Educational Psychology .....	3
EDU 515	Educational Research .....	4
EDU 550	Core: Milestones in Education .....	3

#### Required Administration Courses: (16)

EDA 501	Supervision and Human Relations .....	3
EDA 510	Organization and Administration of Public Schools .....	3
EDA 520	Legal and Policy Foundations .....	3
EDA 521	Public School Finance .....	2
EDA 522	Public School/Community Relations .....	2
EDU 502	Curriculum Development .....	3

#### Electives: (2)

EDU 5__	Elective, minimum of 2 semester credits .....	2
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#### Completion of the following: (6)

EDA 588	Internship I: Administration, General .....	3
EDA 589	Internship II: Administration, General .....	3

#### Successful completion of the following: (0)

EDU 597	Exit Exam/s .....	0
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## Master of Education in Elementary Education (M.Ed.)

## Master of Education in Secondary Education (M.Ed.)

Doris Liebert (Elementary Education Program Coordinator)

Margo Long (Secondary Education Program Coordinator)

## M.Ed., Elementary or Secondary Education (34)

### Degree Requirements

#### 1. Required core courses: (13)

EDU 501	Advanced Educational Psychology .....	3
EDU 502	Curriculum Development .....	3
EDU 515	Educational Research .....	4
EDU 550	Core: Milestones in Education .....	3

#### Theme of study courses (18):

Electives chosen with the assistance of your advisor to meet individual professional goals at either the elementary or secondary level. May not include more than six semester credits of approved graduate-level Whitworth short courses .....

The completion of one of the following: ..... 3 or 6

EDU 596 Graduate Research Project (3)

or EDU 598 Thesis (6)

(Take three semester credits less in theme of study courses if EDU 598 is completed)

Successful completion of the following (0):

EDU 597 Exit Exam(s) ..... 0

*NOTE: A technology component will be added to these programs as soon as appropriate approval is in place.*

## Master of Arts Guidance and Counseling (M.A.)

## Master of Education Guidance and Counseling (M.Ed.)

Diane Dempsey Marr (Program Coordinator)

This program is designed for the preparation of public and private school counselors at both the elementary and secondary school levels.

M.A. School Counseling (57)

M.Ed. School Counseling (51)

Degree Requirements

Prerequisites:

Statistics

Exceptional Learners and Inclusion (for non-teachers)

Required Core Courses: (6)

EDC 509 Research for Counselors ..... 3

EDU 550 Core: Milestones in Education ..... 3

Required Guidance and Counseling Courses: (32)

EDC 501 Orientation to Professional Counseling ..... 3

EDC 502 Development Across the Life Span ..... 3

EDC 503 Social and Cultural Considerations in Counseling ..... 3

EDC 504 Counseling Theories ..... 3

EDC 505 Career Development and Counseling ..... 3

EDC 506 Consultation in the Helping Professions ..... 3

EDC 507 Measurement and Evaluation ..... 2

EDC 511 The Counseling Process ..... 3

EDC 512 Introduction to Group Counseling ..... 3

EDC 512L Introduction to Group Counseling Lab ..... 0

EDC 521 Psychoeducational Assessment ..... 2

EDC 522 Role and Function of the School Counselor ..... 3

EDC 523 Legal and Ethical Considerations in School Counseling ..... 1

(To be taken concurrently with EDC 581.)

Completion of the following clinical experiences (13):

EDC 581 School Counseling Practicum ..... 5

Prerequisites: (1) Successful completion of all course work with the following exception: Concurrent enrollment with EDC 502, 505, or 506. (2) Permission of the Counselor Professional Education Advisory Board (PEAB).

EDC 583 Counseling Internship I: School ..... 4

EDC 584 Counseling Internship II: School ..... 4

Completion of the following (0):

EDC 596 Action Research Project

(To be taken during EDC 583 and EDC 584)

(M.A. candidates: EDC 596 may be subsumed under thesis or completed separately.)

M.A. Candidates complete the following (6):

EDC 598 Graduate Thesis ..... 6

EDC 599 Master's Oral Examination ..... 0

M.Ed. candidates complete the following (0):

EDC 597 Master's Comprehensive Exam ..... 0

Graduate Programs

## Certification: Initial Educational Staff Associate (48)

### (School Counselor P-12)

Required core course (3)

EDU 550 Core: Milestones in Education ..... 3

Required guidance and counseling courses (37)

EDC 501 Orientation to Professional Counseling ..... 3

EDC 502 Development Across the Life Span ..... 3

EDC 503 Social and Cultural Considerations in Counseling ..... 3

EDC 504 Counseling Theories ..... 3

EDC 505 Career Development and Counseling ..... 3

EDC 506 Consultation in the Helping Professions ..... 3

EDC 507 Measurement and Evaluation ..... 2

EDC 511 The Counseling Process ..... 3

EDC 512 Introduction to Group Counseling ..... 3

EDC 512L Introduction to Group Counseling Lab ..... 0

EDC 521 Psychoeducational Assessment ..... 2

EDC 522 Role and Function of the School Counselor ..... 3

EDC 523 Legal and Ethical Considerations in School Counseling ..... 1

(To be taken concurrently with EDC 581.)

EDC 581 School Counseling Practicum ..... 5

Student registers for the practicum after approval is secured from the Counselor Professional Education Advisory Board (PEAB).

Completion of the following internships (8):

EDC 583 Counseling Internship I: School ..... 4

EDC 584 Counseling Internship II: School ..... 4

Successful completion of the following (0):

EDC 597 Master's Comprehensive Exam ..... 0

## M.A. Community Agency Counseling (57)

## M.Ed. Community Agency Counseling (51)

This program is designed for preparation of community agency counselors who serve in a variety of public and private settings.

Prerequisites:

Abnormal Psychology

Statistics

Required Core Courses (3):

EDC 509 Research for Counselors ..... 3

Required Guidance and Counseling Courses (35):

EDC 501 Orientation to Professional Counseling ..... 3

EDC 502 Development Across the Life Span ..... 3

EDC 503 Social and Cultural Foundations ..... 3

EDC 504 Counseling Theories ..... 3

EDC 505 Career Development and Counseling ..... 3

EDC 506 Consultation in the Helping Professions ..... 3

EDC 507 Measurement and Evaluation ..... 2

EDC 5\_\_ Elective Course ..... 3

EDC 511 Counseling Process ..... 3

(Prerequisites: EDC 501, 504 and unconditional admission into counseling program.)

EDC 512 Introduction to Group Counseling ..... 3

EDC 512L Introduction to Group Counseling Lab ..... 0

EDC 531 Working in Community Agency Setting ..... 3

EDC 532 Appraisal and Treatment of Individuals ..... 2

EDC 533 Legal and Ethical Considerations in Counseling ..... 1

(to be taken concurrently with EDC 582)

Completion of the following clinical experiences (13)	
EDC 582	Community Agency Counseling Practicum ..... 5
Prerequisites: (1) Successful completion of all coursework with the following exception: concurrent enrollment with EDC 502, 505, or 506. (2) Permission of program faculty.	
EDC 585	Counseling Internship I: Community Agency ..... 4
Prerequisites: (1) Completion of EDC 582. (2) Permission of program faculty.	
EDC 586	Counseling Internship II: Community Agency ..... 4
Prerequisites: (1) Completion of EDC 585.	
The completion of the following (0):	
EDC 596	Action Research Project ..... 0
(To be taken during EDC 585 and EDC 586)	
(M.A. candidates: EDC 596 may be subsumed under thesis or completed separately.)	
M.A. Candidates complete the following (6):	
EDC 598	Graduate Thesis ..... 6
EDC 599	Master's Oral Examination ..... 0
M.Ed. Candidates complete the following (0):	
EDC 597	Master's Comprehensive Exam ..... 0

# Master of Arts in Teaching

## Master of Arts in Teaching Gifted and Talented (M.A.T.)

Margo Long (Program Coordinator)

This program is designed to train teachers of gifted and talented students and mainstream classroom teachers to evaluate and utilize appropriate current trends and research ideas, develop differentiated curriculum for all students, and individualize instruction so that each child's needs can best be met.

### M.A.T. Gifted and Talented (34)

#### Degree Requirements

#### Required Core Courses: (13)

EDU 501	Advanced Educational Psychology ..... 3
EDU 502	Curriculum Development ..... 3
EDU 515	Educational Research ..... 4
EDU 550	Core: Milestones in Education ..... 3

#### Required Gifted and Talented Courses: (11)

EDG 551	Educational Psychology of the Gifted ..... 3
EDG 552	Teaching for Independence and Responsibility ..... 2
EDG 553	Creativity and Analytical Thinking ..... 3
EDG 554	Strategies for Challenging Bright Students ..... 3

#### Complete one of the following: ..... 3

EDG 581	Practicum: Gifted and Talented (3)
EDG 596	Graduate Research Project (3)

#### Approved Electives: (7)

Limit of seven semester credits of approved Whitworth Gifted and Talented enrichment classes. Other electives need to be approved by your advisor.

#### Successful completion of the following: (0)

EDU 597	Exit Exam(s) ..... 0
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# Master of Arts in Teaching Special Education (M.A.T.)

Betty Fry Williams (Program Coordinator)

This program is designed to extend the skills and knowledge of teachers who wish to work with exceptional children and youth. It emphasizes curriculum needs of pupils rather than disability categories. The program can accommodate teachers who are seeking to complete their endorsement in special education under the new Washington state requirements. It is also intended to provide graduate-level specialized training for teachers who are already endorsed in special education. The program prepares teachers to understand inclusion (working with exceptional children in the regular classroom) as well as to work with special-needs learners in resource rooms or self-contained settings.

Prerequisite competencies required: Transfer classes (graduate or undergraduate) may be accepted in place of the following courses, but any substitutions must be individually evaluated. The following courses, with the exception of field experiences, may be taken at Whitworth as part of the graduate electives required:

## Coursework:

EDS 520	Exceptional Learners and Inclusion (3)
EDS 521	Intervention for Behavior and Motivation (3)
EDS 522	Assessment and IEP Planning (3)
EDS 523	Intervention for Academic Learning Problems (3)

## Field Experiences:

(Take either EDS 581 plus EDS 582 Or EDS 583 plus EDS 584.)

EDS 581	Practicum: Special Education, Early Childhood/K-8 (1)
EDS 582	Advanced Practicum: Special Education, Early Childhood/ K-8 (4)
or	
EDS 583	Practicum: Special Education, Middle/High School (1)
EDS 584	Advanced Practicum: Special Education, Middle/High School (4)

## M.A.T. in Special Education (36)

### Degree Requirements

#### Required Core Courses (13):

EDU 501	Advanced Educational Psychology	3
EDU 502	Curriculum Development	3
EDU 515	Educational Research	4
EDU 550	Core: Milestones in Education	3

#### Required Special Education Courses (12):

EDC 506	Consultation in the Helping Professions	3
EDS 524	Early Intervention for Special Education	3
EDS 525	Intervention for Attention Deficit and Hyperactivity	3
EDS 526	Intervention for Severe Communication, Sensory and Physical Problems	3

#### Required Field Experience (at alternate level to prerequisite experience):

(Take either EDS 581 plus EDS 582 Or EDS 583 plus EDS 584) 5

EDS 581	Practicum: Special Education, Early Childhood/K-8 (1)
EDS 582	Advanced Practicum: Special Education, Early Childhood/ K-8 (4)
or	
EDS 583	Practicum: Special Education, Middle/High School (1)
EDS 584	Advanced Practicum: Special Education, Middle/High School (4)

#### Required electives to be selected from the following or from the prerequisites list: 6

EDG 551	Educational Psychology of the Gifted (3)
EDS 501	Introduction to Sign Language and the Deaf (4)
EDS 527	Intervention for Conduct Disorders (2)
EDS 528	Intervention for At-Risk Students (2)
EDS 529	Intervention for Behavior Disorders (3)
EDU 546	Diagnosis and Treatment of Reading Disabilities (3)

Exit Requirement:

EDS 595 Exit Project (0)

*NOTE: Special-education endorsement is also possible without completion of the master's degree. Check with the Certification Office for details.*

## Certification

- While every attempt is made to make certification programs compatible with degree study, it should be understood that certification requirements may go beyond degree requirements.
- Whitworth College programs lead to Washington certification. For certification in other states, the applicant will need to contact the office of the Superintendent of Public Instruction in that state to secure the certification requirements.
- Whitworth College certification programs must meet requirements instituted by the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE). Therefore, certification requirements are subject to change upon notification by the OSPI and SBE and must be incorporated into all appropriate certification plans.
- Certification study without the pursuit of a degree is possible where appropriate. Only candidates in good standing will be certified. Contact the office of Graduate Studies in Education for further details. Call (509) 777-3228.

The Certification and Placement Office is located in Dixon Hall. If you need assistance with any of the following items, please call (509) 777-4406.

### Continuing Teacher Certification:

Administrative certification: all levels

ESA (counselor) certification: all levels

Endorsements: information on requirements and assistance with course evaluations is available from the Certification and Placement Office

Reciprocity: Certification requirements in other states

Placement: As you near completion of your graduate program, you may receive assistance and/or information from the placement office for the following:

Placement files

Résumés, cover letters, applications and additional forms of communication

Current job listings

Career fairs

On-campus interviews

### Advising

We encourage you to call the office of Graduate Studies in Education, (509) 777-3228, for an appointment to discuss the various programs and how they relate to your goals. An advisor will be assigned to you for your graduate degree and/or certification program. A program coordinator will provide career-specific information.

### Admission Policies

1. No more than six semester credits should be taken prior to admission to Graduate Studies in Education (GSE), as there is no guarantee they will count toward a graduate degree.
2. You must complete an application packet.
3. There are two levels of admission, as follows:
  - Unconditional admission: cumulative grade point average of 3.0 or higher, satisfaction of all prerequisites and acceptable recommendations.
  - Conditional admission: cumulative grade point average of 2.7 or higher, acceptable recommendations, and conditions identified by the admissions committee.
4. Applicants are expected to earn a score at the 25th percentile or higher on the verbal, quantitative, and analogies portions of the Graduate Record Exam (GRE) **or** the Miller Analogy Test (MAT) **or** provide documented evidence of their ability to succeed in graduate school.
5. Applicants must hold a bachelor's degree from a regionally accredited college or university.

6. Completion of a teacher-education program is required for all School of Education master's degree and certification programs except MIT, M.A. Guidance and Counseling (School or Community Agency), M.Ed. Guidance and Counseling (School Certified or Community Agency); and M.Ed. General Administration. Photocopies of all Washington teacher, administrator or ESA certificates, as well as certificates from other states, must be submitted with the application for admission.
7. Prerequisites prior to graduate study may be required where applicants lack appropriate preparation. Students whose first language is not English may be required to complete prerequisites prior to consideration for admission to GSE. These courses are determined with an advisor to improve expertise in English, math, education methods and study skills.
8. Part of the application process to GSE is completion of the Character and Fitness Supplement. Whitworth may deny admission to any individual applying to GSE based upon a review and documentation of items disclosed in the Character and Fitness Supplement. Applicants with suspended or revoked educational certificates (teacher, counselor, principal, psychologist or other) for a program leading to state certification will not be processed for admission to GSE until such certificates have been reinstated. This includes certificates from other states as well as from Washington.
9. For international students, the TOEFL test or the GRE is required prior to admission. The minimum score accepted on the TOEFL is 550. Testing is also done in English and in math, prior to the student's graduate coursework, to determine any necessary prerequisites to be written into the degree plan.

International students must provide proof of adequate financial resources for graduate study prior to admission. A handout including detailed information is available in the GSE office.

*NOTE: Several of our programs are currently being revised to meet all SBE requirements. Consult with your advisor regarding all current information.*

## Academic Policies

### Cancellation of Admission and Expulsion

1. Students who do not take any courses leading to the completion of their master's degree within a one-year period will be placed on inactive status. Should inactive students return to active status, they will be responsible for any new college or program requirements.
2. Students may be suspended or expelled for failure to meet academic standards, and for plagiarism, cheating, misrepresentation of background information, or violation of items listed on the Character and Fitness Supplement. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
3. Whitworth College reserves the right to withhold credit, transcripts and diplomas until all campus debts are settled.

### Academic Standards

1. A minimum of 34 semester credits in approved courses, following a signed degree plan, is required for all master's degrees. This is in addition to any required prerequisites.
2. Six semester credits (or nine quarter credits) of approved graduate credit may be transferred from other colleges or universities for degree purposes. Workshops, correspondence courses, seminars, video courses, or independent studies may not be transferred in from another college or university; nor may a course be transferred in if a grade of "C" or lower or a grade of "Pass" was assigned.
3. Independent Studies (numbered 591, 592) may be undertaken on a tutorial basis. Graduate Studies in Education approval is based upon the following criteria: no regular course covers the project materials; a designated faculty member agrees to supervise the study; and there is a limit of two studies during an entire program. Students are to submit proposals with the signatures of the faculty supervisor and the director/department chair to the Graduate Studies in Education office by the first class day of the term in which the study is taken.

4. Master's degree and certification candidates must achieve a cumulative grade point average of at least 3.0 on a 4.0 scale for all courses taken as part of an approved graduate degree.
5. No credit toward a master's degree or certification program will be allowed for a course in which the student receives a grade of "C-" or lower. Courses in which a grade of "C-" or lower is earned, if required for the degree or certification program, must be repeated. Following any term in which a student's cumulative grade point average is below 3.0, the student will be placed on academic probation. The student will be dismissed from the graduate program if three grades of "C+", "C" or "C-" or lower are accumulated, or if it is necessary for the student to be placed on academic probation more than twice.
6. A grade of incomplete, ("I") is given only in emergency situations. Student and instructor sign an Incomplete Agreement indicating the reason for the incomplete and file this with the registrar. The incomplete must be made up by six weeks into the following semester.
7. In-progress ("IP") grades are given only for practicums, internships and research projects. In-progress grades must be removed within six months of issuance. If not, the student must re-enroll and pay tuition.
8. Credits toward a graduate degree must be within six-year recency at the time of program completion.
9. A six-semester-credit course load qualifies a student as full time during each term (fall, spring, summer). More than six semester credits represent an overload; this is not encouraged. The student's signature is obtained on an overload statement. Persons working full time are strongly encouraged not to exceed six semester credits per term.

### Appeals

1. The right of appeal, in the following order, is available for students who feel they have been unfairly graded:
  - a. the instructor of the course;
  - b. the director of Graduate Studies in Education;
  - c. the dean of the School of Education;
  - d. the vice president for Academic Affairs (or designee).
2. Appeals for other issues
 

Discuss issue first with the assistant director of the Department of Graduate Studies, then the right of appeal is available to all students if appeal is presented in writing within three weeks of the incident in this order:

  - a. director of Graduate Studies in Education;
  - b. committee composed of the dean at the School of Education, director/chair of the Department of Graduate Studies in Education, and representatives of the School of Education;
  - c. vice president for Academic Affairs or associate dean, dean of the School of Education, director/chair of Graduate Studies in Education, member of Professional Education Advisory Board, and advocate designated by student, if desired.
3. Certification appeals
 

In cases where certification is refused, the student may also appeal to the Office of the Superintendent of Public Instruction or the State Board of Education.

### General Guidelines

1. All GSE students register and pay for courses each semester in the GSE office in Dixon Hall. Enrollment in a course that is not approved for a specific program is considered as enrichment only and does not count toward a graduate degree or certification program.
2. Check with your advisor each term for pre-registration advising and for exit requirements.

## Graduation Procedures

Students need to complete an application for graduation, available in the GSE office. This application should be filed by January 15 to assure that the student's name will appear on the graduation list and that the student will be able to participate in the May graduation ceremony.

All coursework and exit requirements must be completed by the end of the term prior to the degree-posting date. For example: For a May degree posting date, all coursework must be completed by the end of spring semester, and comprehensive exams must be completed no later than the March comprehensive exam date. Whitworth College has three degree-posting dates each year: August, January and May. There is one graduation ceremony, in May.

## Graduate Studies in Education Course Descriptions

### Administration Courses

#### **EDA 501 Supervision and Human Relations** **3**

Development of supervisory framework for beneficial human relations, outlooks and skills. Study of interactive relationships between teaching and supervisory behavior systems; identification of concepts and research findings relevant to varying styles of supervision; and examination of characteristics of supervision. Spring.

#### **EDA 510 Organization and Administration of Public Schools** **3**

Theoretical and actual applications of administrative policy; personal examples of organizational structures; study of various pressure groups that influence the decision-making process; and use of current technology in the schools. Summer.

#### **EDA 520 Legal and Policy Foundations** **3**

Development of sensitivity and awareness of the important role legal requirements play in administering today's school programs successfully. Emphasis on situations that have direct relevance to educational leaders in Washington and Idaho. Fall.

#### **EDA 521 Public School Finance** **2**

Survey of the financial dimensions of public school administration, including budget development and management; the role of state, local, and federal agencies in school finance issues; collective bargaining; personnel; accountability; the special levy system; accounting procedures; purchasing; and risk management. Summer.

#### **EDA 522 Public School and Community Relations** **2**

Public relations techniques and effective personal communication; the relationship between the school, community, parents, teachers, and students; teacher and administrator strategies for initiating positive attitudes toward schools. Summer.

#### **EDA 581 Internship I: Administration, K-12** **3**

Participation in a wide range of activities that constitute the normal responsibilities of the elementary or secondary school principal under the direct supervision of a public school administrator and a Whitworth College supervisor. Skills are evidenced through competency-based performance checks. Internship includes opening and closing activities of the school year and is required for initial administrator (P-9 or 4-12 principal) certification. Attendance at three Saturday seminars is required. Grade is Pass/No Credit. Fall.

#### **EDA 582 Internship II: Administration, K-12** **3**

Participation in a wide range of activities that constitute the normal responsibilities of the elementary or secondary school principal under the direct supervision of a public school administrator and a Whitworth College supervisor. Skills are evidenced through competency-based performance checks. Internship includes opening and closing activities of the school year. Required for initial administrator (P-9 or 4-12 principal) certification. Attendance at three Saturday seminars is required. Grade is Pass/No Credit. Spring.

**EDA 588 Internship I: Administration, General** 3

Participation in a wide range of activities that constitute the normal responsibilities of an administrator under the direct supervision of an on-site supervisor and a Whitworth College supervisor. Skills are evidenced through competency-based performance checks. Grade is Pass/No Credit. Fall.

**EDA 589 Internship II: Administration, General** 3

Participation in a wide range of activities that constitute the normal responsibilities of an administrator under the direct supervision of an on-site supervisor and a Whitworth College supervisor. Skills are evidenced through competency-based performance checks. Grade is Pass/No Credit. Spring.

**EDA 591 Independent Study** 1-3**Counseling Courses****EDC 500 Topics in Counseling** 1-3

Selected topics in effective counseling. Periodic offering.

**EDC 501 Orientation to Professional Counseling** 3

Review of the history, ethics, roles and functions, organizational structures, licensing and credential standards of helping professions. Prerequisite: Permission of program coordinator. Fall, spring.

**EDC 502 Development Across the Life Span** 3

Overview of human development, life stages, normal and abnormal behaviors, personality theories, and therapeutic interventions. Prerequisite: EDC 501, Orientation to Professional Counseling. Summer.

**EDC 503 Social and Cultural Considerations in Counseling** 3

Development of effective multicultural counseling skills with diverse populations. Exploration of ethnicity, culture, gender, socioeconomic status, disability, religious beliefs, and the impact of stereotyping. Prerequisite: EDC 501, Orientation to Professional Counseling. Summer.

**EDC 504 Counseling Theories** 3

Introduction to general aspects, ethical standards, and major models of therapeutic change in the counseling profession. The basic tenets of each model including assumptions concerning personality development and functioning and therapeutic process. Techniques and procedures will be emphasized. Prerequisite: EDC 501, Orientation to Professional Counseling (or concurrent enrollment). Fall, summer.

**EDC 505 Career Development and Counseling** 3

Overview and application in various settings and populations of career development theories, decision-making models, career assessment and planning, aspects of career education, and sources of occupational information and career-education materials. Prerequisite: EDC 501, Orientation to Professional Counseling. Summer.

**EDC 506 Consultation in the Helping Professions** 3

Theories and techniques necessary to collaborate effectively with administration, staff, faculty and parents within and across schools, community agencies, and family settings. Prerequisite: EDC 501, Orientation to Professional Counseling (or concurrent enrollment). Non-counseling majors in the helping professions must have graduate standing or instructor's permission. Also listed as EDU 436. (Students must register for graduate-level course and complete extra project if in a graduate program.) Spring.

**EDC 507 Measurement and Evaluation** 2

Basic principles of measurement and evaluation; exploration of theoretical and statistical foundations and legal, ethical and diversity issues pertaining to appraisal of various target populations in education and counseling. Prerequisite: EDC 501, Orientation to Professional Counseling (or concurrent enrollment), prior experience with statistics. Fall semester, Jan Term odd years.

- EDC 509 Research for Counselors** 3  
Development of knowledge and skills to be effective consumers of published research findings as well as conductors of research including needs assessment and program evaluation in the helping professions. Review of potential research-related legal and ethical issues. Prerequisite: EDC 501, Orientation to Professional Counseling (or concurrent enrollment); prior experience with statistics. Spring.
- EDC 511 The Counseling Process** 3  
Application of various theories of counseling and interviewing with emphasis on development of skills and techniques. Prerequisites: EDC 504, Counseling Theories. Spring, summer odd years.
- EDC 512 Introduction to Group Counseling** 3  
Introduction to various group counseling models with an emphasis on leadership types, communication skills, ethical and legal issues, application of current research, group techniques, composition and size. Concurrent lab required. Prerequisites: EDC 504, Counseling Theories; EDC 511, The Counseling Process. Fall, summer even years.
- EDC 512L Introduction to Group Counseling Lab** 0  
Required lab to be taken with EDC 512, Introduction to Group Counseling. Fee.
- EDC 521 Psychoeducational Assessment** 2  
Study of assessment needs within school settings which support student achievement, including individualized comprehensive assessment of state learning goals and essential academic learning requirements, learning styles, emotional intelligence, mental health and functional behavior analysis, with emphasis on the school counselor's role in individual and group assessment. Prerequisite: EDC 507, Measurement and Evaluation. Jan Term even years.
- EDC 522 Role and Function of School Counselor** 3  
Integration of research, theory and practice in preparation for service to students that is consistent with the college goals and conceptual models within helping professions. Prerequisite: EDC 501, Orientation to Professional Counseling (or concurrent enrollment). Fall.
- EDC 523 Legal and Ethical Considerations in School Counseling** 1  
Comprehensive overview of ethical issues, legal statutes, and litigation that affects counseling services and informs counselor behaviors in school settings, with emphasis on ethical standards and legal parameters for individual practitioners. Prerequisite: concurrent enrollment with EDC 581, School Counseling Practicum. Spring.
- EDC 531 Working in Community Agency Setting** 3  
Overview of the mental health movement, scope of community counseling service programs offered to diverse populations as well as operations issues, counselor functions and roles. Prerequisite: EDC 501, Orientation to Professional Counseling (or concurrent enrollment). Fall.
- EDC 532 Appraisal and Treatment of Individuals** 2  
Course focus on conducting individualized comprehensive assessments in an agency setting, utilizing diagnostic criteria found in DSM-IV, crafting intervention goals and objectives, creating an action plan, and evaluating client progress. Prerequisite: EDC 507 Measurement and Evaluation. Jan Term, even years.
- EDC 533 Legal and Ethical Considerations in Counseling** 1  
Comprehensive study of ethical issues, legal statutes, and litigation that impact the therapeutic environment and inform counselor behavior. Prerequisite: Concurrent enrollment with EDC 582 Community Agency Counseling Practicum. Spring.
- EDC 551 Therapeutic Alliances with Children and Adolescents** 3  
Tailors skills for meeting the developmental issues, mental health challenges, family dynamics, school involvement, and community response needs of young clients. Exploration of creative techniques, animal-assisted therapy, and play therapy. Fall 2002, 2005.

- EDC 552 Counseling Clients Affected by Substance Abuse** 3  
Survey of various addiction models; exploration of characteristics of clients who abuse substances; review of assessment techniques and therapeutic interventions; insight into the dynamics embedded in addiction-affected systems. Fall 2003, 2006.
- EDC 553 Marriage and Family Counseling** 3  
Introduction to various models of marriage and family counseling with special focus on Adlerian family and conjoint marriage counseling. Exploration of basic beliefs of each model and development of procedures and techniques for working with clients. Summer 2003, 2006.
- EDC 554 Counseling Behavioral Disorders in Children** 3  
An overview of behavior disorders and their systemic impact, including attention deficit disorder, autism, oppositional defiant disorder and conduct disorder. Exploration of collaborative programs, counseling techniques, behavior management, skills training curriculum, and therapeutic games as possible intervention approaches. Fall 2001, 2004.
- EDC 555 Spirituality and Counseling** 3  
Theory and practice of integration of religion, spirituality, and psychotherapy. Investigates the tension and harmony between faith and counseling and introduces the standards of professional practice in counseling religious clients. Summer 2001, 2004.
- EDC 581 School Counseling Practicum** 5  
Preliminary field experience offering intensive skill development necessary to function in the role of professional counselor in school settings. Prerequisites: concurrent enrollment in EDC 523, Legal and Ethical Considerations in School Counseling; permission of program faculty; recommendation by PEAB (Professional Education Advisory Board). Optional concurrent enrollment permitted in EDC 506, Consultation in the Helping Professions. Spring.
- EDC 582 Community Agency Counseling Practicum** 5  
Preliminary field experience offering intensive skill development necessary to function in the role of professional counselor in community agencies or church settings. Prerequisites: permission of program faculty and concurrent enrollment in EDC 533 Legal and Ethical Considerations in Counseling. Optional concurrent enrollment permitted in EDC 506 Consultation in Helping Professions. Spring.
- EDC 583 Counseling Internship I: School** 4  
Field experience in a school setting under direct individual and group supervision. Students will register for EDC 583 in the fall and EDC 584 in the spring. Prerequisite: Completion of all coursework; grade of "B" or better in EDC 581, School Counseling Practicum, and EDC 523, Legal and Ethical Considerations in School Counseling; permission of program faculty. Fall.
- EDC 584 Counseling Internship II: School** 4  
Field experience in a school setting under direct individual and group supervision. Students will register for EDC 583 in the fall and EDC 584 in the spring. Prerequisite: Successful completion of EDC 583, Counseling Internship I: School. Spring.
- EDC 585 Counseling Internship I: Community Agency** 4  
Field experience focused on preparing students for employment as professional counselors within community agencies or church settings. Students will register for EDC 585 in the fall and EDC 586 in the spring. Prerequisite: permission of program faculty and grades of "B" or better in EDC 582, Community Agency Counseling Practicum, and EDC 533, Legal and Ethical Considerations in Counseling. Fall.
- EDC 586 Counseling Internship II: Community Agency** 4  
Field experience focused on preparing students for employment as professional counselors within community agencies or church settings. Students will register for EDC 585 in the fall and EDC 586 in the spring. Prerequisite: successful completion of EDC 585, Counseling Internship I: Community Agency; permission of program faculty. Spring.

- EDC 588 Peer Review** 1  
A state-required course for school counselors to demonstrate counseling knowledge and skills during their employment as counselors prior to recommendation for continuing ESA certification. Fall, spring, summer.
- EDC 591 Independent Study** 1-3
- EDC 596 Action Research Project** 0  
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy. Register during first semester of internship when developing individual project.
- EDC 597 Master's Comprehensive Exam** 0  
Application-based exam specifically for those who chose the M.Ed. option. Students should register during the semester they anticipate completion of all coursework. Fee.
- EDG 598 Graduate Thesis** 6  
A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education office one week before the end of the term in which the degree is anticipated. Prerequisite: Advanced approval required from the academic advisor to enroll in the thesis option.
- EDC 599 Master's Oral Examination** 0  
Oral defense of the thesis project. Exam is directed by the thesis committee chair. Students should register during the semester they anticipate completion of the thesis project.
- Gifted and Talented Courses**
- EDG 500 Gifted and Talented Short Course (One-Time Basis)** 1-2  
A variety of graduate short-course topics presented for elective credit on a one-time basis. Descriptions are available through the Center for Gifted Education.
- EDG 501 to 520 Gifted and Talented Short Course (Continuing Basis)** 1-2  
Selected graduate short-course topics taught on a continuing basis. Descriptions are available through the Center for Gifted Education.
- EDG 551 Educational Psychology of the Gifted** 3  
The psychology of gifted students and the practical implications of program development and program options for the gifted child. Fall, odd years.
- EDG 552 Teaching for Independence and Responsibility** 2  
Methods of teaching, content organization, and learning styles identification to assist in the development of positive self-concept as a basis for subsequent achievement in school and career. Summer.
- EDG 553 Creativity and Analytical Thinking** 3  
Characteristics, testing tools, and activities that enhance creativity in students. For parents and elementary/secondary teachers interested in pursuing the topic of creativity development in children. Fall, even years.
- EDG 554 Strategies for Challenging Bright Students** 3  
Characteristics, identification, special problems and program models for the gifted and talented are studied, as are student-created curriculum materials appropriate for specific grade and/or subject areas. Spring, odd years.
- EDG 571 Teaching the Underachiever** 3  
Current research and activities that work effectively with difficult students and provide participants with successful techniques to diagnose, prescribe and communicate concerns and needs to parents. Spring, even years.

- EDG 581 Practicum: Gifted and Talented** 3  
A practicum experience of 120 hours under the direction of on-site and Whitworth College supervisors. Grade is Pass/No Credit. Prerequisite: Setting approval from the director of the Center for Gifted Education is required. Fall, spring.
- EDG 591 Independent Study** 1-3
- EDG 596 Graduate Research Project** 3  
In lieu of a practicum, if necessary. The graduate research project proposal requires approval from the director of the Center for Gifted Education, the director of Graduate Studies, and the Institutional Review Board (IRB). The director of the Center for Gifted Education will supervise the 120-hour project. Prerequisite: satisfactory completion of EDU 515, Educational Research. Fall, spring, summer.

## Special Education Courses

- EDS 501 Introduction to Sign Language and the Deaf** 4  
Study of American Sign Language, language acquisition, teaching methods, teaching sequences and materials for persons with hearing-impairments, communication disorders, and cognitive delays. Overview of the history of sign language as well as receptive and expressive finger-spelling. Also listed as ASL 101 (students must register for graduate-level course and complete extra project if in a graduate program). Fall.
- EDS 502 Sign Language and the Deaf II** 4  
Advanced study of American Sign Language and the culture of the deaf. Expansion and improvement of manual communication skills, translating or interpreting abilities, and development of mental-processing techniques for comprehending the meaning of unfamiliar signs. Overview of educational aspects of deaf culture and sign language. Prerequisite: EDS 501/ASL 101, Introduction to Sign Language and the Deaf. Also listed as ASL 102. (Students must register for graduate-level course and complete extra project if in a graduate program.) Spring.
- EDS 520 Exceptional Learners and Inclusion** 3  
Provides an overview of exceptional children, gifted education, disabling conditions, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis placed on accommodations for high incidence conditions. Development of Individualized Education Plans and completion of a practicum experience in a school or home setting. Required for all teacher education students. Also listed as EDU 320 (students must register for graduate-level course and complete extra project if in a graduate program). Fall, spring, summer.
- EDS 521 Intervention for Behavior and Motivation** 3  
Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Students plan, collect data, implement and evaluate an intervention. They learn to collect data and do functional assessments and document learning. Field experience included. Prerequisite: EDS 520/EDU 320, Exceptional Learners and Inclusion. Also listed as EDU 321. (Students must register for graduate-level course and complete extra project if in a graduate program.) Fall, spring, summer.
- EDS 522 Assessment and Individualized Education Program (IEP) Planning** 3  
Practice and study of formal and informal, norm-referenced, criterion-referenced, curriculum-based, and functional assessments, including the Brigance, the Woodcock Johnson, the AAMR Adaptive Behavior Scale, the PIAT and others. Integration and implementation of assessment into the development of Individualized Education Plans (IEP) for children and youth in special education settings. Prerequisite: EDS 520/EDU 320, Exceptional Learners and Inclusion. Also listed as EDU 322. (Students must register for graduate level course and complete extra project if in a graduate program.) Fall.

- EDS 523 Intervention for Academic Learning Problems** **3**  
Methods and strategies to address academic learning problems for students with mild disabilities in math, reading, language, writing, and spelling. Includes class-wide peer tutoring, active responding, guided notes, *Precision Teaching*, *Direct Instruction*, *Success for All*, data-based intervention approaches and other relevant curriculum. Prerequisite: EDS 520/EDU 320, Exceptional Learners and Inclusion. Also listed as EDU 323. (Students must register for graduate level course and complete extra project if in a graduate program.) Spring.
- EDS 524 Early Intervention for Special Education** **3**  
Instructional methods, management strategies and interdisciplinary intervention techniques appropriate for working with children with disabilities from birth to age six in integrated settings. Includes strategies for supporting families and developing Individualized Family Service Programs (IFSP). Prerequisite: EDS 520/EDU 320, Exceptional Learners and Inclusion. Also listed as EDU 424. (Students must register for graduate level course and complete extra project if in a graduate program.) Spring.
- EDS 525 Intervention for Attention Deficit and Hyperactivity** **3**  
Study of educational, medical, behavioral, and social treatments of students with attention deficit/hyperactivity disorders and learning disabilities. Development of skills required in recognizing, assessing, and planning appropriate interventions. Prerequisite: EDS 520/EDU 320, Exceptional Learners and Inclusion. Also listed as EDS 425. (Students must register for graduate level course and complete extra project if in a graduate program.) Spring.
- EDS 526 Intervention for Severe Communication, Sensory and Physical Problems** **3**  
Methods and strategies for working with students who have severe and multiple disabilities, with emphasis on functional skills, augmentative communication, positioning and handling techniques, mobility, social-skill development and adaptive behaviors. Program planning and implementation. Prerequisite: EDS 520/EDU 320, Exceptional Learners and Inclusion. Also listed as EDU 426. (Students must register for graduate-level course and complete extra project if in a graduate program.) Fall.
- EDS 527 Intervention for Conduct Disorders** **2**  
Recognition, understanding and treatment of children with conduct disorders using a practical systems approach. Methods of self-care for professionals is also covered. Prerequisite: EDS 520/EDU 320, Exceptional Learners and Inclusion. For teachers, counselors, administrators and interested others. Also listed as EDU 427. (Students must register for graduate-level course and complete extra project if in a graduate program.) Summer.
- EDS 528 Intervention for At-Risk Students** **2**  
Exploration of why students become at-risk and the development of skills and knowledge necessary for helping students achieve success in school. Adaptation of existing alternative programs to local conditions in order to facilitate successful student retention. Also listed as EDU 428. (Students must register for graduate level course and complete extra project if in a graduate program.) Summer.
- EDS 529 Intervention for Behavior Disorders** **3**  
Explores severity levels of behavior disorders using the state of Washington's definition. Includes study of symptoms, solutions, and methods, which distinguish between situational problems and true disorders. Also listed as EDU 429. (Students must register for graduate level course and complete extra project if in a graduate program.) Summer.

**EDS 581 Practicum: Special Education, Early Childhood/K-8 1**

A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDS 583/EDU 483, Advanced Practicum: Special Education, Early Childhood/K-8. Prerequisites: EDS 520/EDU 320, Exceptional Learners and Inclusion and EDS 521/EDU 321, Intervention for Behavior and Motivation. Also listed as EDU 481. (Students must register for graduate level course and complete extra project if in a graduate program.) Fall and spring semesters, Jan Term, Summer Term.

**EDS 582 Practicum: Special Education, Middle/High School 1**

A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDS 584/EDU 484, Advanced Practicum: Special Education, Middle/High School. Prerequisite: EDS 520/EDU 320, Exceptional Learners and Inclusion and EDS 521/EDU 321, Intervention for Behavior and Motivation. Also listed as EDU 482 (students must register for graduate level course and complete extra project if in a graduate program). Fall and spring semesters, Jan Term, Summer Term.

**EDS 583 Advanced Practicum: Special Education, Early Childhood/K-8 4**

A practicum of 120 hours in a special-education classroom under teacher supervision. Prerequisite: EDS 581/EDU 481, Practicum: Special Education, Early Childhood/K-8 or concurrent enrollment. Application and permission required. Also listed as EDU 483. (Students must register for graduate level course and complete extra project if in a graduate program). Fall and spring semesters, Jan Term, Summer Term.

**EDS 584 Advanced Practicum: Special Education, Middle/High School 4**

A practicum of 120 hours in a special-education classroom under teacher supervision. Prerequisite: EDS 582/EDU 482, Practicum: Special Education Middle/High School or concurrent enrollment. Application and permission required. Also listed as EDU 484 (Students must register for graduate level course and complete extra project if in a graduate program.) Fall and spring semesters, Jan Term, Summer Term.

**EDS 591 Independent Study 1-3****EDS 595 Exit Project 0**

Students submit research papers in formal presentations and for publication. A one-hour-per-week peer-group and advisor feedback meeting is required prior to the official presentation. Fee. Fall and spring semesters, Jan Term, Summer Term.

**Teacher Education Courses****EDU 500 Topics in Education 1-2**

Current topics for elective courses in graduate education.

**EDU 501 Advanced Educational Psychology 3**

A systematic survey of educational psychology for information and principles of practical value to teachers and administrators in the total public school program. The development of personality through counseling and guidance is discussed. Spring, summer.

**EDU 502 Curriculum Development 3**

Curriculum design, development and implementation with emphasis on successful models of practical procedures for planning and operation of instructional programs using K-12 curriculum. Fall, summer.

**EDU 515 Educational Research 4**

Development of basic research skills; evaluation of current educational research and new knowledge in education. A research paper is required. Includes computer lab time and development of the research paper. Prerequisites: Unconditional admission and computer literacy. Spring, summer.

**EDU 540 Methods of Teaching Reading 3**

Examination and evaluation of the reading process and current techniques and instruments used in reading instruction. Also listed as EDU 440. (Students must register for graduate level course and complete extra project if in a graduate program.) Summer.

- EDU 544 Children's Literature and Language Literacy** **3**  
Current methods and issues in bringing children and literature together in both individual and group settings. Literature's effect on children's developmental needs is emphasized. Also listed as EDU 344. (Students must register for graduate level course and complete extra project if in a graduate program.) Spring.
- EDU 545 Writing Rally** **1**  
A writing experience for K-4 children with their parents. Registrants are required to attend a training session, prepare and conduct two writing sessions, and submit a description and mock-up of a book developed in the writing sessions. Also listed as EDU 445. (Students must register for graduate level course and complete extra project if in a graduate program.) Fall.
- EDU 546 Diagnosis and Treatment of Reading Disabilities** **3**  
Identification and causes of reading problems and reading retardation. Study of diagnostic instruments and remedial procedures used in group and individual situations. Administration and interpretation of standardized and informal tests. Also listed as EDU 446. (Students must register for graduate level course and complete extra project if in a graduate program.) Summer.
- EDU 547 Organization and Administration of Reading Programs** **3**  
Development, coordination, supervision and administration of district-wide reading programs, including policies and procedures related to textbook adoption, in-service, student placement, grouping, and testing. Spring.
- EDU 548 Reading in Secondary Schools** **2**  
Development and implementation of classroom reading programs for middle and secondary students with emphasis on the reading needs and interests of adolescents. Techniques appropriate for extending student comprehension of written information. Also listed as EDM 553 and EDU 458. (Students must register for graduate level course and complete extra project if in a graduate program.) Summer.
- EDU 550 Core: Milestones in Education** **3**  
Survey of the history of Western education, with particular attention to the links between education and Christianity and the liberal arts tradition. Review of current philosophical issues confronting education against their historical and intellectual backgrounds. This is an interdisciplinary course. Fall, spring.
- EDU 555 Leadership Development Seminar** **3**  
Overview of the evolution and theory of educational leadership and management with focus on specific executive leadership skills necessary for professional managers and leaders. Fall.
- EDG 561 Second-Language Acquisition** **3**  
Overview of how students acquire a first and second language. Socio-cultural and political factors affecting second-language acquisition. Also listed as EDU 361. (Students must register for graduate level course and complete extra project if in a graduate program.) Fall.
- EDU 562 English as a Second Language (ESL) Methodology** **3**  
Application of language-acquisition theory to the teaching of limited-English-proficient students. Introduction to teaching strategies employing listening, speaking, reading and writing as well as the purpose and administration of language-proficiency assessment. Prerequisite: EDU 561, Second Language Acquisition. Also listed as EDU 361. (Students must register for graduate level course and complete extra project if in a graduate program.) Fall.

- EDU 563 ESL Methods in Language Arts and Reading** **3**  
Development and application of methods in teaching literacy to limited English-proficient students in K-12-level academic areas. Prerequisite: EDU 562, ESL Methodology. Also listed as EDU 362. (Students must register for graduate-level course and complete extra project if in a graduate program.) Spring.
- EDU 571 Technology, Society and Schools** **3**  
Overview of the impact of technology on society with an emphasis on public and private schools. Development of leadership skills and decision-making strategies required in technology issues. Content includes planning for technology, understanding of practical and ethical issues, development of presentation skills, and preparation of grant proposals. Summer.
- EDU 580 Practicum: General** **3**  
A practicum of 120 hours requiring approval of GSE advisor, completion of proposal form before registration and maintenance of a daily activity log. Grade is Pass/No Credit. Fall, spring, summer.
- EDU 591 Independent Study** **1-3**
- EDU 596 Graduate Research Project** **3**  
The elementary/secondary M.Ed. program's capstone project requiring a minimum 120 hours of research and design of specific materials appropriate to use with a designated group of students under the supervision of a Whitworth College supervisor. The project proposal must be approved by the director/chair of GSE, the supervisor/instructor, and the Institutional Review Board (IRB). Prerequisite: satisfactory completion of EDU 515, Educational Research. Fall, spring, summer.
- EDU 597 Exit Exam(s)** **0**  
Exit exam information is available through your graduate advisor. All exams must be completed prior to the month of a student's degree posting.
- EDU 598 Thesis** **6**  
Thesis study is directed by a major advisor (chair) and two committee advisors. The thesis committee conducts the final oral examination. Approved copies of the thesis, ready for binding, must be submitted to the Graduate Studies in Education office one week before the end of the term in which the degree is anticipated. Letter grade is assigned. Prerequisite: advance approval from your academic advisor and the Institutional Review Board (IRB). Fall, spring, summer.

# Master in Teaching Program

FACULTY: David Cherry (Director), Brad Beal, Barbara Sanders, Gordon Watanabe

mit@whitworth.edu

**Elementary Level — 57 Semester Credits**

**Secondary Level — 47 to 49 Semester Credits**

Initiated in 1989, the Master in Teaching (MIT) program at Whitworth College resulted from the Washington State Legislature calling for alternative teacher education; Whitworth's was the first such program in this state. Part of a nationwide movement to strengthen America's corps of teachers by putting successful members of society's workforce into teaching positions, MIT programs provide schools with mature teachers who understand the demands of the real world and whose teaching reflects these realities.

Whitworth's Master in Teaching Program shares those goals, but is also dedicated to developing reflective, flexible and creative teachers who can be leaders in restructuring

schools in the future. To accomplish this, Whitworth's MIT Program is an intensive, full-time preparation program involving a summer, an academic year and a summer (15 months). During this time, MIT candidates participate in a rigorous program involving approximately 57 semester credits (elementary) and 47-49 semester credits (secondary) of coursework, teacher-scholar practicum and research. This program is characterized by (1) integration of academic work with an ongoing field experience; (2) programmatic coherence both from course to course and from on-campus to field work; (3) systematic study of classroom practice; and (4) individual self-appraisal and renewal.

*NOTE: Washington state teacher requirements have changed, and the MIT program is responding accordingly. This is the case particularly in the K-12 endorsement area.*

**The Master in Teaching Program has the following admission requirements:**

1. desire to be a creative teacher and leader;
2. evidence of successful work with children or youth;
3. bachelor's degree in an approved endorsement area from a regionally accredited college or university;
4. grade point average of 3.0 for the last half of college, with provisional admission for a 2.70 grade point average;
5. completion of the Graduate Record Examination general test, verbal and quantitative sections;
6. positive recommendation from the interview committee;
7. completion of the admission process through the School of Education.

All admissions to the MIT Program are conditional. Full admittance is granted upon successful completion of summer and fall coursework.

**MIT Courses**

**EDM 530A Educational Foundations and Critical Issues 1**  
 Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. (Elementary and secondary.) Summer Term I.

**EDM 530B Educational Foundations and Critical Issues 2**  
 Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. Elementary and secondary. Fall semester.

**EDM 530C Educational Foundations and Critical Issues 1**  
 Based on knowledge constructed through study and practice in the MIT program, this capstone course allows for reflection of the teacher-scholar's educational philosophy and vision, and of his or her best pedagogical practice. Elementary and secondary. Summer Term II.

**EDM 531 Exceptional Learners and Mainstreaming Concepts 3**  
 Overview of the full continuum of exceptional learners and strategies for meeting their needs in mainstreamed classrooms; instructional strategies for exceptionalities. Elementary and secondary. Summer Term I.

**EDM 532 Advanced Educational Psychology 2**  
 Improvement of learning and teaching effectiveness, including recent developments in human development (cognitive, social, emotional, moral), child growth and development, human learning (behavioral and cognitive) and teaching/instruction. Elementary and secondary. Fall semester.

**EDM 533A Research: Introduction to Educational Research 1**  
 Overview of educational research, providing a framework for analysis of current educational research literature, and research designs and types. Elementary and secondary. Summer Term I.

- EDM 533B Research: Design** 1  
Development of a qualitative and quantitative research plan for an action research project to be conducted during teacher-scholar practicum. Student completes a review of literature and determines methodology for use in the study. Elementary and secondary. Fall semester.
- EDM 533C Research: Data Analysis** 1  
Analysis of data, assistance in analyzing data from one's own study of practice as a classroom teacher; preparation for action research project. Elementary and secondary. Summer Term II.
- EDM 534 Dealing with Abuse and Neglect** 1  
Categories, causes and indicators of child abuse and neglect, teachers' legal responsibilities, appropriate techniques. Grade is Satisfactory/Not Satisfactory. Elementary and secondary. Spring semester.
- EDM 535 Technology in Education** 2  
The goal of this course is to prepare participants to teach with the technology found in today's schools. They will learn how to gain access to information and how to communicate using current technology, including the Internet and multimedia. They will also begin developing technological strategies that will be applied to other education courses in the field. Elementary and secondary. Summer Term I.
- EDM 536A Introduction to Multicultural/Intercultural Education** 2  
Examination of how attitudes, behaviors and values are shaped; the nature and use of power in society, one's own values, principles of effective multicultural education, cultural influences on learning, and intercultural communication skill training. Elementary and secondary. Fall semester.
- EDM 536B Field Experience in Multicultural Education** 3  
A field experience in teaching students from a culture other than one's own. Elementary and secondary. Jan Term.
- EDM 537 Classroom Assessment (K-12)** 1  
Students will identify and learn elements of educational assessment including test construction, performance assessment, interpreting test results for curriculum direction and student learning, keeping accurate records, and communicating effectively about student achievement. In addition, many issues related to measurement and evaluation will be examined in order to understand the current state climate regarding assessment issues.
- EDM 538 Teacher-Scholar Seminar** 1  
On-campus seminars to guide professional development and prepare for job placement activity. Elementary and secondary. Spring semester.
- EDM 539 Action Research Project** 3  
Completion of an action research project using data collected during a study of one's own instructional practice as a classroom teacher. A Whitworth research advisor assists as needed throughout the duration of the project. Elementary and secondary. Summer Term II.
- EDM 540 Math for MIT** 3  
Development of number systems, vocabulary and symbolism, current strategies in arithmetic, algebra and geometry. Elementary. Summer Term I.
- EDM 543 Language Literacy in the Elementary School** 4  
This course will examine processes, methods, approaches and materials for teaching reading and language skills. Fall semester.

**EDM 544 Elementary Methods, Curriculum Development, Classroom Management and Social Studies Methods****4**

In this course, students will learn how to do the following: 1) understand, apply and demonstrate the learning methods, strategies, assessment tools and needs of the elementary learner, including curriculum integration and unit and lesson planning and 2) investigate and analyze current trends in social studies curriculum in order to demonstrate knowledge of social studies methods and instruction in the elementary setting. Fall semester.

**EDM 545A Elementary Art Methods****1**

This course places an emphasis on the art experience. The student will become aware of his/her own judgments and biases relating to art. The use of different media, integration of art into other content areas, and process/product will be studied. The student will become familiar with terminology and knowledge in various art programs. The student will learn how to teach art skills and concepts to elementary school children. Summer Term I.

**EDM 545B Elementary Mathematics Methods****2**

The student will become familiar with various learning theories, teaching strategies and concepts, the remediation of students' math skills, and lesson design. The student learns how to know and apply the mathematical concepts. Most math programs go beyond arithmetic skills, so students will learn the following: how to know and apply numbers and computation, measurement, geometry, probability and statistics, and algebra; how to solve problems and explain solutions; how to reason logically; how to communicate mathematical ideas; and how to connect school mathematics to real-life situations. (Elementary.) Spring semester.

**EDM 545C Elementary Science Methods****2**

This science methods course involves students in science instruction, focusing on four instructional methods utilized in the elementary classroom: inquiry, integrated, thematic, and problem-based/applied. The goal of this course is two-fold: 1) to provide students with an overview of current methods and approaches to science instruction in the elementary classroom and 2) to begin a resource collection of grade-level specific science content, activities, assessments, resources and references for use during the teacher-scholar practicum. Spring semester.

**EDM 545D Elementary Music Methods****1**

Curriculum and methods for teaching music in the elementary school. Procedures and materials for teaching music in the self-contained elementary classroom. Summer term II.

**EDM 545E Elementary Physical Education and Health Education Methods****1**

Methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level. Class management, class discipline and directed teaching are practiced. Summer Term II.

**EDM 547A Elementary Teacher-Scholar Practicum****1**

This teaching experience in an elementary school classroom begins when the MIT student reports in late summer and then moves to half-time after MIT classes begin. Grade is Satisfactory/Not Satisfactory. Fall semester.

**EDM 547B Elementary Teacher-Scholar Practicum****10**

Full-time student teaching in the assigned public classroom. Grade is Satisfactory/Not Satisfactory. Spring semester.

**EDM 547C Elementary Teaching-Scholar Practicum****2**

Half-time student teaching in the assigned public school classroom from mid-May until the last week of the term; full time during the last week. Grade is S/NS. Summer term II.

<b>EDM 553 Reading in the Secondary School</b>	<b>2</b>
Practical approaches and effective teaching techniques for presenting reading assignments in the content areas will be presented and implemented. The focus of this course is to develop the abilities of teachers to enhance the secondary student's ability to "read to learn" rather than to "learn to read." Fall semester.	
<b>EDM 554 Secondary General Methods, Curriculum Development and Classroom Management</b>	<b>4</b>
Principles of planning; daily lesson planning; unit development; different instructional techniques; providing for individual differences; and assessment. Fall semester.	
<b>EDM 555A Secondary Art Methods</b>	<b>2</b>
<b>EDM 555B Secondary English/Language Arts Methods</b>	<b>2</b>
<b>EDM 555C Secondary Foreign Language Methods</b>	<b>2</b>
<b>EDM 555D Secondary Mathematics Methods</b>	<b>2</b>
<b>EDM 555E Secondary Music Methods</b>	<b>2</b>
<b>EDM 555F Secondary Physical Education/Health Methods</b>	<b>2</b>
<b>EDM 555G Secondary Science Methods</b>	<b>2</b>
<b>EDM 555H Secondary Social Studies Methods</b>	<b>2</b>
Specific methods in certification and endorsement area(s). Each course is situated in the public school. Spring semester.	
<b>EDM 557A Secondary Teacher-Scholar Practicum</b>	<b>1</b>
A teaching experience that begins when the MIT student reports in late summer and then moves to half-time after MIT classes begin. Grade is S/NS. Fall semester.	
<b>EDM 557B Secondary Teacher-Scholar Practicum</b>	<b>10</b>
Full-time studentteaching in the assigned public school classroom. Grade is S/NS. Spring semester.	
<b>EDM 557C Secondary Teacher-Scholar Practicum</b>	<b>2</b>
Half-time student teaching in the assigned public school classroom from mid-May until the last week of the term; full time during the last week. Grade is S/NS. Summer Term II.	
<b>EDM 560 Topics in Staff Development</b>	<b>3</b>
This course is designed for those serving as mentor-teachers in the MIT program. A topic is developed by the mentor-teacher with the approval of the building principal and MIT director. The approved project, on a topic of value to the school, provides the mentor-teacher with an opportunity to assist professionally in a very specific way, with a staff and/or curriculum development agenda that has been established by the school district or the specific school site. This project is carried out during the academic year and Summer Term II. Registration is processed during Summer Term II.	
<b>EDM 591 MIT Independent Study</b>	<b>1-3</b>