

The School of Education

The School of Education at Whitworth College includes of the Department of Teacher Education, the Center for Gifted Education and Teacher Enrichment, the Department of Graduate Studies in Education, the Master in Teaching Program, the Office of Educational Certification and Placement, and the Leadership Studies Program.

FACULTY: Dennis Sterner (Dean), Brad Beal, Jack Burns, David Cherry, Les Francis, Carol Hollar, Doris Liebert, Margo Long, Diane Dempsey Marr, Randall Michaelis, Sharon Mowry, Ron Prosser, Tammy Reid, Barbara Sanders, Gordon Watanabe, Betty Williams

soe@whitworth.edu

Department of Teacher Education Undergraduate Program

Randall Michaelis, Chair

The Department of Teacher Education views the role of the teacher as a calling, a commitment to understanding and responding compassionately to the needs of children and youth. The conceptual model for Whitworth College's undergraduate teacher-education program places the teacher at the intersection of five interrelated teaching domains: subject matter; educational contexts; children and youth; curriculum, instruction, and assessment; and the candidate's personal worldview. Courses in the program are structured around this framework and students are encouraged to view their future roles as educators through this model.

Requirements for Elementary, K-8 Certification

See course descriptions for prerequisites, co-requisites, and class standing information.

I. Professional Program: Preliminary (4)

EDU 201	Educational Psychology	3
EDU 202	Exploring Teaching Field Experience	1

Initial admission to the Teacher Education Program is required before beginning upper-division courses.

II. Professional Program: Upper Division

A. Teacher Education Courses (31)

EDU320	Exceptional Learners and Inclusion	3
<i>(This is the first upper-division course taken in the program. Students apply for full admission to the program following completion of this course.)</i>		
EDU321	Intervention for Behavior and Modification	3
EDU367	Introduction to Intercultural Education	1
EDU368	Field Immersion in Intercultural Education	3
EDU401	Democracy, Leadership, and Schooling	3
EDU340*	Elementary Methods and Social Studies	3
EDU341*	Math: Elementary Methods	2
EDU342*	Field Experience: Elementary Curriculum	1
<i>*These courses constitute the elementary curriculum block and are taken concurrently.</i>		
EDU343	Science: Elementary and Middle School Methods	2
EDU344	Children's Literature and Language Literacy	3
EDU440**	Methods of Teaching Reading	3
EDU441**	Reading and Language Arts in Elementary School	3
EDU442**	Field Experience: Literacy in Elementary School	1

***These courses constitute the elementary literacy block and are taken concurrently.*

B. Non-Education Required Courses (19)

MA 221 Math for Elementary Teachers 4

*One of the following: 2

 NS 201 Inquiry-Based Physical Science

 NS 202 Inquiry-Based Life Science

*One of the following: 3

 Life Science Course

 Physical Science Course

**A life science and a physical science course are required, one of which must be a NS course. A student may take both NS courses to satisfy the science requirement.*

One of the following: 3

 HI 131 American History Before 1877

 HI 132 American History After 1877

 HI 357 Recent American History

 HI 375W Early American History

One of the following: 3

 PO 102 American National Politics

 PO 242W American Political Parties

AR 344 Art Curriculum and Methods 1

MU 344 Music and Movement 1

KIN 344 Health and Fitness Curriculum for Elementary Teachers 1

TA 344 Theatre Across the Curriculum 1

C. Academic Area (20+)

A certification plan with an academic emphasis must be set up with an advisor during the sophomore year or upon admission to the program, and must include a minimum of twenty (20) semester credits in one approved endorsement area. Students are encouraged to complete minors or supporting endorsements in their academic areas. See Department of Teacher Education for a list of approved academic areas and endorsement information, or refer to the department's website.

III. Professional Program: Senior Seminars and Student Teaching (15)

Admission to student teaching is required before taking senior seminars. Application for student teaching must be submitted one semester in advance of student teaching.

EDU 471 Assessment in Elementary Education 1

EDU 472 Professional Issues in Elementary Education 1

EDU 473 Classroom Management in Elementary Education 1

EDU 474 Elementary Student-Teaching Seminar 1

EDU 496 Directed Teaching 11

Note: Application for Washington State Teaching Certificate is required for program completion.

Requirements for Secondary Certification

See course descriptions for prerequisites, co-requisites, and class standing information.

I. Professional Program: Preliminary (4)

EDU 201 Educational Psychology 3

EDU 202 Exploring Teaching Field Experience 1

Initial admission to the Teacher Education Program required before beginning upper-division course.

II. Professional Program: Upper Division

A. Teacher Education Courses (20-21)

EDU320 Exceptional Learners and Inclusion 3

(This is the first upper-division course taken in the program. Students apply for full admission to the program following completion of this course.)

EDU321 Intervention for Behavior and Modification 3

EDU367 Introduction to Intercultural Education 1

EDU368 Field Immersion in Intercultural Education 3

EDU401W Democracy, Leadership, and Schooling 3

EDU350 Methods of Teaching in the Middle/High School 3

EDU351	Field Experience: Middle/High School	1
EDU458	Reading in the Secondary School	1
EDU	Methods course in each endorsed subject area	2-3

B. Professional Program: Content in the Teaching Area

A full academic major (approved by both the major department and the Department of Teacher Education) or a 30-semester-credit major and a 15-semester-credit supporting endorsement in an approved area. See Department of Teacher Education for information regarding endorsements or see each department's section in catalog.

III. Professional Program: Senior Seminars and Student Teaching (15)

Admission to student teaching is required before taking Senior Seminars. Application for student teaching must be submitted one semester in advance to student teaching.

EDU 475	Assessment in Secondary Education	1
EDU 476	Professional Issues in Secondary Education	1
EDU 477	Classroom Management in Secondary Education	1
EDU 478	Secondary Student-Teaching Seminar	1
One of the following:		11
EDU493	Directed Teaching, Middle School and Special Education	
EDU494	Directed Teaching, High School and Special Education	
EDU497	Directed Teaching, Middle School	
EDU498	Directed Teaching, High School	

Note: Secondary candidates seeking primary endorsements in health and fitness and music must complete an additional practicum experience at the alternative level. Application for Washington State Teaching Certificate is required for program completion.

Requirements for Special-Education Minor (17)

(K-12 Endorsement)

Allows initial assignment (with district waiver) for teaching in a special-education classroom.

EDU 320	Exceptional Learners and Inclusion	3
EDU 321	Intervention for Behavior and Modification	3
EDU 322	Assessment and IEP Planning	3
EDU 323	Intervention for Academic Learning Problems	3
One of the following:		1
EDU481	Practicum at Early Childhood or K-8 Grade Level	
EDU482	Practicum at Middle- or High-School Level	
One of the following:		4
EDU483	Advanced Practicum at Early Childhood or K-8 Level	
EDU484	Advanced Practicum at Middle- or High-School Level	

Additional Requirements for Primary Endorsement (17)

EDU 436	Consultation in the Helping Professions	3
EDU 424	Early Intervention for Special Education	3
EDU 425	Intervention for Attention Deficit and Hyperactivity	3
EDU 426	Intervention for Severe Communication, Sensory & Phys. Problems	3
One of the following (not previously taken):		1
EDU481	Practicum, Early-Childhood or K-8 Grade Level	
EDU482	Practicum, Middle- or High-School Level	
One of the following (not previously taken):		4
EDU483	Advanced Practicum, Early-Childhood or K-8 Level	
EDU484	Advanced Practicum, Middle- or High-School Level	

Additional electives are available but not required.

Requirements for English as a Second Language (ESL) as a Supporting Endorsement (16+)

(K-12 Endorsement)

EDU 361	Second-Language Acquisition	3
EDU 362	ESL Methodology	3
EDU 363	ESL Methods in Language Arts and Reading	3
EDU 364*	ESL Field Experience	1-3
<i>*May be met as part of other field experience such as EDU 368 or student teaching.</i>		
EDU 367	Introduction to Intercultural Education	1
One of the following:	2-3
EL 388	Structure and Development of the English Language	
EL 453	Introduction to Linguistics	
EDU452	Language Arts in Secondary School	
ML 442	Methods of Teaching Languages	
One of the following:	3
SP 398	Intercultural Communication	
SO 200	Introduction to Cultural Anthropology	
	Or any non-Education course meeting the college's multicultural requirement	
Competency in a second language:	0-8
	One year of residence in a non-English-speaking country	
	One year of Peace Corps training and service	
	Native speaker of a language other than English	
	Eight semester credits of college coursework in a second language (ASL is not recommended)	

Requirements for Reading as a Supporting Endorsement (17)

(K-12 Endorsement)

EDU 440	Methods of Teaching Reading	3
EDU 441	Reading and Language Arts in Elementary School	3
EDU 442	Literacy Block Field Experience	1
EDU 344	Children's Literature and Language Literacy	3
EDU 446	Diagnosis and Treatment of Reading Disabilities	3
EDU 445	Writing Rally	1
Three credits from the following:	3
EDU361	Second-Language Acquisition	
EDU458	Reading in the Secondary School	
EDU323	Intervention for Academic Learning Problems	
TA 231	Performance Theory and Practice	
TA 255	Story Theatre	
EL 388	Structure and Development of the English Language	
EL 453	Introduction to Linguistics	
EDU361	Language Acquisition	

Important Notes for Education Majors

1. All elementary and secondary certification requirements are subject to change. Therefore, all teaching fields and programs must be approved by the Department of Teacher Education.
2. Admission to teacher education and student teaching must be approved by the Department of Teacher Education.
3. Full admission to the teacher-education program requires a minimum cumulative GPA of 3.0 at Whitworth College. See department for admission guidelines.
4. Admission to student teaching is required before taking student teaching. Application for student teaching must be submitted one semester in advance.
5. WSP/FBI fingerprint check is required prior to student teaching.
6. Admission to the Department of Teacher Education and student teaching does not guarantee state certification.

7. Students cannot enroll in upper-division courses without first being admitted to the teacher-education program.
8. All grades for courses used for teacher certification and endorsements must be "C" or better.
9. Students seeking secondary certification must complete a major in an academic area approved by the Department of Teacher Education.
10. Students seeking elementary certification must complete a minimum of 20 semester credits in an approved endorsement area.
11. Application for Washington State Teaching Certificate is required for program completion.
12. Refer to certification handbook available in the Department of Teacher Education for additional information.

Post-Baccalaureate Certification Programs

Two teacher-certification programs are available at Whitworth for people who already possess undergraduate degrees: (1) a post-baccalaureate certification program, and (2) the Master in Teaching Degree Program.

A post-baccalaureate certification program can be developed for people who wish to attend as full-time, part-time day or evening students. (NOTE: Student teaching must be done full time during the day, as must field experiences for some courses.)

The Master in Teaching Degree Program allows students to pursue a master's degree and teacher certification concurrently. Whitworth was the first college in Washington state to receive approval for an MIT program after state legislation permitted this option. This is an intensive, selective, full-time day-school graduate program that begins in June and continues for 15 months, culminating in August of the following year. Both elementary and secondary certification options are available in the MIT program. Application to the MIT program must be made four to six months prior to the starting date. (See graduate section of this catalog.)

For more information about the MIT program, contact the MIT Department's administrative assistant. For more information about the post-baccalaureate program, contact the coordinator of post-baccalaureate programs, School of Education.

The Center for Gifted Education and Teacher Enrichment

Margo Long, Founder and Director

Located in Dixon Hall, the center provides credit classes, workshops, and consulting services to teachers and parents of the gifted. In-service training and program planning are also made available to school districts. During the summer, the center offers graduate-level short courses in a variety of grade levels and subject areas appropriate for teachers of the gifted or of general school curriculum. For additional information, please contact the center during regular hours.

A master's degree with a gifted-and-talented emphasis, designed to educate teachers of all grade levels in meeting the needs of the exceptionally able learner in the regular classroom and/or other settings, is also available at Whitworth. See listing under Graduate Studies in Education for information regarding the gifted emphasis in the graduate degree plan.

American Sign Language Courses

- ASL 101 Introduction to Sign Language and the Deaf** 4
Introduction to American Sign Language (ASL), its history, the current state of the art, and receptive and expressive finger-spelling and sign-language skills. Fall semester.
- ASL 102 Sign Language and the Deaf II** 4
Advanced study of ASL and the culture of the deaf. Students will enlarge their sign vocabulary, use the skill of finding equivalent expressions, and develop techniques for comprehending the meaning of unfamiliar signs. Prerequisite: ASL 102. Spring semester.

Teacher Education Courses

- EDU 196 Topics in Education** 1-3
Selected lower-division topics in education. Periodic offering.
- EDU 200 Educational Mentoring as Service Learning** 0,1
Introduction to educational mentoring, focusing on public school students who have been designated by local educators as being at risk. Prerequisite: sophomore standing; second-semester freshmen with permission. Repeatable for credit. Fall and spring semesters.
- EDU 201 Educational Psychology** 3
A study of children and youth with a focus on psychology in the classroom. Developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) and sociological challenges (abuse and neglect, substance abuse, poverty, familial discord) and their impact on teaching and learning are examined. Prerequisite: sophomore standing. Co-requisite: EDU 202. Fall and spring semesters.
- EDU 202 Exploring Teaching Field Experience** 1
Semester-long field experience in which candidates are placed in classrooms as teaching assistants and tutors. On-campus seminars examine the profession of teaching, provide opportunities for candidates to reflect on their potential as educators, and relate classroom experience to EDU 201 and Washington state educational reforms. Prerequisite: sophomore standing. Co-requisite: EDU 201. Fall and spring semesters.
- EDU 211 Technology in Education** 1
Prepares candidates for technology-based assignments within the teacher-education curriculum. Covers web searching, web design, PowerPoint presentations, and multimedia technology. Fall and spring semesters, Summer Term.
- EDU 213 Dealing with Abuse and Neglect** 1
Categories, causes and indicators of child abuse and neglect. Legal responsibilities of teachers; working within the schools and social agencies to respond to the needs of children who are victims of abuse and neglect. Fall and spring semesters.

**Admission to a teacher-education program is required
before beginning upper-division courses.**

- EDU 312 Christian Education: Methods and Theory** 2
Examination of Christian education, its theological foundation, theories of faith development, and assessment and design of materials for use in churches and Christian schools. Periodic offering.
- EDU 320 Exceptional Learners and Inclusion** 3
An overview of exceptional children, gifted education, disabling conditions, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis on accommodations for high-incidence conditions. Development of individualized education programs and completion of a practicum experience. Prerequisites: EDU 201, 202. Fall and spring semesters, Summer Term.

- EDU 321 Intervention for Motivation and Behavior Problems** **3**
Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Candidates plan an intervention, collect data, carry out the intervention, and evaluate its effect. Candidates also learn how to carry out a functional assessment and document learning. Field experience included. Prerequisite: ED 320. Fall and spring semesters, Summer Term.
- EDU 322 Assessment and IEP Planning** **3**
Formal and informal assessments, including the Brigance, Woodcock Johnson, AAMR Adaptive Behavior Scale, PIAT, and others. A study of norm-referenced, criterion-referenced, curriculum-based, and functional assessments. Assessments integrated into development of individualized education programs (IEPs). Candidates implement assessment and IEP development with children and youth. Prerequisite: EDU 320. Fall semester.
- EDU 323 Intervention for Academic Learning Problems** **3**
Special-education methods and strategies to address Washington State Essential Academic Learning Requirements for students with learning problems in math, reading, language, writing, and spelling, particularly for students with mild disabilities. Includes class-wide peer tutoring, active responding, guided notes, Precision Teaching, Direct Instruction, Success for All, and other relevant curricula. Prerequisites: EDU 320. Spring semester.
- EDU 340 Elementary Methods and Social Studies Curriculum** **3**
Introduction to the theories and practices of elementary teaching through field experience and micro-teaching; integrated unit and lesson planning incorporating appropriate technology, and analysis of teaching/learning behaviors through the use of case studies. Focus on social studies curriculum, Washington state standards, instruction, assessment, values education and equity issues. Prerequisite: junior standing. Co-requisites: EDU 341, 342. Meets college oral communication requirement. Fall and spring semesters.
- EDU 341 Mathematics: Elementary Methods** **2**
Introduction to math curriculum, instruction, and assessment in the elementary classroom. Development of lessons and unit plans based on best-practice research and Washington State standards. Prerequisite: junior standing. Co-requisites: EDU 340, 342. Fall and spring semesters.
- EDU 342 Elementary Curriculum Field Experience** **1**
Semester-long placement in an elementary classroom to develop competencies in teaching and assessing learning in social studies and math. Prerequisite: junior standing. Co-requisites: EDU 340, 341. Fall and spring semesters.
- EDU 343 Science: Elementary and Middle-School Methods** **2**
Introduction to instruction and assessment of science teaching at the elementary and middle levels and ideas for integrating science concepts in other disciplines. Includes theories, teaching strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, Washington state standards, conducting field trips, and safety considerations. Prerequisite or co-requisite: EDU 340, 341, 342 and one college-level science course. Fall and spring semesters.
- EDU 344 Children's Literature and Literacy** **3**
Examination of a broad range of literature for children and adolescents. Skill development in evaluating appropriate literature and classroom strategies and utilizing literature for language-literacy growth. Fall and spring semesters.
- EDU 350 Methods for Teaching in Middle and High School** **3**
Overview of planning, instructional methods, assessment, and classroom management in middle and high schools, including microteaching, Washington State standards, and performance-based assessment. Meets college oral communication requirement. Prerequisite: junior standing and completion of at least 9 semester credits in major. Fall and spring semesters.

- EDU 351 Middle/High School Field Experience** **1**
Placement in a middle or high school for a field experience in teaching area. A minimum of 30 hours is required. Development of competencies within the teaching area. Prerequisite or co-requisite: EDU 350. Recommended to be taken with EDU 350 or with subject-matter methods. Fall and spring semesters, Jan Term.
- EDU 361 Second Language Acquisition** **3**
Overview of how students acquire a first and second language. Socio-cultural and political factors affecting second-language acquisition are discussed. Fall and spring semesters.
- EDU 362 ESL Methodology** **3**
Application of language acquisition theory to the teaching of limited-English-proficient students. Listening, speaking, reading and writing teaching strategies as well as the purpose and administration of language-proficiency assessment. Prerequisite: EDU 361. Fall semester.
- EDU 363 ESL Methods in Language Arts and Reading** **3**
Strategies used for developing the literacy skills of limited-English-proficient students. Emphasis on application of literacy skills to the academic areas taught at the K-12 levels. Prerequisites: EDU 361, 362. Spring semester.
- EDU 364 Field Experience in ESL Setting** **1-3**
Placement in classrooms with limited English proficient students to develop ESL teaching competencies. Minimum of 30 hours required. May be combined with EDU 364. Fall and spring semesters, Jan Term.
- EDU 367 Introduction to Intercultural Education** **1**
Development of intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. Examination of the nature and use of power in society and the impact of one's own cultural values, attitudes, and beliefs on K-12 students. Prerequisites: junior standing required; senior standing recommended.
- EDU 368 Field Immersion in Intercultural Education** **3**
Participation in an intercultural off-campus educational setting (usually Jan Term) designed to deepen and broaden previous culturally based experiences. Includes observation, lesson planning, assisting with special-needs students, tutoring, teaching, and attending professional meetings. Except for local settings, students usually live in the community and participate in the life of the community. Prerequisites: EDU 367. Fall and spring semesters, Jan Term, and by arrangement.
- EDU 396 Topics in Education** **1-3**
Selected upper-division topics in education. Prerequisites: EDU 201, 202. Periodic offering.
- EDU 401W Democracy, Leadership, and Schooling** **3**
A capstone course to clarify spiritual, philosophical, social, and educational convictions as they relate to the teaching profession. Exploration of ways to translate worldview convictions into educational practice. Prerequisites: EDU 340 or 350. Fall and spring semesters.
- EDU 424 Early Intervention for Special Problems** **3**
Instructional methods, management strategies, and interdisciplinary intervention techniques appropriate for working in integrated settings with children with disabilities from birth to age 6. Includes strategies for supporting families and developing individual family service plans (IFSPs). Includes practicum hours with very young children with disabilities. Prerequisite: EDU 320. Spring semester.
- EDU 425 Intervention for Attention Deficit and Hyperactivity Disorders** **3**
Introduction to attention deficit/hyperactivity disorders and learning disabilities, including the skills to recognize, assess, and plan appropriate interventions. Includes information on educational, medical, behavioral, and social treatments. Prerequisite: EDU 320. Spring semester.

- EDU 426 Intervention for Severe Communication, Sensory, and Physical Problems** **3**
Methods and strategies for working with students who have severe and multiple disabilities. Emphasis on functional skills, augmentative communication, positioning and handling techniques, mobility, social skill development, and adaptive behaviors. Students plan and implement programs. Prerequisite: EDU 320. Fall semester.
- EDU 427 Intervention for Conduct Disorders** **2**
Covers learning to recognize, understand and treat children with conduct disorders using a practical systems approach. Methods of self-care to help the professional deal with the frustrations inspired by these children are also covered. Prerequisite: EDU 320. Summer term.
- EDU 428 Intervention for At-Risk Students** **2**
Candidates learn what causes individuals to be “at-risk,” and explore the skills and knowledge necessary to help these students to be successful in school. Participants learn the basis for successful student-retention programs by studying existing alternative programs and how these programs are adapted to local conditions. Prerequisite: EDU 320. Summer term.
- EDU 429 Intervention for Behavior Disorders** **3**
Exploration of the various levels of severity of behavior disorders as defined by the state of Washington. Includes study of symptoms and solutions and methods to distinguish between situational problems and true disorders. Prerequisite: EDU 320. Summer term.
- EDU 436 Consultation in the Helping Professions** **3**
Emphasis placed on collaborative teaming across disciplines and with families. Includes family systems, communication skills, building professional relationships, conflict management, and mediation. Spring semester.
- EDU 440 Methods of Teaching Reading** **3**
Processes of teaching reading, reading skills, reading comprehension and vocabulary development at the elementary level. Includes hands-on use of current published reading materials for planning reading lessons and an overview of Washington state standards. Prerequisite (or co-requisite): EDU 340, 341, 342. Co-requisite: EDU 441, 442. Fall and spring semesters.
- EDU 441 Reading and Language Arts in the Elementary School** **3**
Focuses on the development of an integrated reading/language-arts thematic unit, testing and diagnosis of reading/language-arts abilities, an examination of commonly used testing procedures, procedures to assess Washington state standards, and the writing process. Prerequisite (or co-requisite): EDU 340, 341, 342. Co-requisite: EDU 441, 442. Fall and spring semesters.
- EDU 442 Literacy Field Experience** **1**
Placement in an elementary school for a semester-long field experience to observe reading and language-arts lessons modeled by classroom teachers and to assess reading abilities of selected students. Co-requisite: EDU 441, 442. Fall and spring semesters.
- EDU 445 Writing Rally** **1**
The Whitworth Writing Rally is held on campus each fall for children and their parents. The participants meet with a children’s author and then in small groups to do their own writing with the assistance of parents and teachers. Candidates participate in the organization of the event and in the teaching of the writing sessions. Repeatable for credit. Fall semester.
- EDU 446 Diagnosis and Treatment of Reading Disabilities** **3**
Study and use of instruments to assess reading abilities and the diagnosis and treatment of specific reading disabilities. Candidates assess elementary students, identify reading problems, and design and implement a plan of remediation. Prerequisites: EDU 201, 202. Jan and summer terms.

- EDU 452 Language Arts in Secondary School** 2
Overview of language arts curriculum, instruction and assessment in middle/high school. Emphasis on Washington state standards in the language arts area. Prerequisite or co-requisite: EDU 350.
- EDU 453 Social Studies in Secondary School** 2
Overview of social studies curriculum, instruction, and assessment in middle/high school. Emphasis on Washington state standards in the area of social studies. Prerequisite or co-requisite: EDU 350.
- EDU 454 Mathematics in Secondary School** 2
Overview of mathematics curriculum, instruction, and assessment in middle/high school. Emphasis on Washington state standards in mathematics. Prerequisite or co-requisite: EDU 350.
- EDU 455 Science in Secondary School** 2
Overview of science curriculum, instruction, assessment, and classroom/lab safety in middle/high school. Emphasis on Washington state standards in science. Prerequisite or co-requisite: EDU 350.
- EDU 458 Reading in Secondary Schools** 1
Practical approaches and teaching strategies for utilizing a variety of reading materials in secondary schools. Provides an overview of testing and diagnosis of common reading disabilities with possible classroom adaptations. Fall and spring semesters.

Elementary Education Senior Seminars

EDU 471, 472, 473, 474 are taken together and along with student teaching.

- EDU 471 Assessment in Elementary Education** 1
Assessment practices and issues in relation to candidate's current student-teaching placement. Emphasis on best practice research and Washington state standards.
- EDU 472 Professional Issues in Elementary Education** 1
Public school laws, professional rights and responsibilities, membership in professional organizations, faith and values related to teaching, and parent/community relations.
- EDU 473 Classroom Management in Elementary Education** 1
Addresses models of classroom management. Candidates develop management plans appropriate to their current student-teaching placement.
- EDU 474 Elementary Student Teaching Seminar** 1
Professional portfolio development, issues in student teaching, documentation of positive impact on student learning, and certification and job placement.

Secondary Education Senior Seminars

EDU 475, 476, 477, 478 are taken together and along with student teaching.

- EDU 475 Assessment in Secondary Education** 1
Assessment practices and issues in relation to candidate's current student-teaching placement. Emphasis on best-practice research, performance-based assessment strategies, and Washington state standards.
- EDU 476 Professional Issues in Secondary Education** 1
Public school laws, professional rights and responsibilities, membership in professional organizations, faith and values related to teaching, and parent/community relations.
- EDU 477 Classroom Management in Secondary Education** 1
Addresses models of classroom management. Candidates develop management plans appropriate to their current student teaching placement.

EDU 478 Secondary Student Teaching Seminar 1
Professional portfolio development, issues in student teaching, documentation of positive impact on student learning, and certification and job placement.

Field Experience and Special Education Practicums

EDU 480 Field Experience (level specified) 1-3

EDU 481 Special-Education Practicum, Early Childhood or K-8 1
Thirty (30) hours in a special education classroom setting as a teaching assistant. May be taken the same semester as EDU 483. Prerequisites: EDU 320, 321. Fall and spring semesters, Jan Term, Summer Term.

EDU 482 Special-Education Practicum, Middle or High School 1
Thirty (30) hours in a special-education classroom setting as a teaching assistant. May be taken in the same semester as EDU 484. Prerequisites: EDU 320, 321. Fall and spring semesters, Jan Term, Summer Term.

EDU 483 Advanced Special-Education Practicum, Early Childhood or K-8 4
120 hours practicum experience in a special-education classroom under the supervision of a cooperating teacher. May be taken in the same semester as EDU 481. Prerequisites: EDU 320, 321, 481; application and permission required. Fall and spring semesters, Jan Term, Summer Term.

EDU 484 Advanced Special Education Practicum, Middle or High School 4
120 hours practicum experience in a special-education classroom under the supervision of a cooperating teacher. May be taken in the same semester as EDU 482. Prerequisites: EDU 320, 321, 482; application and permission required. Fall and spring semesters, Jan Term, Summer Term.

Directed Teaching

Upon completion of professional education coursework, candidates complete an 11-week student-teaching practicum in the schools under the guidance of an experienced teacher and a college supervisor. Prerequisites: completion of education coursework and/or permission of director of student teaching. Candidates must apply during the semester prior to the actual experience. Fall and spring semesters.

EDU 493 Directed Teaching, Middle School and Special Education 11

EDU 494 Directed Teaching, High School and Special Education 11

EDU 496 Directed Teaching, Elementary Level 11

EDU 497 Directed Teaching, Middle-School Level 11

EDU 498 Directed Teaching, High-School Level 11

Directed Studies

Independent Studies (191, 291, 391, 491); Readings (386, 486); Internships (290, 490); Field Studies (280, 480); and Teaching Assistantships (395, 495). See Page 169 for details.