

Teaching & Learning

M.Ed. in Teaching & Learning

Kathryn Picanco (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.

Endorsements and Certification:

Special Education Endorsement (P-12)

Completion of required special education courses and field experiences will prepare a candidate for an endorsement in special education (P-12). Please see the special education coordinator 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 coordinator 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 the Office of 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

Admission Policies

1. No more than nine semester credits should be taken prior to admission to the program, as there is no guarantee those credits will count toward a graduate degree.
2. Applicants must hold a bachelor's degree from an accredited college or university.
3. Complete an online application by the posted deadline found on each program's webpage.
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, and M.A.T in Gifted Education & Equitable Instruction (considered case by case). 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 the program. These courses are determined with an advisor to improve expertise in English, math, education methods and study skills.
8. Part of the application process 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. 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 the program 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. 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 Graduate Studies in Education offers guided studies that may be taken on a tutorial basis. Program director approval is required. Proposals are submitted with the approvals of the faculty supervisor and the director/department chair via the electronic guided 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, unless arrangements have been made for a hiatus. In order for a student to return to active status they must reapply and they will 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. Teaching and Learning students register themselves for courses online.
2. Check with your advisor each term for pre-registration advising and for exit requirements. Students must be cleared by their advisor prior to course registration each term.
3. Tuition is paid through student financial services located 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.

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 Internationale (AMI) Elementary Diploma or a Montessori Accreditation Council for Teacher Education (MACTE) approved program 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
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or

EDU 596	Graduate Capstone Project, Behavior Analysis Supervised Independent Fieldwork
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(Take three semester credits fewer in elective credits if EDU 598 A & B is completed.)

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.

EDU 598B 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). Spring semester. Fee.