

# Graduate Studies in Education

## Special Education Endorsement (P-12)

Completion of the prerequisite courses and the M.A.T.'s required special education courses and field experiences will prepare a candidate for an endorsement in special education (P-12). Please see the special education director for advising.

## Early Childhood Special Education Endorsement (P-3)

Completion of the endorsement in special education, combined with two additional courses – EDS 534 Early Speech, Language and Literacy and EDS 538 Early Intervention Interdisciplinary, Method (or equivalent coursework) – and an advanced practicum in an early intervention or preschool special education setting will prepare a candidate for an endorsement in early childhood special education (P-3). Please see the special education director for advising.

## Gifted Education Specialty Endorsement

The gifted education specialty endorsement can be obtained while a student is earning the master of arts in teaching degree, emphasis in gifted & talented (M.A.T./GT) or the master of education in teaching & learning degree (M.Ed). It can also be earned separately in an 11-credit program that includes a field study and a culminating portfolio. Please contact the Whitworth Center for Gifted Education for advising.

## English Language Learner Endorsement

The English language learner (ELL) endorsement provides in-depth training in English-as-a-second-language methods, ELL strategies and English language development pedagogy. This program also explores the ways in which issues of cultural diversity, such as poverty, affect instructional and assessment practices. Courses from the ELL endorsement may be applied to elective credits in various master's programs throughout the School of Education.

## Certification

- While every attempt is made to ensure that certification programs are compatible with degree study, certification requirements may go beyond degree requirements.
- Whitworth University certification programs lead to Washington state certification. For certification in another state, the applicant will need to contact the appropriate state's certification agency to determine requirements.
- Whitworth University certification programs must meet requirements instituted by the Washington Office of the Superintendent of Public Instruction and the Professional Educator Standards Board. Hence, certification requirements are subject to change upon notification by the OSPI and PESB 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 educational certification & career services office, located in Dixon Hall, at 509.777.4403 or 509.777.4405 for further details.

## Services Provided by Educational Certification & Career Services

- Certification (Teacher, Principal, School Counselor)
- WSP/FBI Fingerprinting
- Clock hour provider
- Career service information:
  - Career fairs
  - Résumé and cover letter building
  - Current job listings

## Advising

Call the Whitworth Office of Graduate Studies in Education (509.777.4360) for an appointment to discuss our various programs. An advisor will be assigned to assist you.

## Admission Policies

1. No more than nine semester credits should be taken prior to admission to GSE, as there is no guarantee those credits will count toward a graduate degree.
2. Applicants must hold a bachelor's degree from a regionally accredited college or university.
3. Complete an application packet by the following dates:

- a. MIT: April 1
  - b. M.A./M.Ed. School Counseling and M.A. in Marriage & Family Therapy programs: Feb. 1
  - c. All other programs for fall semester: Aug. 1; for spring semester: Jan. 1; for summer semester: May 1
4. There are two levels of admission, as follows:
    - a. Full admission: cumulative grade-point average of 3.0 or higher, satisfaction of all prerequisites and acceptable recommendations.
    - b. Restricted admission: cumulative grade-point average of 2.7 or higher, acceptable recommendations, and conditions identified by the admissions committee.
  5. The entrance-exam requirement is waived for applicants with an undergraduate GPA of 3.0 or higher. Applicants with an undergraduate GPA below 3.0 must submit official GRE or MAT scores or complete an analytical essay in lieu of GRE or MAT scores. Please see the application for the essay prompt.
  6. Completion/concurrent enrollment in a teacher-education program is required for all School of Education master's degree and certification programs except MIT, M.Ed. Social Emotional Learning, M.Ed. Montessori, M.A./M.Ed. School Counseling, M.A.T in Gifted Education & Equitable Instruction (considered case by case), M.A. in Marriage & Family Therapy, M.A. Behavior Analysis, and M.A. in Administrative & Nonprofit Leadership. Photocopies of all Washington teacher, administrator and/or ESA certificates, as well as certificates from other states, must be submitted with the application for admission.
  7. Prerequisites or corequisites 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. Based upon a review and documentation of items disclosed in this supplement, Whitworth may deny admission to any individual applying to GSE. Applicants with suspended or revoked educational certificates (teachers, counselors, principals, psychologists or others) 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 those from Washington.
  9. For international students, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) **and** the GRE are required prior to admission. The minimum score accepted is 88 on the TOEFL or an overall score of 7.0 on the IELTS. Testing is also done in English and in math prior to the student's graduate coursework, to determine any prerequisites that need to be written into the degree plan. International applicants with diplomas from non-English-speaking universities may be required to provide a professional credential evaluation of their university transcripts from World Education Services. International students must also provide a current passport copy and proof of adequate financial resources for graduate study prior to admission.
  10. Social emotional learning, marriage & family therapy, master in teaching, educational administration, administrative & nonprofit leadership, and school counseling applicants will be interviewed.
  11. Graduates of the graduate studies in education and master in teaching programs at Whitworth seeking an additional master's degree may have the core classes waived if they have been completed within the previous six years. These classes include Educational Research, Milestones in Education, Curriculum Development and Psychology of Learning or course equivalents.

Note: At any given time, one or more of our programs may be undergoing revision to stay current with changing Washington State Board of Education requirements. Please consult your advisor to ensure that you have the most current information on your program.

## **Academic Policies for Graduate Education Programs**

### **Academic Standards**

Whitworth GSE offers independent studies that may be taken on a tutorial basis. Program director approval is required. Students are to submit proposals with the approvals of the faculty supervisor and the director/department chair via the electronic independent study proposal form by the registration deadline of the term during which the study will be taken.

## Admission and Expulsion

1. Students who take no courses toward the completion of their master's degree within a one-year period will be placed on inactive status. Should these students return to active status, they may be responsible for any new university 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 program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
3. Whitworth reserves the right to withhold transcripts and diplomas until all campus debts are settled.
4. Students are prohibited from bringing children, other family members and/or guests to their classes except in an emergency and with the permission of the instructor.

## General Guidelines

1. Whitworth Graduate Studies in Education students may register online. Tuition is paid through student financial services, in McEachran Hall. If a student enrolls in a course that is not approved for a specific program, that class will be considered an enrichment course only; it will not count toward a graduate degree or certification program.
2. Check with your advisor each term for pre-registration advising and for exit requirements.
3. Online registration is available, with advisor clearance, each term.

## Student Learning Outcomes

**Mission:** The Whitworth University School of Education prepares socially-just and inclusive teachers, counselors, therapists and administrators to be educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders and advocates.

**Vision:** The Whitworth University School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge.

The learning outcomes of this program prepare students to be the following:

- **Scholars** possess current knowledge of the content areas in which they work, understand the connections between disciplines, use tools of inquiry, and pursue ongoing learning as existing fields of knowledge evolve and grow. Scholars are innovative and strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, study of their own practice, analysis of data collected, and application of data to solve problems in their respective fields of study.
- **Community members** develop and sustain intentionally collaborative relationships among colleagues, students and their families, clients, administrators, and community partners. Community members understand their roles as professional colleagues in schools, communities and professional organizations. They actively help to shape the culture of classrooms, schools and agencies to reflect the values of our democratic society. They model respectful, caring and professional behaviors that foster trusting and inclusive environments.
- **Effective practitioners** are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision making using formative and summative data. They are committed to culturally responsive and relevant practices that are engaging and shape purposeful, continuous growth. Effective practitioners demonstrate proficiency in the selection and differentiation of materials, strategies and assessment practices that are appropriate for the diversity of the individuals they serve.
- **Visionary leaders** articulate a vision and philosophy for their professional practice inclusive of a belief in the worth and ability of each human being. They build a framework to guide personal and professional decision making and development for the benefit of their professional and learning communities. Visionary leaders contribute to society by modeling transformational and servant leadership that emerges from their personal beliefs and worldview perspective.
- **Advocates** demonstrate a sincere and equitable commitment to the social-emotional well-being and physical safety of those they serve. They pay attention to the role diversity, including gender, sexual orientation, ability, ethnicity, race, culture, religion and socioeconomic status, brings to learning and the community. Advocates understand and respect the interconnected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, advocates seek opportunities to assist,

encourage and support all those under their care in a manner that leads to transformation in the lives of those they serve.

## M.A. Marriage and Family Therapy

Doug Jones (Program Director)

### Student Learning Outcomes:

- Students have the basic core competencies to infuse systemic, relational and biopsychosocial/spiritual perspectives into their academic work and clinical activities with individuals, couples and families from diverse levels of the socioeconomic strata and with other marginalized groups (ethnic, cultural, religious, sexual orientation).
- Students have the basic core competencies to provide systemic and relational clinical activities from multiple philosophical and theoretical frameworks.
- Students have the basic core competencies to be discerning consumers of empirical research and/or program evaluation in their scholastic work and/or clinical services.
- Students have the basic core competencies to be designers of empirical research.
- Students have the basic core competencies to recognize, articulate and account for influences of contextual factors on client systems when working with individuals, couples, and families from diverse levels of the socioeconomic strata and with other marginalized groups (ethnic, cultural, religious, sexual orientation) and can adjust scholarship and clinical activities as appropriate.
- Students will be able to integrate a client's spirituality into the context of therapy.
- Students have the basic core competencies to meet or exceed minimal legal, ethical and other professional regulatory standards (i.e., national and state laws, the AAMFT Code of Ethics, and agency ethical policies and procedures).
- Students have the basic core competencies to account for the influence of higher order moral principles (i.e., beneficence, non-maleficence, autonomy, justice, and fidelity) and moral reasoning schemas (e.g., duty-based, ends-based, care-based, and/or narrative-based) on moral/ethical decisions faced by clients and therapists.
- Students graduating from the MFT program will become professional practitioners.

## M.A. in Marriage & Family Therapy (64)

### Prerequisites:

Abnormal Psychology		
Statistics		
EDF 501	Intro to Marriage and Family Therapy	2
EDF 502	Counseling Theories	3
EDF 503	Therapy Process	3
EDF 504	Therapy With Children & Their Families	3
EDF 505	Introduction to Telehealth Psychotherapy Services	1
EDF 521	Family Systems Theory	3
EDF 522	Theories of Couple and Marriage Therapy	3
EDF 523	Theories of Family Therapy	3
EDF 524	Human Sexuality and Sex Therapy	3
EDF 527	Therapy with Children, Adolescents and their Families	3
EDF 531	Introduction to Group Therapy	3
EDF 532	Introduction to Substance Use Disorders	2
EDF 533	Psychopharmacology	2
EDF 534	Development Across the Lifespan	3
EDF 541	Advanced Systems Theory:,Critical Issues in MFT	3
EDF 542	The Therapist as an Ethical Professional	3
EDF 543	Social and Cultural Considerations in, Therapy	3
EDF 551	Research Evaluation & Writing	2
EDF 552	Research for Marriage and Family, Therapists	3
EDF 581	Practicum in Marriage and Family Therapy	5

Advisory Board Interview

Washington State Background Check		
Complete two internships, four credits each:		8
EDF 582	Marriage and Family Therapy Internship I	
EDF 583	Marriage & Family Therapy Internship II	
Optional: Thesis (6 credits)		
EDF 554	Graduate Thesis in MFT	
EDF 553	Graduate Thesis Proposal in MFT	
EDF 597	Exit Exam in MFT	0

## M.A. in Administrative & Nonprofit Leadership

*Spencer Grainger (Program Director)*

This program is for potential leaders and administrators in nonprofits and other organizations. (Examples: Nonprofit organizations, higher education settings, community agencies, educational service districts, and private schools.)

## M.A. in Administrative & Nonprofit Leadership (36)

Corequisite:

Statistics

Required Courses:

EDL 501	Leadership Theory and Practice	2
EDL 502	Team Building and Leadership Skills	3
EDL 503	Strategic Planning and Decision Making	2
EDL 504	Creating and Running a Nonprofit Organization	3
EDL 505	Public Policy and Advocacy	3
EDL 506	Communication, Marketing and Public Relations	3
EDL 507	Legal & Ethical Practices of Moral Leadership	3
EDL 508	Financial Resource Development and Management	3
EDL 509	Diversity, Equity and Inclusion	3
EDL 510	Human Organizational Resources and Conflict Resolution	2
EDL 512	Professional Grant Writing	2
EDU 515	Educational Research	4

Complete the following capstone courses:

EDL 588	Administrative and Nonprofit Leadership Internship	3
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The courses in the Administrative and Nonprofit Leadership program are subject to change due to program updates. Please check with your advisor for current course offerings.

## Master of Arts in Teaching, Gifted Education & Equitable Instruction (M.A.T.)

*Rebecca O'Brien (Program Director)*

This program provides educators with in-depth knowledge about identifying and serving students through a continuum of services to develop their gifts and talents; evaluating and utilizing appropriate current trends and research ideas in developing talent in youth; and designing differentiated instruction for the cognitive, and social and emotional differences of exceptional students.

The Washington State Gifted Education Specialty Endorsement is available at Whitworth University. Washington state requires a teaching certificate to receive the Highly Capable Endorsement. Contact the Center for Gifted Education for a transcript evaluation and advising.

Teaching certification is preferred, but applicants without teacher certification will be considered on case-by-case basis as courses are taught on the assumption that teaching pedagogy is understood.

### Student Learning Outcomes:

- Students understand the field as an evolving discipline based on philosophies; evidence-based principles and theories; relevant laws and policies; diverse and historical points of view; and social, emotional and cultural issues. They use foundational knowledge and professional principles to inform their practice.

- Students understand the variations in development, cognitive characteristics, and affective characteristics of gifted and talented students.
- Students understand the effects that gifts and talents can have on an individual's learning in school and throughout life and apply this understanding to provide responsive learning experiences.
- Students select, adapt and use a repertoire of evidence-based curriculum and instructional strategies to differentiate for gifted and talented learners.
- Students develop differentiated long-range plans for gifted and talented learners anchored in both general and specialized curricula to advance learning for gifted students.
- Students actively create learning environments for gifted and talented learners that are safe, inclusive and culturally responsive to foster students' emotional well-being, positive social interactions, active engagement, independence, motivation and self-advocacy.
- Students use the results of varied assessments and multiple data sources to identify and support the growth of gifted and talented learners.
- Students of gifted and talented learners effectively collaborate with families, other educators, community stakeholders and related service providers to respond to the needs of gifted students.

## **M.A.T. in Gifted Education & Equitable Instruction (34)**

Prerequisites:

Statistics

Required core courses:

EDU 501	The Psychology of Learning	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3

Required gifted and talented courses:

EDG 550A	Introduction to Gifted Education and Talent Development, Part I	1
EDG 550B	Introduction to Gifted Education and Talent Development, Part II	2
EDG 551	Social and Emotional Components of Giftedness	2
EDG 553	Creativity and Analytical Thinking	3
EDG 554	Curricular Strategies and Instructional Models for High Ability Learners	3
EDG 555	Designing High Quality Gifted Education Programs and Services	3
EDG 556	Curriculum Design and Instructional Planning for Advancing Student Potential	3
EDG 581	Field Study and Action Research	3

Complete 4 elective credits of approved Whitworth gifted and talented courses. Other electives must be approved by academic advisor. 4

### **Gifted Education Specialty Endorsement**

The Gifted Education Specialty Endorsement can be obtained while earning the master of arts in teaching gifted education & equitable instruction degree or the master of education in teaching & learning degree. It can also be earned separately in an 11-credit program that includes a field study and a culminating portfolio. Please contact the Center for Gifted Education for advising.

### **M.Ed. Educational Administration**

*Goldy Brown, III (Program Director)*

This program is for potential principals/program directors 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 coordinator of the educational administration program. 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 University.

**Experience Requirement:** Candidates must hold or have held a valid teacher's certificate or a valid educational staff associate certificate and must have demonstrated successful school-based experience in an instructional role with students, for a minimum of three years by completion of program.

**Certification at the Residency Level:** Generally achieved together with the completion of the M.Ed. degree in administration. Certification is available for P-12 administration. The certification program is also available for teachers or counselors who have already completed a master's degree program.

**Student Learning Outcomes:**

- **Visionary Leadership:** Candidates promote the success of each student by leading the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by school and community stakeholders.
- **Instructional Improvement:** Candidates demonstrate the knowledge, skills and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.
- **Organizational Management:** Candidates demonstrate the knowledge, skills and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
- **Leadership for a Diverse Community and Inclusive Practice:** Candidates demonstrate the knowledge, skills and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **Moral and Ethical Leadership:** Candidates demonstrate the knowledge, skills and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, in fairness and through an ethical manner.
- **Socio-Political Context:** Candidates demonstrate the knowledge, skills and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

## **M.Ed. in Educational Administration (36-40)**

Corequisite:

Statistics

Core courses:

EDU 501	The Psychology of Learning	3
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EDU 515	Educational Research	4
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EDU 550	Milestones in Education	3
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Required administration courses:

EDA 520	Legal & Policy Foundations	2
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EDA 521	Public School Finance	2
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EDA 540	Effective Leadership and Organization	4
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EDA 541	Instructional Leadership for School, Improvement	4
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EDA 542	Building Community	4
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EDA 543	Visionary and Moral Leadership	4
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Completion of the following:

EDA 581	Internship I: Administration, P-12	3 or 5
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EDA 582	Internship II: Administration, P-12	3 or 5
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Internships cannot begin until recommendation by the Professional Education Advisory Board.

Note: All internships begin in the fall of the school year. The internship competencies will be based on the Washington State Standards. A notebook that details required competencies is provided. The internship includes 540 hours and the opening and closing of the school for the year. It also includes an observation at an alternate level from the primary internship placement.

## Certification: School Administration (26-30)

Residency Administrator Certificate (P-12 Principal)

Required administration courses:

EDA 540	Effective Leadership and Organization	4
EDA 541	Instructional Leadership for School,Improvement	4
EDA 542	Building Community	4
EDA 543	Visionary and Moral Leadership	4
EDA 520	Legal & Policy Foundations	2
EDA 521	Public School Finance	2

Completion of the following:

EDA 581	Internship I: Administration, P-12	3 or 5
EDA 582	Internship II: Administration, P-12	3 or 5

Observation at alternate level will be included during internships.

## M.Ed. in Teaching & Learning

*Debbie Tully (Program Director)*

The master of education in teaching & learning degree extends and deepens an educator's understanding of the key concepts and skills that are foundational to an effective instructional environment. It also allows candidates to select an area in which they'd like to specialize, often learning an add-on endorsement. These areas of specialization are organized into thematic tracks. The available tracks are gifted education and equitable instruction, social and emotional learning, cultural and linguistic diversity, administrative leadership, environmental education, working with special needs populations, reading, TCP, TCP-O and Montessori.

### Student Learning Outcomes:

- Scholar
  - Students use tools of inquiry to analyze, synthesize and apply research and data to address problems of practice.
  - Students deepen their knowledge and skills in Core Courses and a chosen area of study through successful completion of challenging coursework and research.
- Community Member
  - Students reflect on ways they can use their roles as professional colleagues in schools, communities and professional organizations to help shape the culture of classrooms and schools to reflect the values of our democratic society.
- Effective Practitioner
  - Students demonstrate mastery of advanced instructional strategies to address needs of diverse populations.
  - Students demonstrate understanding of diverse approaches to assessment to inform instructional and intervention practices.
- Visionary Leader and Faith & Learning Integration
  - Students explore understandings and relationships between their faith and/or spirituality and its application within their discipline.
  - Students' capstone projects reflect depth of understanding on their chosen topics and result in the development of products that are positive contributions to the field.
- Advocate:
  - Students use a diversity, equity and inclusivity lens to analyze and justify courses of action taken to support those whom they serve.

## M.Ed. in Teaching & Learning (34)

Prerequisites:

Statistics

Required Core Courses:

EDU 501	The Psychology of Learning	3
EDU 502	Curriculum Design, Development and Implementation	3
EDU 515	Educational Research	4



EDU 550	Milestones in Education	3
Required Courses:		
EDU 542	Advanced Instruction and Integrated Technology	3
EDU 543	Assessment and Data Analysis	3
Thematic Electives:		
Students enrolled in the M.Ed. in Teaching & Learning choose elective courses according to track selected to meet professional interests and goals. The tracks for this degree include: Administrative Leadership, Cultural and Linguistic Diversity, Environmental Sustainability Education, Gifted Education, Montessori*, Reading, Social Emotional Learning, Special Needs, TCP and TCP-O. Academic advisors should be consulted for assistance with course selection.		12
Capstone Project or Thesis Option		
The completion of one of the following:		3
EDU 598A & EDU 598B	Thesis and Thesis	
EDU 596	Graduate Capstone Project, Behavior Analysis Supervised Independent Fieldwork	
(Take three semester credits fewer in elective courses if EDU 598A and B is completed.)		

\* Whitworth recognizes the Association Montessori International (AMI) Elementary Diploma for 12 credits of graduate coursework that can be used toward the completion of a Master of Education in Teaching and Learning degree with an area of concentration in Montessori.

\*\* Teacher Certification Program (TCP) and TCP Online (TCP-O) graduate level courses may be applied to the M.Ed. in Teaching & Learning and the M.Ed. in Teaching & Learning, Track II: Educational Studies. Consult an academic advisor for additional information.

## Endorsements and Thematic Elective Credits

Graduate-level courses required for any of the following endorsements may be applied toward the 12 elective credits required for the M.Ed. in teaching & learning: English language learners (ELL), English to speakers of other languages (ESOL), environmental sustainability education, gifted education, reading and special education. Consult your academic advisor for additional information.

## Alternative, Transfer and Waived Credits Policy

A combination of transfer, waived and alternative credits can meet up to 25% of the required credits for the M.Ed. in teaching & learning degree. However, a student must complete a minimum of 30 graduate credits to receive this master's degree. Credits will be evaluated by program faculty for approval.

Articulation exists for the TCP and TCP-O transfer courses and the Montessori waived courses.

- \*\* Whitworth recognizes the Association Montessori International (AMI) Elementary Diploma for 12 credits of graduate coursework that can be used toward the completion of the Montessori track in the master of education in teaching and learning degree. Students selecting this option will need to take the remaining 22 credits of coursework for the degree.
- \*\*\* For students attaining certification via the TCP or TCP-O programs, 12 credits of thematic electives will be selected from graduate level TCP/TCP-O elementary or secondary program coursework.

## M.Ed in Teaching & Learning, Track II-Educational Studies (34-37)

Pre-requisite:		
Statistics		
CORE Coursework:		
EDU 501	The Psychology of Learning	3
EDU 502	Curriculum Design, Development and Implementation	3
EDU 515	Educational Research	4

EDU 550	Milestones in Education	3
Required Courses:		
EDU 542	Advanced Instruction and Integrated Technology	3
EDU 543	Assessment and Data Analysis	3
Thematic Credits: 12 semester credits		12
Thematic Credits will be drawn from graduate level courses taken in the Whitworth TCP or TCP-O program.		
Capstone Project of Thesis Option		
The completion of one of the following		3-6
EDU 598A & EDU 598B	Thesis and Thesis	
or		
EDU 596	Graduate Capstone Project, Behavior Analysis Supervised Independent Fieldwork	

(Take three semester credits fewer in elective credits if EDU 598 A & B is completed.)

## Master of Education School Counseling (M.Ed.)

*Renee' M. Schoening, Ed.D. (Program Director)*

This program is designed for the preparation of residency ESA certification for school counselors at both the elementary and secondary school levels. Students living beyond 50 miles of Spokane will be responsible for paying mileage fees for supervision.

Student Learning Outcomes:

- Develop, lead and evaluate a data-driven school counseling and/or behavioral health program that is comprehensive, utilizes best practices, and advances the mission of the school or agency.
- Use their knowledge of pedagogy, child development, individual differences, learning barriers and Washington state learning requirements to support student and client learning. They work effectively with other educators/staff to monitor and improve student and client success.
- Use a variety of research based counseling or intervention strategies to provide prevention, intervention and responsive services to meet the academic, personal/social and career needs of all student/clients.
- Understand cultural contexts in a multicultural society, demonstrate fairness, equity and sensitivity to every student/client and advocate for equitable access to instructional programs/therapeutic practices.
- Collaborate with colleagues, families and community members to establish and foster an inclusive, nurturing and physically safe environment for students, clients, staff and families
- Engage in continuous and professional growth and development and advocate for appropriate school and behavioral health counselor identity roles. They adhere to ethical practices and to the Washington state and federal policies, laws and legislation relevant to school counseling and behavioral health.

## M.Ed. School Counseling (60)

Corequisites:

Statistics

Required Courses:

EDC 515	School, Family, and Community Systems	2
EDC 501	Introduction to Professional School Counseling	2
EDC 502	Lifespan Development	3
EDC 503	Social and Cultural Considerations in Counseling (Prerequisite before taking EDC 506)	3
EDC 504	Counseling Theories	3
EDC 505	Career Advisement & Counseling	2
EDC 506	Consultation & Collaboration	2
EDC 507	Psychoeducational Assessment and Evaluation	2
EDC 509	Research Methods and Program Evaluation	3

EDC 511	The Counseling Process	3
EDC 512	Introduction to Group Counseling	3
EDC 517	Trauma Informed & SEL Integrated Classroom Mgmt	2
EDC 522	Role and Function of the School Counselor, School Counseling Program Development	3
EDC 523	Legal & Ethical Issues in School Counseling (to be taken concurrently with EDC 581)	3
EDC 535A	Introduction to Substance Use Disorders	2
EDC 564	Foundations & Embodiment of SEL	3
EDC 565	Complex Trauma, Crisis, & Resilience	3
Completion of the following clinical experiences:		
EDC 581	School Counseling Practicum	3
Prerequisites: (1) Successful completion of all coursework with the following exceptions: EDC 502, EDC 503, EDC 505, or EDC 506 (2) Recommendation of the Counselor Professional Education Advisory Board and FBI clearance for non-teachers		
EDC 583	Counseling Internship I: School	5
Completion of the following:		
EDC 584	Counseling Internship II: School	4
(To be taken during EDC 583 and EDC 584)		
EDC 595	Professional Seminar & Comprehensive Exams	1
Elective Courses		3
EDS 520	Exceptional Learners & Inclusion	
EDU 550	Milestones in Education	
Other approved departmental elective		
EDC 598A	Graduate Thesis *	
EDC 598B	Graduate Thesis *	

\*This is not a requirement of school counseling credentialing. Students complete a Capstone Action Research Project as a part of the Internship Experience and a rigorous research project in EDC 509

## Master of Education Counseling Studies

This program includes 37 credits focused on counseling strategies and techniques for school-aged children. The courses include content supporting legal and ethical issues, social and cultural issues, and action research. The M.Ed. in Counseling Studies is designed for individuals who are interested in the field of working with school aged children, but who do not complete the requirements to become a certified school counselor.

### M.Ed. in Counseling Studies (39)

Prerequisite:		
EDU 514	Educational Statistics *	
Required Courses:		
EDC 502	Lifespan Development	3
EDC 501	Introduction to Professional School Counseling	3
EDC 504	Counseling Theories	3
EDC 507	Psychoeducational Assessment and Evaluation	2
EDC 511	The Counseling Process	3
EDC 535A	Introduction to Substance Use Disorders	2
EDC 503	Social and Cultural Considerations in Counseling	3
EDU 550	Milestones in Education	3
EDC 506	Consultation & Collaboration	3
EDS 520	Exceptional Learners & Inclusion	3
EDC 564	Foundations & Embodiment of SEL	2
EDC 512	Introduction to Group Counseling	3

EDC 523	Legal & Ethical Issues in School Counseling	3
EDC 509	Research Methods and Program Evaluation	3

\*Prerequisite courses are not required for all students. Please contact your academic advisor for more information.

## M.Ed. Montessori

*Kathryn Picanco (Program Director)*

In partnership with Montessori Northwest and in affiliation with the Association Montessori Internationale (AMI), the Master of Education, in Montessori can be earned simultaneously with an AMI diploma. The AMI diploma coursework is completed at a Montessori Northwest training site in California, Oregon or Spokane. The remaining education courses to complete the master's degree can be taken online or on campus.

### ADMISSION REQUIREMENTS:

- No application fee required.
- Students admitted to Montessori Northwest who hold a bachelor's degree or master's degree from an accredited institution of higher education will be admitted to the Concurrent Enrollment Master's program upon completion of the Whitworth application. Testing and exam alternatives are not required.
- International students must also have a transcript evaluation through World Education Services (WES) or Academic and Credential Records Evaluation and Verification Services (ACREVS) indicating a bachelor's degree equivalency earned, an English Language Proficiency exam (if applicable), and verification from the International Education office that the country of home residence is eligible for online education. Additional requirements for International students are also required related to financial responsibility. For additional information, see <https://www.whitworth.edu/cms/administration/admissions/international-students/admissions-process/>.
- Students admitted to Montessori Northwest can request for their academic records to be sent to Whitworth for the completion of their application file. These items include the three letters of recommendation, essay, transcripts and official transcript evaluations and the résumé.
- Students enrolled in the Washington State Teacher Certification track or certification only program need to complete additional requirements and external exams and a performance-based portfolio as a part of certification. Requirements include the Pre-Residency Clearance process with the Office of Superintendent of Public Instruction and completion of the Professional Growth Plan. Exams include the WEST-B or record of taking the SAT/ACT and the NES designated content exams prior to practice teaching. Students will also need to complete the Pedagogy Performance Assessment portfolio to complete assessment requirements.
- Students enrolled in the Washington State Teacher Certification program may have unlimited credential specific coursework waived or accepted for transfer credit upon transcript review.
- Students in the Montessori Teacher Certification program (non-degree) can have their MACTE accredited American Montessori Society or Association Montessori Internationale diplomas qualify for the methods prerequisites for credentialing for the state of Washington. Advance credit will be awarded for the diploma coursework for credentialing purposes.
- Approximate additional costs: In addition to tuition, students can expect to have the approximate added expense of \$1,500 for books/materials/office supplies/AMI membership.

### Student Learning Outcomes for M.Ed. in Montessori, Elementary and Early Learning Programs:

- Students demonstrate a foundational knowledge of skills and concepts in education.
- Students demonstrate mastery of Montessori instructional strategies.
- Students demonstrate an understanding of the School of Education Conceptual Framework and the mission of the university, including faith integration.
- Program of study is completed successfully.
- The capstone project reflects depth of understanding of program concepts.
- Students demonstrate understanding student diversity and inclusive practices for the classroom community.

## M.Ed. in Montessori, Elementary (36)

EDT 501	Montessori Foundations	3
EDT 502A	The Philosophy and Psychology of the Montessori Method	1
EDT 502B	The Philosophy and Psychology of the Montessori Method B	1
EDT 503A	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction A	1
EDT 503B	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction B	3
EDT 503C	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction C	1
EDT 504A	Elementary Social Studies Methods A	1
EDT 504B	Elementary Social Studies Methods B	1
EDT 505A	Elementary Language Arts Curriculum and Instruction A	2
EDT 505B	Elementary Language Arts Curriculum and Instruction B	1
EDT 506A	Elementary Mathematics Curriculum and Instruction A	2
EDT 506B	Elementary Mathematics Curriculum and Instruction B	2
EDT 506C	Elementary Mathematics Curriculum and Instruction C	2
EDT 507	Elementary Music, Drama and Art Methods	2
EDT 524	Graduate Capstone Course	4
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 512	Advanced Seminar on Language and Literacy	3
Choose one of the following:		3
EDT 510	Neurobiological Perspectives on Developmental Education	
EDT 567 & EDT 568	Introduction to Intercultural Education and Intercultural Immersion Field Experience (EDT 567 and 568 must both be taken to meet the 3 credit requirement)	
EDT 531	Culturally Responsive Practices for the Inclusive Classroom Community	
EDU 510	Environmental and Sustainability Education in the K-12 Classroom	

### Student Learning Outcomes for M.Ed. in Montessori, Teacher Certification Program:

- Instruction and Assessment: Plan for instruction and assessment using research proven strategies.
- Instruction and Engagement: Effectively engage in self-reflection to support continued improvement in instructional practices.
- Assessment Strategies: Employ effective assessment strategies throughout planning, instruction and reflection cycle.
- Academic and Reflective Discourse: Engage K-12 learners in academic and reflective discourse for the purposes of eliciting student voice and providing opportunity for student self-assessment/ progress monitoring.
- Faith and Learning: Articulate one's own faith tradition or principles of one's worldview and alignment to professional practices.
- Sociocultural Linguistic Context: Candidate will identify and describe the role that human development and social, cultural, linguistic, physical and community context plays as related to the learner; apply theories and concepts/strategies for culturally responsive pedagogy to promote inclusive communities.

## Master of Education in Montessori. Elementary, Teacher Certification Track (51)

EDT 501	Montessori Foundations	3
EDT 502A	The Philosophy and Psychology of the Montessori Method	1
EDT 503A	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction A	1
EDT 505A	Elementary Language Arts Curriculum and Instruction A	2
EDT 506A	Elementary Mathematics Curriculum and Instruction A	2
EDT 502B	The Philosophy and Psychology of the Montessori Method B	1
EDT 510	Neurobiological Perspectives on Developmental Education	3
EDT 504A	Elementary Social Studies Methods A	1
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 503B	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction B	3
EDT 506B	Elementary Mathematics Curriculum and Instruction B	2
EDT 504B	Elementary Social Studies Methods B	1
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 505B	Elementary Language Arts Curriculum and Instruction B	1
EDT 503C	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction C	1
EDT 524	Graduate Capstone Course	4
EDT 507	Elementary Music, Drama and Art Methods	2
EDT 570	Pedagogy Assessment Seminar	1
EDT 567	Introduction to Intercultural Education	1
EDT 568	Intercultural Immersion Field Experience	2
EDT 506C	Elementary Mathematics Curriculum and Instruction C	2
EDT 509	Student Teaching Internship	9
EDT 545	Health and Physical Education Methods K-8	1
EDT 574	Clinical Practicum Seminar	1

## Requirements for Master of Education in Montessori, Teacher Certification, Early Childhood Education Track (50)

EDT 501	Montessori Foundations	3
EDT 508	Observation of the Montessori Classroom	3
EDT 509	Student Teaching Internship	9
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 513	The Autonomous Child: Child, Family and Community	3
EDT 514A	Creative Critical Thinking A, Creativity and Critical Thinking in Young Children A	2
EDT 514B	Creativity and Critical Thinking in Young Children B	1
EDT 515	Effective Learning Environments	2
EDT 516	Early Childhood Instructional Methods for the Arts	3
EDT 517A	Emergent Literacy Instructional Methods A	2
EDT 517B	Emergent Literacy Methods B	1
EDT 518	Mathematics and Science Instructional Methods for Early Childhood	3
EDT 567	Introduction to Intercultural Education	1

EDT 568	Intercultural Immersion Field Experience	2
EDT 570	Pedagogy Assessment Seminar	1
EDT 574	Clinical Practicum Seminar	1
EDT 524	Graduate Capstone Course	4
EDT 510	Neurobiological Perspectives on Developmental Education	3

## Requirements for Montessori Teacher Certification (31)

EDT 501	Montessori Foundations	3
EDT 509	Student Teaching Internship	9
EDT 510	Neurobiological Perspectives on Developmental Education	3
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 524	Graduate Capstone Course	4
EDT 545	Health and Physical Education Methods K-8	1
EDT 567	Introduction to Intercultural Education	1
EDT 568	Intercultural Immersion Field Experience	2
EDT 570	Pedagogy Assessment Seminar	1
EDT 574	Clinical Practicum Seminar	1

## Montessori Core Courses, Early Learning (22-24)

EDT 501	Montessori Foundations	3
EDT 508	Observation of the Montessori Classroom	1-3
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 513	The Autonomous Child: Child, Family and Community	3
EDT 515	Effective Learning Environments	2
EDT 524	Graduate Capstone Course	4
Take one of the following:		3

EDT 510	Neurobiological Perspectives on Developmental Education	
EDT 567 & EDT 568	Introduction to Intercultural Education and Intercultural Immersion Field Experience	
EDT 531	Culturally Responsive Practices for the Inclusive Classroom Community	
EDU 510	Environmental and Sustainability Education in the K-12 Classroom	

## Requirements for Assistants to Infancy Track, M.Ed. (36)

Montessori Core Requirements, Early Learning		24
EDT 519	Human Growth and Development: Infancy	3
EDT 520	Human Growth and Development: Toddlers	3
EDT 521	Integrated Teaching Methods for Infancy	3
EDT 522	Integrated Teaching Methods for Toddlers	3

## Requirements for Primary Track, M.Ed. (36)

Montessori Core Requirements, Early Learning		24
EDT 514A	Creative Critical Thinking A, Creativity and Critical Thinking in Young Children A	2
EDT 514B	Creativity and Critical Thinking in Young Children B	1
EDT 516	Early Childhood Instructional Methods for the Arts	3

EDT 517A	Emergent Literacy Instructional Methods A	2
EDT 517B	Emergent Literacy Methods B	1
EDT 518	Mathematics and Science Instructional Methods for Early Childhood	3

## M.Ed. Social Emotional Learning

*Renee' Schoening (Program Director)*

This program is designed for teachers and community members interested in enhancing children and adolescent learning and reducing behavioral concerns using social and emotional learning. Students will attain a unique knowledge in the area of youth development, complex trauma, neurobiology, social and cultural considerations, the uniqueness of giftedness, and behavioral intervention. Students will engage in an action research project in order to evaluate effectiveness of their social and emotional strategies and practice.

### Social Emotional Learning (SEL) Program Student Learning Outcomes

- Program Development: Develop, lead and evaluate a data-driven school counseling and/or behavioral health program that is comprehensive, utilizes best practices, and advances the mission of the school or agency.
- Pedagogy: Use their knowledge of pedagogy, child development, individual differences, learning barriers and Washington state learning requirements to support student and client learning. They work effectively with other educators/staff to monitor and improve student and client success.
- Counseling & Intervention Strategies: Use a variety of research-based counseling or intervention strategies to provide prevention, intervention and responsive services to meet the academic, personal/social and career needs of all student/clients.
- Intercultural Competency: Understand cultural contexts in a multicultural society, demonstrate fairness, equity and sensitivity to every student/client, and advocate for equitable access to instructional programs/therapeutic practices.
- Collaboration: Collaborate with colleagues, families and community members to establish and foster an inclusive, nurturing and physically safe environment for students, clients, staff and families.
- Ethics & Professional Growth: Engage in continuous and professional growth and development and advocate for appropriate school and behavioral health counselor identity roles. They adhere to ethical practices and to the Washington state and federal policies, laws and legislation relevant to school counseling and behavioral health.

## M.Ed Social Emotional Learning (36)

Corequisite:

Statistics

EDC 502	Lifespan Development	3
EDC 503	Social and Cultural Considerations in Counseling	3
EDC 504	Counseling Theories	3
EDC 509	Research Methods and Program Evaluation	3
EDC 535A	Introduction to Substance Use Disorders	2
EDC 564	Foundations & Embodiment of SEL	3
EDC 565	Complex Trauma, Crisis, & Resilience	3
EDC 566	Strategies: SEL for School & Life	3
EDG 551	Social and Emotional Components of Giftedness	2
EDS 521	Intervention for Behavior and Motivation	3
EDC 544	SEL Learning Lab	1
EDU 596	Graduate Capstone Project, Behavior Analysis Supervised Independent Fieldwork	3
One of the following:		4
EDC 581A	Practicum	
Electives (4 CR)		



People without relevant background must complete a four-credit practicum. Others take four credits of electives.

## Master in Teaching Program

[www.whitworth.edu/mit](http://www.whitworth.edu/mit) (<http://www.whitworth.edu/mit/>)

The Whitworth Master in Teaching (MIT) Program was initiated in 1989 as a result of the Washington State Legislature calling for alternative teacher-education programs. It was the first such program in the 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.

Those pursuing this option include professionals who are changing careers, those who are reentering the workforce, and recent graduates of undergraduate institutions. The professors teaching in the program are from both the higher-education level and K-12 public schools. Coursework and assignments are integrated and are both theoretical and practical. Upon successful completion of the program, candidates earn a Residency Teacher Certificate and a master in teaching degree.

This progressive, performance-based, cohort teacher certification and master's degree program extends over 13 months of full-time coursework and a yearlong school practicum. This rigorous 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-reflection and renewal. All teacher candidates design a teacher work sample (TWS). Through this performance assessment, MIT candidates provide credible evidence of their ability to facilitate and improve student learning. Because of the significance of the TWS, most of the courses in the program address specific standards of the TWS.

### The student learning outcomes of this program prepare students to:

- Plan for effective instruction and assessment using research-based methods that include differentiation for all learners.
- Employ effective assessment strategies (formal and informal) throughout the learning cycle to support analysis of student learning and provide informed feedback to students on their progress.
- Engage K-12 learners in academic and reflective discourse for the purposes of eliciting student voice regarding content understanding and to provide opportunities for student self-reflection.
- Effectively engage in self-reflection to support continued improvement in instructional practices.
- Integrate faith and learning by articulating one's personal faith tradition or principals of one's personal worldview; examining how professional practices are aligned to or challenge one's own faith or worldview perspectives; and evaluating one's own positions and choices using faith/worldview perspectives as a framework.
- The teacher candidate will identify and describe the role that human development and social, cultural, linguistic, physical and community context play as related to the learner and the learning enterprise; and apply theories, concepts and strategies for culturally responsive pedagogy to promote inclusive communities for learning that foster the values and gifts of each member.

## Admission Requirements

- Evidence of successful work with children or youth.
- Bachelor's degree in an approved teaching endorsement area from a regionally accredited college or university.
- Grade-point average of 3.0 for the last half of college. Graduate coursework and/or work history will be considered.
- Completion of online application available at [www.whitworth.edu/mit](http://www.whitworth.edu/mit) (<http://www.whitworth.edu/mit/>), where applicants will complete the following:
  - \$35 application fee.
  - A written two- to three-page statement on why the candidates have chosen teaching as a profession and why they have selected the MIT program at Whitworth University for professional preparation.
  - A current resume.
  - Submission of three recommendations, requested via online forms once the application process is initiated.
  - Submission of the character-and-fitness supplement.

- Official transcripts from all colleges attended.
- An interview with the MIT faculty, which will be scheduled after all application documents are submitted.
- Basic-skills test: WEST-B (<http://www.west.nesinc.com/>) (click to register online). There are three sections to this test. The test must be taken prior to the start of the program. SAT and ACT scores can be accepted in lieu of the WEST-B.
- NES/WEST-E subject-matter test (click here (<http://www.west.nesinc.com/>) to register online). The NES/WEST-E must be taken prior to the start of the program for provisional admission. All sections of the NES/WEST-E must be passed by the end of Fall Term (December) for full admission.

All admissions to the MIT program are conditional. Full admittance is granted upon successful completion of summer and fall coursework and passage of all NES/WEST-E and WEST-B tests.

Applications for the program will be accepted through April 1 or until program capacity is reached. It is advisable to apply as early as possible.

Please note: 530 series courses are taken by all MIT students. 540 series are taken by elementary track students, and 550 series courses are taken by secondary track students.

## Master in Teaching - Elementary Level Requirements (46)

First Summer Term		
EDM 530	Foundations of Education	2
EDM 531	Universal Design for Learning and Students with Exceptionalities	2
EDM 532A	Child and Adolescent Development and Learning Theory (A)	2
EDM 540A	Teaching Elementary Math Methods	4
EDM 544	Elementary Instructional Design, Management, and Assessment (A)	1
Fall Term		
EDM 547A	Elementary Teacher-Scholar Practicum,Elementary Teacher-Scholar Practicum (A)	1
EDM 547C	Elementary Teacher-Scholar Practicum,Elementary Teacher-Scholar Practicum (C)	1
EDM 547B	Elementary Teacher-Scholar Practicum,Elementary Teacher-Scholar Practicum (B)	2
EDM 544B	Elementary Instructional Design, Management, & Assessment (B)	1
EDM 544C	Elementary Instructional Design, Management, & Assessment (C)	1
EDM 544D	Elementary Instructional Design, Management, and Assessment (D)	1
EDM 543A	Foundations of Literacy	2
EDM 543B	Methods of Literacy	2
EDM 536A	Culturally Responsive Teaching	2
EDM 533A	Action Research (A)	1
EDM 546	Elementary Arts & Movement Methods	1
EDM 542D	Elementary Social Studies Methods and Pacific Northwest History	1
Spring Term		
EDM 547D	Elementary Teacher Scholar Practicum (D)	4
EDM 547E	Elementary Teacher-Scholar Practicum E	4
EDM 545C	Elementary Science Methods	2
EDM 533B	Action Research (B)	1
EDM 534	Teaching Multilingual Learners	1

EDM 536B	Field Experience: Intercultural Education	2
Second Summer Term		
EDM 547F	Elementary Teacher-Scholar Practicum (F)	1
EDM 538	Teacher-Scholar Seminar, MIT Capstone Seminar	2
EDM 533C	Action Research (C)	1
EDM 530B	Career Foundations	1

## **Master in Teaching - Secondary Level Requirements (43)**

Summer Term I		
EDM 553	Literacy Across the Discipline	1
EDM 530	Foundations of Education	2
EDM 531	Universal Design for Learning and Students with Exceptionalities	2
EDM 532A	Child and Adolescent Development and Learning Theory (A)	2
EDM 554	Secondary Instructional Design, Management, & Assessment (A)	1
Fall Term		
EDM 557A	Secondary Teacher-Scholar Practicum	1
EDM 557B	Secondary Teacher-Scholar Practicum, Secondary Teacher-Scholar Practicum (B)	2
EDM 557C	Secondary Teacher-Scholar Practicum, Secondary Teacher-Scholar Practicum (C)	1
EDM 554B	Secondary Instructional Design, Management, & Assessment (B)	1
EDM 554C	Secondary Instructional Design, Management, and Assessment (C)	1
EDM 554D	Secondary Instructional Design, Management, & Assessment (D)	1
EDM 533A	Action Research (A)	1
One credit of elective		
EDM 536A	Culturally Responsive Teaching	2
Methods courses (Choose 1 or 2)		6
EDM 555A	Secondary Art Methods	
EDM 555B	Sec English/Lang Arts Methods	
EDM 555C	Sec Foreign Language Methods	
EDM 555D	Sec Mathematics Methods	
EDM 555E	Secondary Music Methods	
EDM 555F	PE/Health Methods	
EDM 555G	Secondary Science Methods	
EDM 555H	Secondary Social Studies Methods	
Spring Term		
EDM 557D	Secondary Teacher-Scholar Practicum (D)	4
EDM 535	Technology in Education	1
EDM 557E	Secondary Teacher-Scholar Practicum (E)	4
EDM 533B	Action Research (B)	1
EDM 534	Teaching Multilingual Learners	1
EDM 536B	Field Experience: Intercultural Education	2
Summer Term II		
EDM 557F	Secondary Teacher-Scholar Practicum (F)	1
EDM 533C	Action Research (C)	1

EDM 530B	Career Foundations	1
EDM 538	Teacher-Scholar Seminar,MIT Capstone Seminar	2

## Master of Education in Educational Studies

The Master of Education in Educational Studies Program is designed for individuals who are interested in the field of education, but who do not complete the requirements to become a certified teacher.

This program of 38-40 credits is housed within the Master in Teaching (MIT) program. Students will complete all required academic and classroom-based courses, associated teacher work samples, one semester of part-time student teaching during the Fall Term, and one half of the full-time student teaching in the Spring Term along with the intercultural field experience. This degree does not meet the requirements for teacher licensure in Washington state. Students will only be accepted into this program from the MIT cohort upon recommendation from the MIT faculty and director.

### Requirements for Elementary Cohort (39)

Summer I		
EDM 530A	Educational Foundations and Critical,Issues	1
EDM 531A	Universal Design for Learning and Students with Exceptionalities	1
EDM 532	Child and Adolescent Development and, Learning Theory	2
EDM 535	Technology in Education	1
EDM 544A	Elementary General Methods, Assessment,,Management	1
Fall		
EDM 530B	Career Foundations	2
EDM 531B	Universal Design for Learning and Students with Exceptionalities	2
EDM 533A	Action Research (A)	1
EDM 536A	Culturally Responsive Teaching	2
EDM 547A	Elementary Teacher-Scholar Practicum,Elementary Teacher-Scholar Practicum (A)	2
EDM 539A	Teacher Work Sample	1
EDM 543	Language Literacy in Elementary School	4
EDM 544B	Elementary Instructional Design, Management, & Assessment (B)	3
EDM 545E	Elementary PE and Health Education,Methods	1
EDM 545F	Elementary Social Studies Methods	1
Spring		
EDM 539B	Teacher Work Sample	1
EDM 547B	Elementary Teacher-Scholar Practicum,Elementary Teacher-Scholar Practicum (B)	5
EDM 536B	Field Experience: Intercultural Education	3
EDM 533B	Action Research (B)	2

Summer II		
EDM 530C		1
EDM 533C	Action Research (C)	1
EDM 539C	Teacher Work Sample	1

### Requirements for Secondary Cohort (38-40)

Summer I		
EDM 530A	Educational Foundations and Critical,Issues	1
EDM 531A	Universal Design for Learning and Students with Exceptionalities	1
EDM 532	Child and Adolescent Development and, Learning Theory	2
EDM 535	Technology in Education	1

EDM 554A	Secondary General Methods, Assessment,,Management	1
EDM 553	Literacy Across the Discipline	3
Fall		
EDM 530B	Career Foundations	2
EDM 531B	Universal Design for Learning and Students with Exceptionalities	2
EDM 533A	Action Research (A)	1
EDM 536A	Culturally Responsive Teaching	2
EDM 557A	Secondary Teacher-Scholar Practicum	2
EDM 539A	Teacher Work Sample	1
EDM 554B	Secondary Instructional Design, Management, & Assessment (B)	3
At least one of the following:		2-4
EDM 555A	Secondary Art Methods	
EDM 555B	Sec English/Lang Arts Methods	
EDM 555C	Sec Foreign Language Methods	
EDM 555D	Sec Mathematics Methods	
EDM 555E	Secondary Music Methods	
EDM 555F	PE/Health Methods	
EDM 555G	Secondary Science Methods	
EDM 555H	Secondary Social Studies Methods	
EDM 555S	Sec Social Studies Methods	
Spring		
EDM 539B	Teacher Work Sample	1
EDM 557B	Secondary Teacher-Scholar Practicum,Secondary Teacher-Scholar Practicum (B)	5
EDM 536B	Field Experience: Intercultural Education	3
EDM 533B	Action Research (B)	2
Summer II		
EDM 530C		1
EDM 533C	Action Research (C)	1
EDM 539C	Teacher Work Sample	1

## EDA Courses

### EDA 520 Legal & Policy Foundations 2

Students will develop a heightened sensitivity, and awareness of the important role legal, requirements play in administering today's school, programs successfully. Emphasis will be placed, on realistic situations that have direct, relevance, to educational leaders in Washington and Idaho.

### 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 term.

### EDA 540 Effective Leadership and Organization 4

Includes the understanding of leadership and the, importance of the interpersonal relationship, aspects of effective leadership. Includes the, skills for efficient and effective management, systems in educational settings. Other topics, include resource allocation, safety and security, issues and use of technology to enhance the, learning environment.

**EDA 541 Instructional Leadership for School,Improvement** 4

Includes skills in the areas of teacher and staff,supervision with the goal of improved student,learning. Includes instructional coaching,,principles of adult learning, development of a,positive school culture, and management of student,behavior to enhance the learning environment.

**EDA 542 Building Community** 4

Understanding the importance of context in order,to serve all stakeholders in a learning,community.,Meeting the needs of special and diverse,populations and mobilizing community resources.

**EDA 543 Visionary and Moral Leadership** 4

Covers the theoretical base that informs,management and leadership in organizational,contexts including leadership theory, development,and implementation of a vision and,transformational leadership. Also includes legal,,policy, and ethical aspects of school leadership,as related to current issues and political,components of being an educational advocate for,students and schools.

**EDA 581 Internship I: Administration, P-12** 3-5

Participation in a wide range of activities that,constitute the normal responsibilities of the,elementary-or secondary-school principal; done,under the direct supervision of a public school,administrator and a Whitworth University,supervisor. Skills are evidenced through,competency-based performance checks. Internship,includes 540 hours and the opening and closing,activities of the school year and is required for,residency administrator P-12 principal,certification and program administrator. Grade is,Satisfactory/Non-Satisfactory.

**EDA 582 Internship II: Administration, P-12** 3-5

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 University,supervisor. Skills are evidenced through,competency-based performance checks. Internship,includes 540 hours and the opening and closing,activities of the school year. Required for,residency administrator P-12 principal,certification and program administrator. Grade is,Satisfactory/Non-Satisfactory.

## **EDB Courses**

**EDB 510 Foundations in Applied Behavior Analysis** 1

This course is designed to provide students with,an overview of the philosophical foundations and,broad scope of the field of behavior analysis. The,course covers the foundational principles that,underlie the development of behavior analytic,interventions, and introduces students to the,application of behavioral principles both within,and outside the field of special education and,intervention with individuals with developmental,disabilities.

**EDB 512 Conceptual Foundations and Contemporary,Applications of Applied Behavior,Analysis** 3

The course is divided into two halves. During the,first half, the focus will be on the philosophical,and historical foundations of behavior analysis;students will read foundational selections from,the field and will submit answers to weekly,Discussion Questions. During the second half of,the course, the focus will be on the ways that the,philosophical assumptions of behavior analysis,provide the foundation for a variety of,contemporary applications.

**EDB 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. Also listed,as EDU 321. (Students must register for a,graduate-level course and complete an extra,project if in a graduate program).

**EDB 526 Designing Instruction & Supports for Ind,ividuals w/ Low-Incidence Disabilities** 3

Methods and strategies for working with students, who have low incidence 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. Also listed as EDU 426. (Students, must register for a graduate-level course and, complete an extra project if in a graduate, program).

**EDB 528 Practicum I: Assessment in Applied, Behavior Analysis** 3

This course is designed to provide a comprehensive, overview of the theoretical background and, practical application of behavioral assessment for, individuals with significant behavioral support, needs in the context of students' Supervised, Fieldwork.

**EDB 530 Experimental Analysis of Behavior** 3

The focus of this course is on the basic, behavioral research which investigates behavioral, phenomena, with the purpose of improving our, understanding of the laws underlying these, phenomena. Findings from basic research form the, foundation for applied research with human, participants, which is the evidence base, supporting applied behavior analysis as a field.

**EDB 536 Intensive Interventions for Behavioral, Challenges** 3

An overview of theory, research and methods, related to identifying community values and, establishing school-wide Positive Behavior, Support. Includes functional behavior assessment,, data collection methods, interventions and, behavior management strategies to respond, effectively to students who exhibit severe, challenging behavior.

**EDB 550 Assessment in Applied Behavior Analysis, Method** 3

This course is designed to provide a comprehensive, overview of the theoretical background and, practical application of behavioral assessment for, individuals with significant behavioral support, needs. Students will learn about the need for, behavioral assessment, as well as varied, approaches to meet this need.

**EDB 560 Single Case Research Methods** 3

This course will address the foundations, logic,, and rationale of single case research, in the, context of the fields of applied behavior analysis, (ABA) and special education. Students will learn, the uses, advantages, and limitations of various, single case research designs, and quality, indicators for single case research studies.

**EDB 562 Ethical Research and Treatment** 3

Ethical considerations for professional practice, and research in behavioral assessment, treatment,, and systems.

**EDB 564 Concepts and Principles in Applied, Behavior Analysis** 3

The conceptual underpinnings of applied behavior, analysis (ABA) will be covered and examples of, application of the principles will be discussed., This course is designed to provide students with, an opportunity to enrich their understanding of, foundational and advanced concepts and principles., The course will include a focus on Verbal, Behavior.

**EDB 568 Practicum II: Supervision of Behavioral, Interventions** 3

This course is designed to provide training for, students in the areas of supervision and, consultation in the context of students', Supervised Fieldwork.

**EDB 570 Supervision of Behavioral Interventions, in Schools & Other Settings** 3

This course presents evidence-based procedures for, the training and supervision of future behavior, analysts as well as strategies for effective, consultation with the many others who may employ, behavior analysis techniques including parents,, school personnel, and other related service, providers. School settings and processes are, emphasized because much consultation and service, delivery occurs within this context.

**EDB 586 Behavior Analysis Supervised,Independent Fieldwork** 1-5

Clinical or classroom behavioral intervention,with individuals who have developmental delays,,severe disabilities, or autism spectrum disorder.,Must be supervised by a BCBA professional. (Can,be taken for variable credits between 1 and 5 per,term). This field experience will be combined,,across terms to meet the supervision hours and,,requirements from the international Behavior,,Analyst Certification Board.

**EDB 595 Exit Project** 1

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.

## **EDC Courses**

**EDC 501 Introduction to Professional School,Counseling** 2

Provides an understanding of the roles and,,responsibilities of school counselors in,,contemporary educational settings. Offers an,,overview of school counseling including ethics,,organizational structures, and licensing and,,credentiating standards. Emphasis will be placed,,on counselor resiliency and personal and,,professional growth.

**EDC 502 Lifespan Development** 3

Overview of human development, life stages, normal,,and abnormal behaviors, personality theories, and,,therapeutic interventions.

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

Assists students in the development of effective,,multicultural counseling skills with diverse,,populations. The course will include exploration,,of ethnicity, culture, gender, socioeconomic,,status, disability, religious beliefs, and the,,impact of stereotyping. Prerequisite: EDC 501 or,,permission of instructor. Fee.

**EDC 504 Counseling Theories** 3

Introduction to 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.

**EDC 505 Career Advisement & Counseling** 2

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. Focus on the career domain of the ASCA,,National Model.

**EDC 506 Consultation & Collaboration,Consultation in the Helping Professions** 2,3

Theories and techniques necessary to collaborate,,effectively with administration, staff, faculty,,and parents within and across schools, community,,agencies, and family settings. 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). Prerequisite: EDC 511.,,Theories and techniques necessary to collaborate,,effectively with administration, staff, faculty,,and parents within and across schools, community,,agencies, and family settings. 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). Prerequisite: EDC,511.

**EDC 506 Consultation & Collaboration,Consultation in the Helping Professions** 2,3



Theories and techniques necessary to collaborate, effectively with administration, staff, faculty, and parents within and across schools, community, agencies, and family settings. 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). Prerequisite: EDC 511. Theories and techniques necessary to collaborate, effectively with administration, staff, faculty, and parents within and across schools, community, agencies, and family settings. 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). Prerequisite: EDC, 511.

**EDC 506A Consultation & Collaboration** 2

Theories and techniques necessary to collaborate, effectively with administration, staff, faculty, and parents within and across schools, community, agencies, and family settings. Non-counseling majors in the helping professions must have graduate standing or instructor's permission.

**EDC 507 Psychoeducational Assessment, and Evaluation** 2

Basic principles of psychoeducational 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.

**EDC 509 Research Methods and Program Evaluation** 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.

**EDC 511 The Counseling Process** 3

Application of various theories of counseling and interviewing with emphasis on development of skills and techniques. Prerequisite: EDC 504 and EDC 501.

**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. Prerequisite: EDC 504 & EDC 511.

**EDC 515 School, Family, and Community Systems** 2

This course is designed to help school counselor candidates understand systems theory as it relates to schools, families, and communities. They will be equipped with the knowledge and skills to impact these systems in their professional role. This is a required course and a prerequisite to EDC 581: Practicum.

**EDC 517 Trauma Informed & Sel Integrated, Classroom Mgmt** 2

This course will equip school counseling students with the skills and knowledge necessary to effectively deliver trauma-informed classroom lessons and interventions. Cultural competence and inclusive practices will be integrated, along with practical SEL strategies.

**EDC 522 School Counseling Program Development, Counselor** 3

This course helps candidates understand the ASCA National Model and school counseling comprehensive program development including delivery, implementation, and assessment. Candidates will understand how to develop a systematic, developmentally appropriate program designed to meet the needs of diverse student populations. They will be introduced to data-informed decision making and student and professional mindsets and behavior standards.

**EDC 522B Role and Function of the School, Counselor** 1

Integration of research, theory and practice in preparation for service to students that is consistent with the university goals and conceptual models within helping professions.

**EDC 523 Legal & Ethical Issues in School, Counseling** 3

Comprehensive overview of ethical and legal issues, including recent case law impacting school counselors. This course will include a thorough study of ASCA ethical standards, with case study application in addition to school law and the implications for the school counseling profession.

<b>EDC 535A Introduction to Substance Use Disorders</b>	<b>2</b>
Provides a basic understanding of substance use, disorders and a framework for understanding the, fundamental elements of addiction. This course is, designed to assist helping professionals and, teachers understand individuals who are suffering, from use, abuse, or dependency on drugs. For, School Counseling, Social and Behavioral Health, students only.	
<b>EDC 544 SEL Learning Lab</b>	<b>1</b>
This application lab will equip students to, develop SEL content to be utilized in relevant, work environments. They will use creative methods, such as visual arts, music, videos, and poetry.	
<b>EDC 564 Critical Issues in Social and Emotional, Learning</b>	<b>2</b>
This course examines issues related to social, emotional learning and development. It will, explore contributing factors and how teachers and, caring professionals can help children overcome, problems that impact their motivation to learn as, well as their interpersonal skills.	
<b>EDC 564A Foundations &amp; Embodiment of SEL, Learning</b>	<b>3</b>
This course examines issues related to social, emotional learning and development. Students will, be equipped to integrate and embody the, competencies of self-awareness, self-management,, self-efficacy, social awareness, social, management, and social efficacy. It will explore, how caring professionals can help children, overcome problems that impact their motivation to, learn and well-being. Prerequisite is Full, Admission.	
<b>EDC 565 Complex Trauma, Crisis, &amp; Resilience</b>	<b>3</b>
Students will learn critical supportive and, therapeutic skills to effectively help children,, adolescents and their families deal with the, impact of trauma. Topics include: sources and, effects of complex trauma, as well as the, different types of trauma and how these, experiences are manifested. Graduate level course., This is a step up course by permission of, instructor. Prerequisite is full admission.	
<b>EDC 566 Strategies: SEL for School &amp; Life</b>	<b>3</b>
This course provides teachers and other,, professionals with strategies to promote social, emotional learning in children that will enable, them to be successful in school and in life., Graduate level course. This is a step up course by, permission of instructor.	
<b>EDC 576 Behavioral Interventions and Community, Collaboration for School Counselors</b>	<b>3</b>
This course is designed to equip students within, the school counseling program with the knowledge, and understanding of effective behavioral, interventions and strategies to support classroom, and school wide behavior management in the K-12, setting. In addition, this class will expand the, student's knowledge of community organizations and, supports and learn how to effectively collaborate, with them in order to better support students and, their families.	
<b>EDC 581 School Counseling Practicum</b>	<b>3</b>
This preliminary field experience offers intensive,, skills development necessary to function in the, role of professional counselor in a school, setting. Students are introduced to supervision, and will gain the understanding and importance of, integrating feedback from both university and site, supervisor within their practice. Prerequisites:, EDC 523, EDC 522; permission of program faculty,, recommendation by PEAB (professional Education, Advisory Board). Optional concurrent enrollment, permitted in EDC 506. The student will meet for, small group lab (up to 6 students) with their, university supervisor for a minimum of one hour, per week in addition to the practicum seminar., Spring semester.	
<b>EDC 581A Practicum</b>	<b>4</b>
Preliminary field experience offering intensive,, skill development necessary to function in the, role of professional counselor in school, settings. Prerequisite: permission of program, faculty. The student will meet for individual, supervision with their university supervisor a, minimum of one hour per week in addition to the, practicum seminar.	

<b>EDC 583 Counseling Internship I: School</b>	<b>1-6</b>
This experience engages students in offering a full array of counseling services in a school, setting under direct individual and group supervision. Students will gain knowledge and understanding of the importance of supervision and will work with both their university and site supervisors to integrate feedback into the internship experience. Requirements include, but are not limited to meeting state competencies, completing and passing Whitworth's comprehensive exam, completing a Capstone project, completing a comprehensive portfolio, and passing the review board. Prerequisite: completion of all coursework, except EDC 565.	
<b>EDC 584 Counseling Internship II: School</b>	<b>1-6</b>
Field experience in a school setting under direct, individual and group supervision. Students will register for EDC 583 in the fall for 5 credits and 1 credit in Jan Term. Students will register for 6 credits of EDC 584 in the Spring with an "I" grade, until field experience is completed mid June. Prerequisite: completion of all coursework; grade of "B" or better in EDC 581 and EDC 523.	
<b>EDC 595 Professional Seminar &amp; Comprehensive Exams</b>	<b>1</b>
A final professional seminar devoted to preparation of portfolio requirements and comprehensive oral and written exams. Students should register to take the comprehensive exam during the semester they anticipate completion of all coursework. Fee for national exam.	
<b>EDC 596A Graduate Action Research Project</b>	<b>0</b>
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy. Fall semester.	
<b>EDC 596B Graduate Action Research Project</b>	<b>0</b>
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy. Spring semester.	
<b>EDC 597 Exit Exam</b>	<b>0</b>
Students should register during the semester they anticipate completion of all coursework. Fee.	
<b>EDC 598A Graduate Thesis</b>	<b>3</b>
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. Fall semester.	
<b>EDC 598B Graduate Thesis</b>	<b>3</b>
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. Spring semester. Fee.	
<b>EDC 599 Master's Oral Examination</b>	<b>0</b>
Oral defense of the student's internship experience or thesis project. Exam is directed by the Program Director and Review Board Members. Fee.	
<b>EDF Courses</b>	
<b>EDF 501 Intro to Marriage and Family Therapy</b>	<b>2</b>
This course provides an introduction to therapy with individuals, groups, couples, and families. Students will become familiarized with roles and functions, standards of care, ethical guidelines, and legal considerations, racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, equity issues, and an understanding of the historical, philosophical, and social roots of the MFT profession. Additional contextual dimensions (community needs, assessment, intervention, consultation, education, outreach, and program implementation) and knowledge and skill base is increased via an exploration and project development regarding the current community base.	

<b>EDF 502 Counseling Theories</b>	<b>3</b>
Introduction to 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.	
<b>EDF 503 Therapy Process</b>	<b>3</b>
Application of various theories of counseling and,interviewing with emphasis on development of,skills and techniques.	
<b>EDF 504 Psychopathology &amp; Assessment</b>	<b>3</b>
Course focuses on conducting individualized,comprehensive assessments, utilizing diagnostic,criteria found in DSM-VTR, crafting intervention,goals and objectives, creating an action plan,,and evaluating client progress.	
<b>EDF 505 Introduction to Telehealth Psychotherapy</b>	<b>1</b>
Practical and theory-based education on the use of,telehealth to provide psychotherapy to,individuals, groups, couples, and families.,Includes best clinical practices, systemic,therapeutic application, and ethical and legal,considerations. Introduces the electronic health,record (EHR) service utilized at Whitworth,University's Marriage and Family Therapy Center,(MFTC).	
<b>EDF 521 Family Systems Theory</b>	<b>3</b>
The objective of this course is to acquaint the,beginning student of marriage and the family with,the framework commonly known as "systems theory." ,Both the lecture material and the readings are,directed toward helping the student to "think,systems," i.e. to conceptualize the dynamics of,family relationships in systemic terms in a,manner consistent with a recovery-oriented,understanding of care. The course examines a,variety of issues related to social processes,within the family and without, including,developmental/family life cycle concerns examined,from an ecological perspective of family stress,and resilience. Different theories of family,interaction will be surveyed, with the family,conceptualized as an integrated behavioral,,emotional, and linguistic system.	
<b>EDF 522 Theories of Couple and Marriage Therapy</b>	<b>3</b>
This course is designed to provide an in depth,overview of marital/couple therapy. The course,will address theories of marital interaction and,two approaches to clinical treatment with,couples. Assessment and treatment issues,regarding domestic violence will be discussed.	
<b>EDF 523 Theories of Family Therapy</b>	<b>3</b>
This course examines the issues of family,therapy, stressing the application of general,systems theory to therapy with families. The,focus is on the major constructs in family,therapy, identification of family structures and,communication patterns, and the formulation of,treatment goals.	
<b>EDF 524 Human Sexuality and Sex Therapy</b>	<b>3</b>
The study of the biological and psychological,aspects of human sexuality and the treatment of,sexual dysfunction in couples.	
<b>EDF 525 Therapy With Children &amp; Their Families</b>	<b>2</b>
This course is designed to provide an overview of,therapeutic theories and strategies for working,with children and their families. A review of,diagnoses unique to children, as well as,disorders that manifest differently in children,than in adults is provided. Therapeutic issues,unique to children will be discussed. Effective,interventions for children will be demonstrated,and practiced.	
<b>EDF 526 Therapy with Adolescents &amp; Their,Families</b>	<b>2</b>
This course is designed to provide an overview of,therapeutic theories and strategies for working,with adolescents and their families. Therapeutic,issues unique to adolescents and their families,will be discussed including substance abuse and,its impact on psychosocial development. Effective,interventions for adolescents will be,demonstrated and practiced.	

<b>EDF 527 Therapy With Children, Adolescents and,Their Families</b>	<b>3</b>
This course is designed to provide an overview of,therapeutic theories and strategies for working,with children, adolescents, and their families.,Therapeutic diagnosis and interventions unique to,issues affecting children, adolescents, and their,families will be discussed including substance,abuse and its impact on psychosocial development.,A review of diagnoses that manifest differently in,children and adolescents than in adults is,provided.	
<b>EDF 531 Introduction to Group Therapy</b>	<b>3</b>
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.	
<b>EDF 531L Lab: Introduction to Group Therapy</b>	<b>0</b>
Required lab to be taken with EDF 531. Fee.	
<b>EDF 532 Introduction to Substance Use Disorders</b>	<b>2</b>
Provides a basic understanding of substance use,disorders and a framework for understanding the,fundamental elements of addiction. This course is,,designed to assist helping professionals and,,teachers understand individuals who are suffering,from use, abuse, or dependency on drugs. For MFT,students only.	
<b>EDF 533 Psychopharmacology</b>	<b>2</b>
This course examines the pharmacological impact of,drugs on the brain with a particular emphasis on,clinically-diseased states. Review of mental,illness and the medications used to treat various,disorders. Classes of medications will be,discussed. Side effects, monitoring and efficacy,will be explored. The role of the non prescriber,in encouraging and enhancing medication compliance,in persons with mental illness will be explored.	
<b>EDF 534 Development Across the Lifespan</b>	<b>3</b>
Overview of human development, life stages, normal,and abnormal behaviors, personality theories, and,,therapeutic interventions.	
<b>EDF 541 Advanced Systems Theory,;Critical Issues in MFT</b>	<b>3</b>
The course prepares students for the potential,ethical and legal dilemmas that arise in the,marriage and family therapy profession. This,,course teaches students ethical standards,,associated with the profession, along with core,,values essential to personal and professional,,development. Students will develop an ethical,,decision making model and apply it to contemporary,,issues facing the marriage and family,,professional.	
<b>EDF 542 The Therapist As an Ethical Professional</b>	<b>3</b>
Comprehensive study of ethical issues, legal,,statutes, and litigation that have had an impact,,upon the therapeutic environment and that inform,,MFT behavior.	
<b>EDF 543 Social and Cultural Considerations in,Therapy</b>	<b>3</b>
Development of effective multicultural,,counseling skills with diverse populations.,Exploration of ethnicity, culture, gender,,socioeconomic status, disability, religious,,beliefs, and the impact of stereotyping.	
<b>EDF 551 Research Evaluation &amp; Writing</b>	<b>2</b>
This course provides the opportunity to research,,areas related to the student's major field of,,study, develop investigative research skills, and,,improve academic writing.	
<b>EDF 552 Research for Marriage and Family,Therapists</b>	<b>3</b>
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.	

**EDF 553 Graduate Thesis Proposal in MFT** 3

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. Fall semester.

**EDF 554 Graduate Thesis in MFT** 3

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. Spring semester. Fee.

**EDF 581 Practicum in Marriage and Family Therapy** 5

Preliminary field experience offering intensive, skill development necessary to function in the, role of marriage and family therapist in community, agencies or church settings. Spring semester., Prerequisites: EDF 503 and EDF 504 with a grade of, B and permission of program faculty. This course, is graded satisfactory/non-satisfactory.

**EDF 582 Marriage and Family Therapy Internship I** 1-4

Field experience focused on preparing students for, employment as marriage and family therapists, within community agencies or church settings., Students will register for EDF 582 in the summer, (2 cr) and fall (2 cr). Prerequisite: permission, of program faculty. This course is graded, satisfactory/non-satisfactory.

**EDF 583 Marriage & Family Therapy Internship II** 1-4

Field experience focused on preparing students for, employment as marriage and family therapists, within community agencies or church settings., Students will register for EDF 583 in the fall (1, cr), Jan term (1 (cr) spring (2 cr). This course, is graded satisfactory/non-satisfactory.

**EDF 597 Exit Exam in MFT** 0

Students should register during the spring, semester in the year they anticipate completion of, all coursework. Fee.

## **EDG Courses**

**EDG 508 Assessing and Differentiating Instruction for Highly Capable Students** 2

This course is designed to help students learn, approaches to design differentiated curriculum and, instructional strategies in all content areas to, meet the needs of gifted students in today's, classrooms. Differentiation by content, process,, product and assessment using current, research-based practices will be addressed and, applied.

**EDG 517 Identifying and Developing the Talents, of ELL Gifted Students** 1

English-language learners (ELLs) are often, unrepresented in programs that serve gifted and, talented students due to a myriad of reasons,, including teacher perceptions/biases, lack of, staff training, lack of communication,, inappropriate assessments, and inadequate, opportunities for talent development. This course, examines the causes of under representation of, gifted ELL students in gifted programs and, explores recommendations for developing the, talents and potential of these students.

**EDG 520 Challenging Students Through Cluster, Grouping** 1

Cluster grouping of students for instructional, purposes is a programming strategy that can be, used to meet the needs of high achieving and, gifted students in the regular classroom. When, teachers try to meet the diverse learning needs, of all students, it becomes extremely difficult, to provide adequately for everyone. Cluster, grouping provides full time services to, high-achieving, high-ability students while, assisting all students in improving their, academic achievement and educational, self-efficacy. It also leads to improved, classroom behavior and raises the performance of, all students. This course will focus on the, theoretical rationale and research supporting, this model as well as practical methods for, organizing the cluster groups, providing staff, development, and differentiating lessons by, injecting challenge, interest, and student ideas, into class assignments.

<b>EDG 521 Teaching for Creativity in the Common,Core Classroom</b>	<b>1</b>
This course focuses on strategies for adapting,existing lessons and mandated curricula to,encourage the development of student creativity,and critical thinking alongside more academic,skills.	
<b>EDG 529 Teaching the Gifted Underachiever</b>	<b>1</b>
In this course, students will address the,identification of underachieving students and,examine the most current research and strategies,to work with these students. This course will,provide proven techniques to diagnose, prescribe,,and communicate student concerns and needs to,families. Gifted underachievers will be a,specific focus of this class. Students will,leave with a process to diagnose and reverse,underachievement in gifted students.	
<b>EDG 531 Gifted Institute: Curriculum Adaptation</b>	<b>1</b>
<b>EDG 532 Gifted Institute: Assessment</b>	<b>1</b>
This course explores equitable identification and,support structures for aligning services and,identification to best meet academically advanced,students needs, including those from culturally,linguistically, and economically diverse,households.	
<b>EDG 541 Equit. Instruct. for High Pot. Learners</b>	<b>1</b>
This course is designed to engage students in an,exploration of the populations that have been,under-represented in gifted and highly capable,programs. Students will address the identification,and programming needs of learners with high,potential from diverse and under-represented,populations.	
<b>EDG 542 Best Pract. &amp; Applic. for Develop Talent</b>	<b>1</b>
In this course, students will explore talent,development as a framework for viewing giftedness,and serving the instructional and psychosocial,needs of highly capable and high potential,learners. Students will leave the course with an,understanding of the distinguishing,characteristics of talent development and how,those compare to traditional gifted education,models.	
<b>EDG 545 Teaching Critical and Creative Thinking,And Problem Solving Skills</b>	<b>3</b>
Whether in professional careers or daily life,,contemporary society is increasingly in need of,individuals proficient at good thinking-including,problem solving skills, critical reasoning,,creativity, and analysis to name a few. The major,purpose of this course is to study the theoretical,and practical aspects of thinking skill,instruction. This course will prepare educators to,be both role models of good thinking and,developers of such skills in students.,Participants will learn how to prepare and deliver,lessons that incorporate thinking skills,instruction within the disciplines they teach.,Participants will develop a grade level specific,taxonomy of thinking skills, apply strategies that,teach of, for, and about thinking, and organize a,unit of instruction using a framework that,promotes the use of thinking as students move,toward enduring understandings.	
<b>EDG 550 Introduction to Gifted Education and,Equitable Practices</b>	<b>3</b>
This course is designed to explore the current,research, trends, and practices within the field,of gifted and talented education. This course is,,an introduction to the historical and,philosophical context of gifted education and,,theories of intelligence; characteristics of,gifted behaviors across cultures; an overview of,curricular options for enhancing and accelerating,instruction; development, traits, and processes,,underachievement, cultural diversity and economic,disadvantage; advocacy; and identification,techniques. There will also be a focus on,diversity and equity within the context of,identification and service within gifted,education.	
<b>EDG 550A Introduction to Gifted Education and,Talent Development, Part I</b>	<b>1</b>
This course is designed to explore the current,research, trends, and practices within the field,of gifted and talented education. This course is,,an introduction to the historical and,philosophical context of gifted education and,,theories of intelligence; characteristics of,gifted behaviors across cultures; an overview of,curricular options for enhancing and accelerating,instruction; and identification techniques.	

**EDG 550B Introduction to Gifted Education and, Talent Development, Part II** 2

This course is designed to explore the current, research, trends, and practices within the field, of gifted and talented education. This course is, an introduction to program and curriculum models, creative development, traits, and processes, underachievement, cultural diversity and economic, disadvantage; affective and counseling needs, advocacy; and program evaluation.

**EDG 551 Social and Emotional Components of, Giftedness** 2

This course will explore current research and, material relevant to the social and emotional, issues that may arise for gifted and talented, students, specifically their effective growth and, potential adjustment concerns. This course is, designed for teachers and counselors of the, gifted to help them understand the cognitive, complexity and emotional intensity of high, ability students while also acquiring strategies, to help them serve this special population.

**EDG 553 Creativity and Analytical Thinking** 3

The major purpose of this course is to study the, theoretical and practical aspects of creativity, and analytical thinking. Exploring the question, of what creativity is and how we develop it in, ourselves and in our students will be the focus, of the course. The course is an overview of major, definitions, theories, and research related to, the study of creativity and the creative, individual. Strategies for adapting existing, curricula to develop creative and analytical, thinking abilities, the assessment of creative, thinking, methods for enhancing personal creative, abilities, and techniques for examining the, creative process will be presented.

**EDG 554 Curricular Strategies and Instructional, Models for High Ability Learners** 3

The focus of this course is on the application of, instructional and curricular models and, strategies for designing appropriate learning, experiences for the gifted and talented. , Additionally the course will explore how the, characteristics of gifted students, , identification of student profiles, and unique, educational challenges must be considered when, designing instructional learning experiences for, these students. This course is designed for, teachers, coordinators, administrators, and, others responsible for the education of highly, capable students.

**EDG 555 Designing High Quality Gifted Education, Programs and Services** 3

"High quality" gifted programs are based on sound, theoretical, philosophical, and empirical, support, but what are the characteristics of, exemplary programs? What should we do to ensure, that these elements are present in our gifted, education programs? This course provides an, overview of program models used in the field of, gifted education; how to design comprehensive, services; maintain ongoing support for services,; identify and assess students; establish, productive relationships with faculty and, administration; and provide professional, development. Participants will be given the, opportunity to assess their current practices or, design new practices to improve the quality of, their gifted education programs and practices.

**EDG 556 Curriculum Design and Instructional, Planning for Advancing Student Potential** 3

The major purpose of this course is to study the, theoretical and practical aspects of designing and, planning high-quality curriculum that, intentionally aligns with student readiness and, ensures engagement at the appropriate level of, optimal challenge and depth. This course offers an, in-depth exploration of curriculum development for, students who demonstrate or show potential for, more enhanced or accelerated instruction. Included, are the general foundations of good curriculum, design, a survey of curriculum models appropriate, for gifted learners, an examination of design, considerations across content areas, a detailed, analysis of the role assessment has in the, curriculum development process, and an exploration, of trends and future directions of curriculum, development for students identified for gifted, education services. The Parallel Curriculum Model, will be used as a framework for redesigning or, developing instructional units.

**EDG 581 Field Study and Action Research** 1-3

This course requires students to conduct action, research in an educational setting related to, highly capable students or programs. The field, study and action research project is designed to, be the culminating experience for students who, are pursuing the Master of Arts in Teaching, Gifted and Talented degree.



**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.

**EDG 598 Portfolio: Specialty Endorsement** 0

Final assessment to show evidence of knowledge, and, skill to meet Washington state standards and, competencies in the Gifted Education Specialty, Endorsement.

## **EDL Courses**

**EDL 501 Leadership Theory and Practice** 2

A central part of the M.A. Administrative and, Nonprofit Leadership program is the theory and, practice of leadership as it pertains to, nonprofit organizations and other contexts. This, course is designed to introduce leadership theory, and the program at Whitworth. The course helps, students understand their own leadership styles, and focuses on building effective interpersonal, relationships as a leader. The course is taught, in a seminar, interactive style.

**EDL 502 Team Building and Leadership, Skills** 3

The overarching objective of this course is for, students to possess a sophisticated perspective, on the importance of leadership on human behavior, in organizations. This course is designed to help, students understand the group processes that, build teams and influence team performance; and, to build leader, team member and facilitator, skills that effectively influence teams to meet, team goals.

**EDL 503 Strategic Planning and Decision Making** 2

The course will introduce students to strategic, planning, its production, and importance in, today's nonprofit sector. This course will, address strategic thinking, change management and, leadership, how to create a mission, vision, and, core value statements; the importance of planning, and decision making, the different types of, planning, situational analysis and asset mapping,, as well as the development and management of a, complete strategic plan.

**EDL 504 Creating and Running a Nonprofit, Organization** 3

Students will learn how to write business plans, for nonprofits in this course. The course will, focus on generating ideas that may lead to the, creation of new nonprofits. Students will, understand how nonprofits differ from businesses,, The course will also cover topics such as,, effective leadership practices for nonprofits,, community partnerships, board formation and, governance, staff hiring, filing for 501(C)(3), Tax-Exempt Status, Washington state and federal, compliance, bylaws and volunteer recruitment and, retention.

**EDL 505 Public Policy and Advocacy** 3

The goal of nonprofit and other service oriented, organizations is to respond to the needs of, society. They are often created to act as binding, forces that allow individuals to pool their, resources together in response to various types, of needs. This course will address how public, policy affects nonprofit and other service, oriented organizations and how leaders can help, shape public policy. Students will learn about, legislative lobbying and gain a deeper, understanding of how laws are passed in the, United States. Students will have the opportunity, to articulate their thoughts on various current, and future policies related to the nonprofit, sector.

**EDL 506 Communication, Marketing and Public, Relations** 3

This course will introduce students to the, elements of communication marketing and public, relations. Topics that will be explored include,, interpersonal and organizational communication,, social media marketing, marketing plan, development, evaluation, monitoring and control.

**EDL 507 Legal & Ethical Practices of Moral,Leadership** 3

Twenty first century, pluralistic society cries,out for ethical, wise, and moral leadership.,Balancing current research and theory on ethical,and leadership studies, as well as practical,ideas for increasing ethical behavior in,organizational settings, students will gain,insight into leadership theories, practical,approaches to applied ethics and moral,leadership. Students will also explore their own,leadership as it relates to their decision making,processes as a leader and develop a personal,philosophy of moral leadership to enhance the,healing power of such leadership approaches in,organizations.

**EDL 508 Financial Resource Development,and Management** 3

This course will introduce students to basic,quantitative analysis. The ability to work with,numbers in setting prices for service or,preparing an annual budget is a critical skill,for almost every administrator and especially,those who work for nonprofits. Unfortunately,,many managers lack the training and/or confidence,to deal with financial data.

**EDL 509 Diversity, Equity and Inclusion** 3

The purpose of this course is to increase,knowledge, skills and attitudes needed to create,environments that are inclusive and enriched by,diverse views and people. Increased levels of,cultural sensitivity and responsiveness will be,developed through didactic and experiential,learning. Also listed as EDU 326. Undergraduate,students may elect to take this as a step up,course for graduate credit. Graduate students,must register for the graduate level course.,This is approved as a part of the US Cultural,Studies Minor.

**EDL 510 Human Organizational Resources,and Conflict Resolution** 2

The purpose of this course is to learn the skills,to set up efficient and effective management,systems in organizational settings. Topics,include finance and human resource management and,allocation, safety and security issues, the use,of technology to streamline management functions,and systems analysis.

**EDL 512 Professional Grant Writing** 1-3

This project-based course will teach skills for,identifying funding sources, writing a proposal,narrative, conducting research, developing a,budget and creating strong reports and monitoring,systems.

**EDL 588 Administrative and Nonprofit,Leadership Internship** 3

The internship course is designed to allow,students to explore topics and ideas that lead to,tangible contributions to the nonprofit sector.,Students will be required to work with existing,organizations or to start projects of their own.,All students must complete an exit portfolio and,a presentation. Students must complete the course,under the direct supervision of an on-site,supervisor and a Whitworth University supervisor.,Skills are evidenced through competency-based,performance checks and in-class assessments.,Grade is Satisfactory/Non-Satisfactory

## **EDM Courses**

**EDM 520 Project-Based Instruction and Learning** 1

This course provides a theory-driven rationale and,methods on project-based instruction in secondary,schools. It is part of a cluster of courses which,consist of content-specific methods courses and,practicum in middle, high school classrooms.,Teacher candidates will observe well-implemented,project-based instruction in local schools. They,will develop a project-based unit grounded in the,common core curriculum and/or next generation,science standards. Finally, they will incorporate,project-based instruction as one strategy during,their internship in classrooms.

**EDM 530 Foundations of Education** 2

Philosophical foundations of education, critical,issues related to education, and the MIT candidate,as a compassionate and ethical teacher-scholar.,Elementary and secondary.

**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.

<b>EDM 530B Career Foundations</b>	<b>1</b>
Philosophical foundations of education, critical,issues related to education, and the MIT candidate,as a compassionate and ethical teacher-scholar.,Elementary and secondary.	
<b>EDM 530C Educational Foundations and Critical,Issues</b>	<b>1</b>
This course presses teacher candidates to reflect,upon their professional development and plans for,continued growth. Candidates also recognize,potential indicators across various categories of,child abuse and neglect. A review of legal,responsibilities pertaining to the reporting of,abuse will also be learned.	
<b>EDM 531 Universal Design for Learning and,Students With Exceptionalities</b>	<b>2</b>
This course provides an overview of the,exceptional learner and introduces differentiated,instructional strategies that address different,learners' needs in a regular classroom.	
<b>EDM 531A Universal Design for Learning and,Students With Exceptionalities</b>	<b>1</b>
This course provides an overview of the,exceptional learner and introduces differentiated,instructional strategies that address different,learners' needs in a regular classroom.	
<b>EDM 531B Universal Design for Learning and,Students With Exceptionalities</b>	<b>2</b>
A continuation of EDM 531A based on the,professional development over the year.	
<b>EDM 532 Child and Adolescent Development and,Learning Theory</b>	<b>2</b>
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.	
<b>EDM 532A Child and Adolescent Development and,Learning Theory (A)</b>	<b>2</b>
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.	
<b>EDM 533A Action Research (A)</b>	<b>1</b>
This course provides an overview of educational,research and analysis of the current educational,research literature. Students are also introduced,to action research and effective classroom,assessment strategies.	
<b>EDM 533B Action Research (B)</b>	<b>1</b>
Students in this course develop and conduct an,action research project that is carried out during,their internships in K-12 public school,classrooms. The topics selected are associated,with the curricular standards and practices in,public school districts throughout Washington,State.	
<b>EDM 533C Action Research (C)</b>	<b>1</b>
Analysis of classroom based assessment data,gathered from the action research project to,determine impact on student learning.	
<b>EDM 534 Teaching Multilingual Learners</b>	<b>1</b>
An introduction to the strategies, policies, and,standards for teaching Multilingual Learners.,Provides an overview of current programs,,standards integration, and laws regarding the,teaching of English Learners.	
<b>EDM 535 Technology in Education</b>	<b>1</b>
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.	

<b>EDM 536A Culturally Responsive Teaching</b>	<b>2</b>
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.	
<b>EDM 536B Field Experience: Intercultural,Education</b>	<b>2</b>
A field experience teaching students from a,culture other than one's own. To increase one's,teaching skills across difference. (Full time in a,school classroom for approximately a three week,block). Fee.	
<b>EDM 538 MIT Capstone Seminar</b>	<b>2</b>
This seminar explores issues in student teaching,related to classroom management, instructional,planning, professional habits, and formal,observations while assisting candidates as they,prepare for certification and job placement. This,seminar also supports Master in Teaching (MIT),candidates in meeting end-of-program requirements,put forth by the Professional Educator Standards,Board (PESB).	
<b>EDM 539A Teacher Work Sample</b>	<b>1</b>
The MIT teacher candidates begin meeting the,standards of the TWS. Through this performance,assessment, teacher candidates provide credible,evidence of their ability to plan for and,facilitate learning by meeting the nine TWS,standards.	
<b>EDM 539B Teacher Work Sample</b>	<b>1</b>
The MIT teacher candidate implements the TWS,during full-time student teaching. Candidates,gather data regarding the extent to which their,plan and their teaching had a positive impact on,student learning. Based on reality, modifications,to the initially developed TWS are made.	
<b>EDM 539C Teacher Work Sample</b>	<b>1</b>
The MIT teacher candidate edits and completes all,nine components of the TWS. Each candidate shares,the contents of their TWS with peers and faculty.	
<b>EDM 540 Math for M.I.T.</b>	<b>4</b>
This theory/methods course prepares elementary,teacher candidates to teach mathematics in K-8,through using the constructivist approach.,Inquiry, contextual problems, use of manipulatives,and models, and strategies for problem,solving/application approaches to math will be,used.	
<b>EDM 540A Teaching Elementary Math Methods</b>	<b>4</b>
<b>EDM 542D Elementary Social Studies Methods and,Pacific Northwest History</b>	<b>1</b>
This WA state-mandated course equips teacher,candidates with the background knowledge and,skills they need to effectively integrate the,teaching of Washington State Tribal Sovereignty,and History into their teachings. Using the,Spokane Tribal LifeWays Curriculum and OSPI's,Since Time Immemorial Curriculum, which contains,Washington State standards as a guide, students,will practice how to adapt lesson plans and,assessments to incorporate Spokane tribal history,or the Tribe closest to them, across multiple,content areas at the elementary level while,incorporating educational technology.	
<b>EDM 543 Language Literacy in Elementary School</b>	<b>4</b>
This course examines processes, methods,,approaches and materials for teaching reading and,language skill.	
<b>EDM 543A Foundations of Literacy</b>	<b>2</b>
This course examines the foundational elements of,reading literacy and language acquisition as well,as integration of technology in the classroom,related to literacy	
<b>EDM 543B Methods of Literacy</b>	<b>2</b>
This course examines processes, methods,,approaches and materials for teaching reading and,language skill as well as integration of,technology in the classroom in continuation with,EDM 543A	

<b>EDM 544 Elementary Instructional Design,,Management, and Assessment (A)</b>	<b>1</b>
This course introduces basic teaching theories and, strategies needed for culturally relevant, teaching, assessing students, and managing, classrooms.	
<b>EDM 544A Elementary General Methods, Assessment,,Management</b>	<b>1</b>
This course introduces basic teaching theories and, strategies needed for culturally relevant, teaching, assessing students, and managing, classrooms.	
<b>EDM 544B Elementary Instructional Design,,Management, &amp; Assessment (B)</b>	<b>1</b>
This course continues to introduce basic teaching, theories and strategies needed for culturally, relevant teaching, assessing students, and, managing classrooms, in continuation with, Elementary Instructional Design, Management, &, Assessment (A)	
<b>EDM 544C Elementary Instructional Design,,Management, &amp; Assessment (C)</b>	<b>1</b>
This course introduces basic teaching theories and, strategies needed for culturally relevant, teaching, assessing students, and managing, classrooms.	
<b>EDM 544D Elementary Instructional Design,,Management, and Assessment (D)</b>	<b>1</b>
This course introduces basic teaching theories and, strategies needed for culturally relevant, teaching, assessing students, and managing, classrooms.	
<b>EDM 545A Elementary Art Methods</b>	<b>1</b>
This course places an emphasis on the art, experience. Students will become aware of their, own judgment and bias 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.	
<b>EDM 545C Elementary Science Methods</b>	<b>2</b>
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, twofold: 1) to provide students with an overview, of current methods 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.	
<b>EDM 545D Elementary Music Methods</b>	<b>1</b>
Curriculum and methods for teaching music in the, elementary school. Procedures and materials for, teaching music in the self-contained elementary, classroom. Elementary.	
<b>EDM 545E Elementary PE and Health Education, Methods</b>	<b>1</b>
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.	
<b>EDM 545F Elementary Social Studies Methods</b>	<b>1</b>
Elementary teacher candidates will learn social, studies classroom techniques and strategies, including: social skills instruction, storytelling, project design and implementation,, multicultural appreciation, curriculum, integration, creative expression, observation and, reflection, and integrating global citizenship.	
<b>EDM 545G Elementary Theater Methods</b>	<b>1</b>
This course teaches theatre techniques useful, across the curriculum in any elementary classroom., Candidates learn how to integrate theatre concepts, into literacy, character education and social, studies curriculum. Candidates develop and teach, lessons that use theatre methods, as well as apply, and differentiate for diverse learners in K-8, classrooms.	

<b>EDM 546 Elementary Arts &amp; Movement Methods</b>	<b>1</b>
This course places an emphasis on the purpose and,methodology behind the inclusion of the fine arts,and movement in Elementary classrooms. Students,will become aware of their own judgment and bias,related to these areas while exploring the,integration of arts and movement into other,content areas, and process/product will be,studied. Candidates will also engage in using,educational technology tools related to these,areas.	
<b>EDM 547A Elementary Teacher-Scholar,Practicum (A)</b>	<b>1</b>
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.	
<b>EDM 547B Elementary Teacher-Scholar,Practicum (B)</b>	<b>2</b>
Part-time student teaching in an assigned public,elementary school classroom. Grade is,Satisfactory/Not Satisfactory.	
<b>EDM 547C Elem Teacher-Scholar Pract C</b>	<b>1</b>
Part-time student teaching in an assigned public,elementary school classroom. Grade is,Satisfactory/Not Satisfactory.	
<b>EDM 547D Elementary Teacher Scholar Practicum,(D)</b>	<b>4</b>
Full-time student teaching in the assigned public,school classroom. Grade is Satisfactory/Not,Satisfactory. Elementary.	
<b>EDM 547E Elementary Teacher Scholar Practicum,E</b>	<b>4</b>
Full-time student teaching in an assigned public,elementary school classroom. Grade is,Satisfactory/Not Satisfactory.	
<b>EDM 547F Elementary Teacher Scholar Practicum,(F)</b>	<b>1</b>
Full-time student teaching in an assigned public,elementary school classroom. Grade is,Satisfactory/Not Satisfactory.	
<b>EDM 548 MIT Capstone Seminar</b>	<b>2</b>
This seminar explores issues in student teaching,related to classroom management,instructional,planning, professional habits, and formal,observations while assisting candidates as they,prepare for certification and job placement. This,seminar also supports Master in Teaching (MIT),candidates in meeting end-of-program requirements,put forth by the Professional Educator Standards,Board (PESB).	
<b>EDM 552 Since Time Immemorial</b>	<b>1</b>
This WA state-mandated course equips teacher,candidates with the background knowledge and,skills they need to effectively integrate the,teaching of Washington State Tribal Sovereignty,and History into their teachings. Using the,Spokane Tribal LifeWays Curriculum and OSPI's,Since Time Immemorial Standards as a guide,,students will practice how to prepare lesson plans,and assessments that share Spokane tribal history,with students across multiple content areas at a,secondary level.	
<b>EDM 553 Literacy Across the Discipline</b>	<b>1</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". Secondary.	
<b>EDM 554 Secondary Instructional Design,,Management, &amp; Assessment (A)</b>	<b>1</b>
This course examines basic theory and strategies,needed to plan, develop, teach, and assess,effective culturally relevant lesson plans and,units of study. Strategies supported by research,needed to manage the physical classroom,environment and to create a respectful and,culturally positive learning climate that assures,maximum learning will be learned.	

- EDM 554A Secondary General Methods, Assessment, Management** 1  
 This course examines basic theory and strategies, needed to plan, develop, teach, and assess, effective culturally relevant lesson plans and units of study. Strategies supported by research, needed to manage the physical classroom, environment and to create a respectful and, culturally positive learning climate that assures, maximum learning will be learned.
- EDM 554B Secondary Instructional Design, Management, & Assessment (B)** 1  
 This course will examine basic theory and, strategies needed to plan, develop, and deliver, effective lesson plans and units of study., Information on how to develop and implement a, variety of assessment strategies will also be, explored. Research and information regarding the, management of the physical classroom environment, and creation of a respectful and culturally, positive learning climate that assures maximum, learning for all students will be a focus, throughout.
- EDM 554C Secondary Instructional Design, Management, and Assessment (C)** 1  
 This course examines basic theory and strategies, needed to plan, develop, teach, and assess, effective culturally relevant lesson plans and units of study. Strategies supported by research, needed to manage the physical classroom, environment and to create a respectful and, culturally positive learning climate that assures, maximum learning will be learned.
- EDM 554D Secondary Instructional Design, Management, & Assessment (D)** 1  
 This course examines basic theory and strategies, needed to plan, develop, teach, and assess, effective culturally relevant lesson plans and units of study. Strategies supported by research, needed to manage the physical classroom, environment and to create a respectful and, culturally positive learning climate that assures, maximum learning will be learned.
- EDM 555A Secondary Art Methods** 3  
 This course examines theories and techniques, appropriate to Secondary Art. In the teaching of, content area subject matter, the primary purpose, is two-fold: 1) students will learn the Elements, and Principals of Art 2) students will learn the, best ways of continuing to learn content and, concepts independently after they leave the, methods class and move to post-secondary options., The Arts Methods course will explore teaching, methodology in the areas of instructional, materials, classroom procedures, lesson planning, rubrics & assessment, and classroom management.
- EDM 555B Sec English/Lang Arts Methods** 3  
 This course examines ELA theory and strategies, needed to plan, develop, teach, and assess, effective lesson plans and units of study.
- EDM 555C Sec Foreign Language Methods** 3  
 This course will examine specific theory and, strategies needed to plan, develop and deliver, effective culturally relevant lesson plans and units of study as well as information on how to, develop and implement a variety of assessment, strategies in the world language classroom., Research and information needed to manage the, physical classroom environment and to create a, respectful and culturally positive learning, climate that assures maximum learning will be, explored.
- EDM 555D Sec Mathematics Methods** 3  
 This examines effective pedagogical practices, current content standards, and assessment, strategies for the secondary mathematics, classroom. This course is designed to start, cultivating the pedagogy of teaching mathematics, in today's high school/middle classroom. In, addition, the course will dive into the, conceptual, procedural fluency, and mathematical, reasoning/problem-solving skills. Final, it will, focus on the concept that the students must have a, tangible idea about where the target started and, where it will end up.
- EDM 555E Secondary Music Methods** 3  
 Considers the philosophical, physical, and, practical elements of the secondary music, classroom approaching study through scholarship, conventions and intuition

<b>EDM 555F PE/Health Methods</b>	<b>3</b>
This course will examine basic theory and strategies needed to plan, develop and deliver effective relevant lesson plans and units of study, as well as information on how to develop and implement a variety of assessment strategies in the area of K-12 Physical and Health Education.	
<b>EDM 555G Secondary Science Methods</b>	<b>3</b>
The purpose of Secondary Science Methods is to prepare secondary science teaching candidates in the MIT program to be powerful and effective educators who engage students at all levels in meaningful learning. This course will cover the principles, processes, and perspectives necessary to develop meaningful learning practices in the classroom. The principles of SSM will include the Next Generation Science Standards, Common Core Standards, and foundational content. The processes of SSM will involve effective classroom practices and pathways for learning centered on the learner and their context. The perspectives of SSM will expose students to a variety of peers, colleagues, and leaders in education who offer unique and insightful wisdom as we refine and reflect on our vision for education	
<b>EDM 555H Secondary Social Studies Methods</b>	<b>3</b>
EDM 555H provides students with the skills necessary to be effective practitioners in Social Studies. Using the Washington State Endorsement Competencies as a guide, students who successfully complete this course of study will be equipped in instructional methods for grades 5-12 as outlined in standard 6.0.	
<b>EDM 555X Technology in Education</b>	<b>1</b>
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.	
<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 Satisfactory/Not Satisfactory.	
<b>EDM 557B Secondary Teacher-Scholar Practicum (B)</b>	<b>2</b>
Part-time student teaching in an assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.	
<b>EDM 557C Secondary Teacher-Scholar Practicum (C)</b>	<b>1</b>
Part-time student teaching in an assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.	
<b>EDM 557D Secondary Teacher-Scholar Practicum (D)</b>	<b>4</b>
Full-time student teaching in the assigned public school classroom. Grade is Satisfactory/Not Satisfactory. Secondary.	
<b>EDM 557E Secondary Teacher-Scholar Practicum (E)</b>	<b>4</b>
Full-time student teaching in an assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.	
<b>EDM 557F Secondary Teacher-Scholar Practicum (F)</b>	<b>1</b>
Full-time student teaching in an assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.	
<b>EDM 558 MIT Capstone Seminar</b>	<b>2</b>
The Washington State Legislature removed the requirement for passage of the edTPA (performance-based, externally-scored assessment, for Washington State teacher certification) in May 2021. Because this course was originally designed to guide MIT candidates to meet standard on the edTPA, changing the requirement has precipitated a change in this course. Now, Washington state will require all candidates to submit evidence of their learning and performance as teacher candidates. This course will now be a seminar for student teaching, and it will guide candidates in gathering their end-of-program evidence.	



Full-time student teaching in an assigned public, elementary school classroom. Grade is, Satisfactory/ Not Satisfactory.

## EDS 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).

### 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. Also listed as ASL 102. (Students must, register for a graduate-level course and complete, an extra project if in a graduate program)., Prerequisite: EDS 501.

### EDS 510 Foundations in Applied Behavior Analysis

1

This course is designed to provide students with, an overview of the philosophical foundations and, broad scope of the field of behavior analysis. The, course covers the foundational principles that, underlie the development of behavior analytic, interventions, and introduces students to the, application of behavioral principles both within, and outside the field of special education and, intervention with individuals with developmental, disabilities.

### EDS 520 Exceptional Learners & Inclusion

3

Provides an overview of children with, disabilities, gifted education, legal issues,, intervention strategies, family systems, and, teaming approaches related to special education., Emphasis placed on accommodations for high, incidence conditions. Introduction of, Individualized Education Plans and completion of, a service-learning experience in a home setting., Also listed as EDU 320 (students must register, for a graduate-level course and complete an extra, project if in a graduate program).

### 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. Also listed, as EDU 321. (Students must register for a, graduate-level course and complete an extra, project if in a graduate program). Prerequisite:, EDS 520.

### 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. Also listed as EDU, 322. Students must register for graduate-level, course and complete an extra project if in a, graduate program). Prerequisite: EDS 520

### 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. Service learning project, included. Also listed as EDU 323. (Students must, register for a graduate-level course and complete, an extra project in a graduate program)., Prerequisite: EDS 520.

<b>EDS 524 Early Intervention for Special Education</b>	<b>3</b>
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 Individual Family Service,Programs (IFSP). Also listed as EDU 424. (Students,must register for a graduate-level course and,complete an extra project if in a graduate,program). Prerequisite: EDS 520.	
<b>EDS 526 Intervention for Severe Communication,,Sensory and Physical Problems</b>	<b>3</b>
Methods and strategies for working with students,who have low incidence 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. Also listed as EDU 426. (Students,must register for a graduate-level course and,complete an extra project if in a graduate,program).	
<b>EDS 530 Intervention for Autism Spectrum,Disorder</b>	<b>3</b>
In this course we will discuss the diagnostic,criteria and defining characteristics of autism,spectrum disorder and related disabilities, as,well as effective interventions and the impact of,having a child with autism on a family.,Prerequisite: EDU 321 or EDS 521.	
<b>EDS 534 Early Speech, Language and Literacy</b>	<b>3</b>
Introduction to components of speech and,language; and change involving second language,acquisition whether oral or manual, with,application to literacy and learning for students,with disabilities. Junior/Senior standing or,Graduate students. Prerequisite: EDU 320/EDS 520.	
<b>EDS 536 Intensive Interventions Through Positive,Behavioral Support</b>	<b>3</b>
An overview of theory, research and methods,related to identifying community values and,establishing school-wide Positive Behavior,Support. Includes functional behavior assessment,,data collection methods, interventions and,behavior management strategies to respond,effectively to students who exhibit severe,challenging behavior.	
<b>EDS 538 Early Intervention Interdisciplinary,Method</b>	<b>3</b>
Early childhood special education methods using,an interdisciplinary and Activity-Based,Intervention approach. Requires on-site seminar,and fieldwork. Junior/Senior standing or Graduate,student. Prerequisite: EDU 424/EDS 524.	
<b>EDS 550 Assessment in Applied Behavior Analysis,Method</b>	<b>3</b>
This course is designed to provide a comprehensive,overview of the theoretical background and,practical application of behavioral assessment for,individuals with significant behavioral support,needs. Students will learn about the need for,behavioral assessment, as well as varied,approaches to meet this need.	
<b>EDS 560 Single Case Research Methods</b>	<b>3</b>
This course will address the foundations, logic,,and rationale of single case research, in the,context of the fields of applied behavior analysis,(ABA) and special education. Students will learn,the uses, advantages, and limitations of various,single case research designs, and quality,indicators for single case research studies.	
<b>EDS 562 Ethical Research and Treatment</b>	<b>3</b>
Ethical considerations for professional practice,and research in behavioral assessment, treatment,,and systems. Prerequisites EDS 521.	
<b>EDS 564 Advanced Readings in Applied Behavior,Analysis</b>	<b>3</b>
Classic and current studies in applied behavior,analysis concepts, research, and effective,intervention in preparation for Behavior Analyst,Certification Board Exam and professional,practice. Prerequisites EDS 521 and EDS 536.	

<b>EDS 570 Supervision of Behavioral Interventions, in Schools &amp; Other Settings</b>	<b>3</b>
This course presents evidence-based procedures for, the training and supervision of future behavior, analysts as well as strategies for effective, consultation with the many others who may employ, behavior analysis techniques including parents, school personnel, and other related service, providers. School settings and processes are, emphasized because much consultation and service, delivery occurs within this context.	
<b>EDS 581 Practicum: Special Education, Early, Childhood/K-8</b>	<b>1</b>
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 and, EDS 521/EDU 321. Also listed as EDU 481, Application is required. (Students must register, for a graduate-level course and complete an extra, project if in a graduate program.) Grade is, Satisfactory/Not Satisfactory	
<b>EDS 582 Practicum: Special Education, Middle/High School</b>	<b>1</b>
A teaching-assistant practicum of 30 hours in a, special-education classroom. Concurrent, enrollment permissible in EDS 584/EDU 484, Prerequisite: EDS 520/EDU 320 and EDS 521/EDU, 321. Also listed as EDU 482. Application is, required. (Students must register for a, graduate-level course and complete an extra, project if in a graduate program.) Grade is, Satisfactory/Not Satisfactory.	
<b>EDS 583 Advanced Practicum: Special Education, Early Childhood/K-8</b>	<b>4</b>
A practicum of 120 hours in a special-education, classroom under teacher supervision. Application, and permission required. Also listed as EDU 483, (Students must register for a graduate-level, course and complete an extra project if in a graduate program).	
<b>EDS 584 Advanced Practicum: Special Education, Middle/High School</b>	<b>4</b>
A practicum of 120 hours in a special education, classroom under teacher supervision. 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. Prerequisite: EDS 582/EDU 482 or, concurrent enrollment.	
<b>EDS 586 Behavior Analysis Supervised, Independent Fieldwork</b>	<b>1-5</b>
Clinical or classroom behavioral intervention, with individuals who have developmental delays, severe disabilities, or autism spectrum disorder, Must be supervised by a BCBA professional. (Can, be taken for variable credits between 1 and 5 per, term). This field experience will be combined, across terms to meet the supervision hours and, requirements from the international Behavior, Analyst Certification Board.	
<b>EDS 595 Exit Project</b>	<b>1</b>
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.	
<b>EDT Courses</b>	
<b>EDT 501 Montessori Foundations</b>	<b>3</b>
This course examines developmental aspects, (cognitive, social-emotional, moral, spiritual, and physical) of early childhood.	
<b>EDT 502A The Philosophy and Psychology of the, Montessori Method</b>	<b>1</b>
This course provides a study of child psychology, and development from age six through early, adolescence. The course includes how the, Montessori pedagogy was developed based on, observation of children in different stages of, development.	
<b>EDT 502B The Philosophy and Psychology of the, Montessori Method B</b>	<b>1</b>
This course examines the study of child, psychology and development from age six through, early adolescence and implications for the, classroom. The course focuses on how Montessori, pedagogy is fostered in the classroom setting, based on observation of children in different, stages of development.	
<b>EDT 503A Elem. Science Methods: Earth, Biological, and Physical Science, Curric. &amp; Instruction A</b>	<b>1</b>

This course introduces candidates to curriculum,,differentiated instruction and assessment in the,diverse K-8 classroom. The integration of science,concepts in other disciplines is emphasized. It,includes theories, teaching, strategies,,demonstration and laboratory techniques, an,overview of curriculum, assessment guidelines,,standards, and conducting field trips and safety,considerations. In Part A of the course, an,overview of physics, chemistry, geology, biology,and astronomy are provided. A particular focus,will be on the interdependencies of life on earth,,The great lessons in each content area will be,taught.

**EDT 503B Elem. Science Methods: Earth,,Biological, and Physical Science,Curric. & Instruction B** 3

This course introduces candidates to curriculum,,differentiated instruction and assessment in the,diverse K-8 classroom. The integration of science,concepts in other disciplines is emphasized. It,includes,theories, teaching, strategies, demonstration and,laboratory techniques, an overview of curriculum,,assessment guidelines, standards, and conducting,field trips and safety considerations. In Part B,of the course, students will begin to go in-depth,into each of the methods and content,presentations in physics, chemistry, geology,,biology and astronomy. Students will develop the,materials and lessons to teach each of the,courses.

**EDT 503C Elem. Science Methods: Earth,,Biological, and Physical Science,Curric. & Instruction C** 1

This course introduces candidates to curriculum,,differentiated instruction and assessment in the,diverse K-8 classroom. The integration of science,concepts in other disciplines is emphasized. It,includes,theories, teaching, strategies, demonstration and,laboratory techniques, an overview of curriculum,,assessment guidelines, standards, and conducting,field trips and safety considerations. In Part C,of the course, students will refine their,understanding of the interdependence of each of,the sciences through practice teaching.

**EDT 504A Elementary Social Studies Methods A** 1

This course focuses on the understanding of the,origins and development of the universe and of the,human being's relationships to this development.,An introduction to sociology, prehistory, human,history and the interconnections of these fields,is presented.

**EDT 504B Elementary Social Studies Methods B** 1

This course focuses on Montessori pedagogy in,social studies. Classroom application of,sociology, prehistory, human history and the,interconnections of these fields is presented.,Curricular integration, project-based learning,,as well as differentiated instruction and,assessment are emphasized.

**EDT 505A Elementary Language Arts Curriculum and,Instruction A** 2

This course focuses on the development of spoken,and written language, as well as grammar,,appropriate for elementary children through early,adolescence. Effective curricular and,instructional strategies are included in this,course. In Part A, the focus of the course is on,the foundational knowledge of the development of,spoken and written language and grammar. Basic,lesson preparation, materials and methods are,introduced.

**EDT 505B Elementary Language Arts Curriculum and,Instruction B** 1

This course focuses on the development of spoken,and written language, as well as grammar,,appropriate for elementary children through early,adolescence. Effective curricular and,instructional strategies are included in this,course. The focus of the part B of the course is,on more sophisticated methods of instruction and,material development for the language arts,curriculum.

<b>EDT 506A Elementary Mathematics Curriculum and Instruction A</b>	<b>2</b>
<p>This course focuses on the principles and methods,of arithmetic, algebra, and geometry that provide,a child with the understanding of and proficiency,with key ideas in mathematics throughout their,elementary experience. It emphasizes the,development of number systems, vocabulary, and,symbolism in the present-day use of arithmetic,algebra, geometry, and statistics. A,developmental approach to teaching mathematics is,stressed, as well as problem solving. The,interconnection of the areas of mathematics is,explored. In Part A of the course, the focus is,on the development of number systems, vocabulary,,and symbolism in the present day use of,arithmetic, algebra, geometry and statistics.</p>	
<b>EDT 506B Elementary Mathematics Curriculum and Instruction B</b>	<b>2</b>
<p>This course focuses on the principles and methods,of arithmetic, algebra, and geometry that provide,a child with the understanding of and proficiency,with key ideas in mathematics throughout their,elementary experience. It emphasizes the,development of number systems, vocabulary, and,symbolism in the present-day use of arithmetic,algebra, geometry, and statistics. A,developmental approach to teaching mathematics is,stressed, as well as problem solving. The,interconnection of the areas of mathematics is,explored. In Part B of this course, students will,begin to go in-depth into each of the methods and,content presentations in number systems,,vocabulary, and symbolism in the present day use,of arithmetic, algebra, geometry and statistics.,Students will develop the lessons to teach each,of the courses.</p>	
<b>EDT 506C Elementary Mathematics Curriculum and Instruction C</b>	<b>2</b>
<p>This course focuses on the principles and methods,of arithmetic, algebra, and geometry that provide,a child with the understanding of and proficiency,with key ideas in mathematics throughout their,elementary experience. It emphasizes the,development of number systems, vocabulary, and,symbolism in the present-day use of arithmetic,algebra, geometry, and statistics. A,developmental approach to teaching mathematics is,stressed, as well as problem solving. The,interconnection of the areas of mathematics is,explored. In Part C of this course, students will,refine their understanding of mathematics and,geometry through practice teaching and lesson,development.</p>	
<b>EDT 507 Elementary Music, Drama and Art Methods</b>	<b>2</b>
<p>This course emphasizes the music, art and,movement experiences in an elementary setting.,Candidates study the use of different musical and,art concepts, methods and materials, integration,of music and art into other content areas, and,artistic products. Candidates become familiar,with program components of music, art and,movement while learning how to differentiate,instruction and assess skills and concepts for,diverse learners in classrooms.</p>	
<b>EDT 508 Observation of the Montessori Classroom</b>	<b>1-3</b>
<p>Students will observe,Montessori classrooms to identify and explain the,guiding principles of the methodology. Emphasis,is also placed on observing how children learn in,a Montessori classroom.</p>	
<b>EDT 509 Student Teaching Internship</b>	<b>1-9</b>
<p>The purpose of the practicum is to gain,experience teaching in a Montessori classroom.,Candidates plan, instruct, and assess for student,learning under the guidance of an experienced,mentor teacher and a supervisor. This experience,also emphasizes socialization, classroom,management and professional activities within a,diverse school culture.</p>	
<b>EDT 510 Neurobiological Perspectives on,Developmental Education</b>	<b>3</b>
<p>This course explores the theoretical and,empirical research base supporting Developmental,educational approaches. Beginning with a survey,of key theorists - Piaget, Vygotsky, Pestalozzi,,Montessori, and Dewey-- students consider the,practical implications of key concepts such as,critical/sensitive periods, scaffolding, and,constructivism. Grounded in classroom-based,observation and analysis, students also review,recent research on topics including executive,functions, social and emotional development, and,embodied cognition.</p>	

**EDT 511 Early Intervention, Special Education, and Family Engagement** 3

Family engagement is, increasingly, recognized as, crucial for student success regardless of class, or culture. Likewise, efforts to resolve, developmental and learning challenges are, enhanced when school and home work together. , This course takes a systems view of student, support and family engagement, with a strong, emphasis on asset-based models of support,, community-building, and intervention. Using the, Case Method, students will draw from their direct, experiences with children and families to explore, practice-based problems and solutions designed to, address the needs of all children by explicitly, linking children's needs with family capacities.

**EDT 511A Early Intervention, Special Education,, and Family Engagement** 1

Family engagement is, increasingly, recognized as, crucial for student success regardless of class or, culture. Likewise, efforts to resolve, developmental and learning challenges are enhanced, when school and home work together. This course, takes a systems view of student support and family, engagement, with a strong emphasis on asset-based, models of support, community-building, and, intervention. Using the Case Method, students will, draw from their direct experiences with children, and families to explore practice-based problems, and solutions designed to address the needs of all, children by explicitly linking children's needs, with family capacities. Part A focuses on the, special education system and IEPs.

**EDT 511B Early Intervention, Special Education,, and Family Engagement** 1

Family engagement is, increasingly, recognized as, crucial for student success regardless of class or, culture. Likewise, efforts to resolve, developmental and learning challenges are enhanced, when school and home work together. This course, takes a systems view of student support and family, engagement, with a strong emphasis on asset-based, models of support, community-building, and, intervention. Using the Case Method, students will, draw from their direct experiences with children, and families to explore practice-based problems, and solutions designed to address the needs of all, children by explicitly linking children's needs, with family capacities. Part A focuses on the, special education system and IEPs, Part B focuses, on culture, race and privilege.

**EDT 511C Early Intervention, Special Education,, and Family Engagement** 1

Family engagement is, increasingly, recognized as, crucial for student success regardless of class or, culture. Likewise, efforts to resolve, developmental and learning challenges are enhanced, when school and home work together. This course, takes a systems view of student support and family, engagement, with a strong emphasis on asset-based, models of support, community-building, and, intervention. Using the Case Method, students will, draw from their direct experiences with children, and families to explore practice-based problems, and solutions designed to address the needs of all, children by explicitly linking children's needs, with family capacities. Part C focuses on engaging, families and child study.

**EDT 512 Advanced Seminar on Language, and Literacy** 3

Language and literacy are the foundation for, lifelong learning. The early childhood and, elementary years constitute a key window of, opportunity for optimal development of oral, language and deep literacy for children. This, course goes beyond methods to help students, understand the contexts in which children develop, language, obstacles to optimal development, and, the inextricable nature of language and culture., Using the Case Method, students will apply their, learning to their work with English language, learners and children experiencing challenges, with oral or written language development to, create practice-based solutions to meet the, language needs of all children.

**EDT 513 The Autonomous Child: Child,, Family and Community** 3

This course focuses on the development of a, child's independence, social skills and, self-awareness in relation to their family and, community. Practical life exercises are, emphasized.

**EDT 514 Sensorial: Creativity & Critical Think,, in Young Children** 3

The purpose of this course is to study the, theoretical and practical aspects of creativity,, problem solving and critical thinking in young, children. The course emphasizes the Montessori, Exercises for the Education for the Senses that, guide children in their development and assessment, of creative and perceptive exploration of the, world.

<b>EDT 514A Sensorial:Creat. &amp; Crit. Thinking,In Young Children A</b>	<b>2</b>
The purpose of this course is to study the,theoretical and practical aspects of creativity,,problem solving and critical thinking in young,children to guide them in their exploration of the,world.	
<b>EDT 514B Sensorial:Creat. &amp; Crit. Thinking,in Young Children B</b>	<b>1</b>
Students will deepen their understanding of how,the Sensorial materials offer the child the keys,to critical thinking and the development of,abstractions. Students will develop and create,appropriate materials for child development in the,Sensorial curriculum.	
<b>EDT 515 Effective Learning Environments</b>	<b>2</b>
This course addresses models and practices of,early childhood classroom management to create a,respectful and positive learning climate that,assures maximum learning. The development of,interspersal relationships and culturally,responsive practices are emphasized.	
<b>EDT 516 Early Childhood Instructional,Methods for the Arts</b>	<b>3</b>
This course emphasizes the music, art, drama and,movement experiences in primary setting. ,Candidates study the use of different musical,,drama and art concepts, methods and materials,,integration of music and art into other content,areas, and artistic products. Candidates become,familiar with program components of music, art,and movement while learning how to differentiate,instruction and assess skills and concepts for,diverse learners in classrooms.	
<b>EDT 517A Emergent Literacy Instructional,Methods A</b>	<b>2</b>
This course focuses on the development of spoken,and written language as well as important,functional aspects of grammar that are,appropriate for early childhood. Effective,curriculum development, instruction, and,assessment strategies are included in this,course. Creative expression through arts and,curriculum integration are also emphasized.	
<b>EDT 517B Emergent Literacy Methods B</b>	<b>1</b>
Students will deepen their understanding of how to,support the child on the path to becoming a fluent,reader and writer. Students will develop and,create appropriate materials for child development,in the Language curriculum.	
<b>EDT 518 Mathematics and Science Instructional,Methods for Early Childhood</b>	<b>3</b>
This course focuses on the foundations of,mathematics and science from a developmental,perspective. Sensorial based concepts and skills,related to number sense, geometry, algebra and,fractions are emphasized in mathematics. Inquiry,based experiences in biology and physical science,are also included in the course.	
<b>EDT 519 Human Growth and Development:,Infancy</b>	<b>3</b>
This course analyzes human development from,conception through the first year of life. ,Anatomy, physiology and fetal development will be,reviewed, as well as maternal care during,pregnancy and birth. Appropriate child health,,nutrition, safety and hygiene practices will be,shared.	
<b>EDT 520 Human Growth and Development, Toddlers</b>	<b>3</b>
This course analyzes human development from,infancy to age three. Child neuropsychiatry and,the development of movement and language are the,focus of the course.	
<b>EDT 521 Integrated Teaching Methods for Infancy</b>	<b>3</b>
This course emphasizes curricular design and,instructional methods for infants. Developmentally,appropriate program components of music, art,,language, movement and practical life will be,examined while learning how to differentiate,instruction and assess growth of diverse learners.	
<b>EDT 522 Integrated Teaching Methods for Toddlers</b>	<b>3</b>
This course emphasizes curricular design and,instructional methods for toddlers.,Developmentally appropriate program components of,music, art, early literacy, movement and practical,life will be examined while learning how to,differentiate instruction and assess growth of,diverse learners.	

<b>EDT 523 Introduction to Montessori Education</b>	<b>1</b>
This course provides an overview of the,development of Montessori pedagogy, including,guiding principles, theory and practices.	
<b>EDT 524 Graduate Capstone Course</b>	<b>4</b>
The capstone course includes the synthesis and,review, discovery, and understanding of the,cumulative program's content connections.,Additionally, students elevate and refine lesson,presentations in preparation for the cumulative,oral, written, and performance based exams. Letter,grade is assigned.	
<b>EDT 531 Culturally Responsive Practices,For the Inclusive Classroom Community</b>	<b>3</b>
This course examines contextual influences on,child developmental and the implications for,classroom communities with specific attention to,early childhood. Identity formation, ecological,systems, neuroscience, social-emotional,development, and cultural archetypes will be,explored along with the impact of childhood,traumas. Students will utilize Universal Design,for Learning, culturally responsive and anti-bias,practices for curriculum design, teaching,,classroom management, and partnering with families,and the extended community to support all,learners.	
<b>EDT 532 Introduction to Instructional Methods,For the Early Childhood Montessori,Classroom</b>	<b>3</b>
The purpose of this course is to study the,application of the psychology and philosophy of,Montessori to curriculum. Lesson design methods,and the preparation of handmade materials are,introduced for Sensorial, Language, Mathematics,and Practical Life.	
<b>EDT 545 Health and Physical Education Methods,K-8</b>	<b>1</b>
Curriculum and 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.	
<b>EDT 567 Introduction to Intercultural Education</b>	<b>1</b>
This course introduces candidates to the,development of intercultural communication and,teaching skills at the culture-general and,culture-specific levels of understanding. It,examines the nature and use of power in society,and the impact of one's own cultural values,,attitudes and beliefs on K-12 students.	
<b>EDT 568 Intercultural Immersion Field Experience</b>	<b>2</b>
Participation in an intercultural off-campus,experience at local, USA, or international,educational site. Involves full school day,experiences with culturally and linguistically,diverse students. Includes observation, lesson,planning, assisting students with special needs,,tutoring, teaching, and attending professional,meetings at culturally diverse sites. Except for,local settings, students live in the community and,participate in life of the community. Candidates,prepare culturally proficient analysis of their,experiences, use levels of cultural insights to,interview persons of diversity, and infuse lesson,plans with culturally and linguistically diverse,strategies and assessments.	
<b>EDT 570 Pedagogy Assessment Seminar</b>	<b>1</b>
This course provides candidates with the resources,and guidance to complete the culminating,performance-based pedagogy assessment required by,both program and state licensure.	
<b>EDT 574 Clinical Practicum Seminar</b>	<b>1</b>
This seminar explores issues in student teaching,,professional portfolio development, documentation,of positive impact on student learning, and the,professional rights and responsibilities of,educators. This seminar also prepares candidates,for certification and job placement.	
<b>EDT 596 Graduate Research Project</b>	<b>3</b>
The capstone project requires the research and,design of specific materials for the teaching,albums in each content area appropriate for use,in a Montessori classroom. This is developed and,finalized under the supervision of a Montessori,trained Whitworth University supervisor. The,project proposal must be approved by the director,of the M.Ed. Montessori program and the,supervisor/instructor. Letter grade is assigned.	



## **EDU Courses**

- EDU 501 The Psychology of Learning** 3  
This course provides a study of the psychological, theories of learning and the connections between, psychological theory and educational practice for, pre-school, elementary, secondary, and adult, learners. Includes psychological theories related, to intelligence, motivation, attention, memory, creativity, problem solving, and personality.
- EDU 502 Curriculum Design, Development and, Implementation** 3  
This course focuses on the study of curriculum, foundations and the components of curriculum, design and development. Includes strategies for, implementation of curricular changes in P-12, schools, curriculum evaluation, and the role of, state and national standards based curricula in, schools.
- EDU 510 Environmental and Sustainability, Education in the K-12 Classroom** 3  
This course is designed to prepare teacher, candidates to integrate environmental and, sustainability education principles in the, elementary, middle level or high school classroom., The primary focus of the course is to develop, candidates' skills in methodology that can be used, in indoor and outdoor settings to engage students, in activities that promote environmental, understanding and sustainability through inquiry, place-based learning, field investigation and, civic engagement.
- EDU 514 Educational Statistics** 2  
This course focuses on the study of statistics as, needed to understand educational research and, complete primary research. Offered every Jan Term, and Summer.
- EDU 515 Educational Research** 4  
This course is focused on the development of basic, research skills; evaluation of current educational, research; and the curation and creation of new, knowledge in education. Students will develop a, research proposal paper. Prerequisites:, unconditional admission and computer literacy.
- EDU 542 Advanced Instruction and Integrated, Technology** 3  
This course will expand and build upon the, knowledge and skills in instructional methodology, and technology that teachers learn in initial, teacher preparation programs. Major topics, include advanced group instruction; inquiry; project based learning; differentiation; co-teaching; integration of standards based, technology.
- EDU 543 Assessment and Data Analysis** 3  
This course will provide an in depth study of, classroom, school and district assessment and, data analysis. Master's candidates will gain, knowledge and skills to improve their classroom, assessment and to provide school and district, leadership in assessment and data analysis.
- EDU 544 Children's Literature & Social Studies, Literacy** 3  
This course is designed to provide an, introduction to children's literature as well as, a foundation for teaching social studies. It, highlights the genres of the literature, learning, about and through literature, and using quality, literature integrated with other content. For, social studies instruction, the course examines, the state standards for social studies in the, areas of world and American history, geography, and civics and how to use children's literature, as a content source for those areas of, curriculum.
- EDU 546 Diagnosis and Treatment of Reading Diff., Disabilities** 3  
Identification and causes of reading problems., Study of diagnostic instruments and intervention, strategies used in group and individual, situations. Administration and interpretation of, standardized and informal assessments. Also, listed as EDE 446.
- EDU 548 Content Area Reading and Writing** 2  
Strategies for improving comprehension of content, area materials, adapting lessons for a wide range, of learners, analyzing the appropriateness of, written materials, and connecting writing to the, content area. Fall and spring semesters. Also, listed as EDM 553 and EDU 458.

**EDU 550 Milestones in Education** 3

A study of current social, political and cultural,issues in education and their historical origins,including philosophical, political, sociocultural,and religious foundation. Includes study of the,links between education, Christianity and the,liberal arts tradition. This is an,interdisciplinary course.

**EDU 561 Second-Language Acquisition** 3

An overview of interdisciplinary theories of how,students acquire a first and an additional,language informed by the fields of linguistics,,psychology, and sociocultural and political,studies. A view to gaining informed approaches,,for supporting English Learners and their access,to the core curriculum. Also listed as EDU 361.

**EDU 562 ELL Methodology** 3

Language learners must progress in four domains,of language acquisition: listening, speaking,,reading and writing. Some researchers include,the skill of viewing as well. True academic,achievement requires content experience involving,,all these domains. Therefore this course,,provides a myriad of practical classroom methods,to achieve proficiency in all domains within core,curriculum expectations. Awareness of these,domains in assessment practices is also,addressed. Also listed as EDU 362.

**EDU 563 ELL Methods Language Arts/Reading** 3

Content centers around the Common Core State,Standards intertwined with the Washington State,English Proficiency Standards. Strategies for,,scaffolding content reading tasks for English,Learners are explored and practiced. The course,,also addresses the literacy needs of English,Learners in their core curriculum subjects with,ways that instructors of core subjects can,increase content achievement while supporting,,literacy needs. Also listed as EDU 363.

**EDU 564 ELL Field Experience** 1-3

The ELL Field Experience provides an,opportunity to implement the knowledge and,,strategies being learned in the content ELL,,courses. The implementation is designed to occur,,during students' intercultural placements or in,,the students' own classrooms, if applicable. ,Also listed as EDU 364.

**EDU 567 Introduction to Intercultural Education** 1

Content includes the examination of both personal,,and institutional cultural proficiency in,,education. The impact of cultural and linguistic,,diversity on academic achievement is explored,,along with the crucial skills for effective,,intercultural communication. Also included, is,,the examination of one's own cultural values,,attitudes, and beliefs as they influence,,instruction and assessment practices used with,,P-12 students in the content areas. Also listed,,as EDU 367.

**EDU 596 Graduate Capstone Project** 3

The M.Ed. in Teaching and Learning program's,,capstone project requires completion of a research,,study or a curriculum design project under the,direct supervision of a Whitworth University,,supervisor. The project proposal must be approved,,by the director, the supervisor/ instructor, and,,the Institutional Review Board (IRB) in the term,,prior to enrollment. Letter grade is assigned.,Prerequisite: EDU-515.

**EDU 597 Exit Portfolio/Project** 0

Exit-exam information is available through a,,student's graduate advisor. All exams must be,,completed prior to the month of a student's degree,,posting.

**EDU 598A Thesis** 3

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: advanced approval,,from your academic advisor and the Institutional,,Review Board (IRB). Fall semester.

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: advanced approval,from your academic advisor and the Institutional,Review Board (IRB). Spring semester. Fee.