

Teacher Certification Program

Meagan Helton (Director)

The Whitworth Teacher Certification Program, a collaborative effort between the School of Education and the School of Continuing Studies, allows adults who work full time to complete a teacher-certification program in an accelerated evening format. Students can earn a bachelor of arts degree in elementary education with teacher certification, while those with a bachelor's degree can complete the requirements for certification only. Post-baccalaureate students can enroll in the 500 level of designated courses and apply up to 18 semester credits as electives if they are accepted into a Whitworth Graduate Studies in Education program within four years of Teacher Certification Program completion.

The student learning outcomes of this program prepare students to:

- Plan for instruction and assessment using research-proven strategies (effective instruction, comprehensive differentiation, formal and informal assessment)
- Effectively engage in self-reflection to support continued improvement in instructional practices
- Employ effective assessment strategies throughout planning, instruction and reflection cycle
- 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
- Articulate their own faith tradition or principles of their worldview and alignment to professional practices
- 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

Admission Requirements

Students must first complete all School of Continuing Studies admission requirements to enroll in needed pre-cohort coursework.

Additional requirements for admission to the School of Education and a Teacher Certification Program cohort include the following:

- A minimum of 60 semester credits (90 quarter hours) of college work with a 2.5 GPA from accredited colleges or universities, or a 3.0 minimum GPA in recent coursework at Whitworth
- Successful completion of EDE 302, Foundations of Education, and the related field experience
- Positive dispositional evaluation
- Satisfactory scores on the three subtests of the Washington Educators Skills Test - Basic (WEST-B) or satisfactory scores on a state-approved alternative

Certification Requirements

Academic requirements for a Washington state teaching certificate include the following:

- The cohort coursework, (totaling 51 credits for elementary and 37-41 credits for secondary)
- All pre-cohort and content-area requirements (see below)
- Grades of "C" or better in all courses applicable to certification
- All state assessments, including satisfactory completion of basic skills testing, passing endorsement area exams
- Completion of Capstone Portfolio

Students earning a bachelor of arts degree in elementary education must also complete all Whitworth shared curriculum requirements and all state certification requirements.

In addition, please see "Important Notes for all Undergraduate Teacher Education Students" on the School of Education (<http://catalog.whitworth.edu/undergraduate/education/>) homepage.

B.A. Elementary Education (60)

Pre-Cohort and Content-Area Requirements (9+)

EDE 302	Foundations of Education	3
MA 220	Structure of Elementary Mathematics	3

Coursework in the natural sciences and social sciences		
HI 112	Pacific Northwest History and Since Time Immemorial	3
Content-Area Requirements	Life Science, Physical Science, and US History & American Government	

Courses in the Teacher Certification Program Cohort (51)

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 332A	Mathematics Methods in the Primary Grades	3
EDE 332B	Mathematics Methods in the Intermediate Grades	3
EDE 332C	Instructional Strategies Practicum	1
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 341	K-8 STEM Methods	3
EDE 345A	K-8 Physical Education and Health Methods	1
EDE 345C	K-8 Music Methods	1
EDE 345D	K-8 Art Methods	1
EDE 366	Teaching English Language Learners	1
EDE 367	Introduction to Intercultural Education	1
EDE 368	Intercultural Immersion Experience	2
EDE 401W	Critical Issues in Education	3
EDE 441A	Literacy Methods in the Primary Grades	3
EDE 441B	Literacy Methods in the Intermediate Grades	3
EDE 441C	Literacy Practicum	1
EDE 470	Teacher Certification Program Capstone Seminar	3
EDE 471	Assessment and Classroom Management	3
EDE 496	Clinical Practicum	9

Select courses are also listed at the 500 level. See descriptions below. Post-baccalaureate students may apply these as electives upon admission to Graduate Studies in Education, with the exception of Clinical Practicum.

Teacher Certification Program Curriculum

The Teacher Certification Program is offered in a cohort-based format in which a core group of students work collaboratively through each of the courses in sequence. Within the final semester, students will complete a full-time, 12-week student-teaching practicum and a two-week intercultural immersion practicum. Cohorts begin in August and February.

Students completing the Teacher Certification Program (TCP) take courses on campus. Students completing the Teacher Certification Program – Online (TCP-O) take courses online through live virtual class sessions. The modality of individual courses may change based on course enrollment.

Note: Application for a Washington State Teaching Certificate, passing student teaching, passing a state content area exam, and completion of a Capstone Portfolio are required for program completion (teacher certification).

Post-Baccalaureate Teacher Certification

Students with a bachelor's degree may complete the Teacher Certification Program (TCP) as a post-baccalaureate teacher candidate. Courses may be completed at the undergraduate-level for completion of Certification-Only, or they may be completed at the 500-level and apply to the thematic electives for M.Ed. Teaching & Learning.

Teacher candidates pursuing the K-8 Elementary Education endorsement complete the pre-cohort courses, content area requirements, and cohort courses outlined for the Teacher Certification Program Cohort – Elementary Certification. Secondary certification with a content-area endorsement may be pursued by any post-baccalaureate teacher candidate with a bachelor's degree and significant coursework in the content area in which they intend to teach. Secondary endorsements will be determined through a transcript review by the TCP Director and Assistant Director. The

transcript review may identify additional content area courses that must be completed for secondary endorsement eligibility.

Requirements for TCP-Secondary Cert (33)

Pre-requisite and Content Area Courses (3+)

EDE 302	Foundations of Education
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Additional content area courses as determined by transcript review

Secondary content area endorsement exam(s) must be passed prior to beginning the TCP cohort

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 350	Integrated Instructional Methods	3
EDE 351A	Instructional Strategies Practicum I	1
EDE 351B	Instructional Strategies Practicum II	1
EDE 366	Teaching English Language Learners	1
EDE 367	Introduction to Intercultural Education	1
EDE 368	Intercultural Immersion Experience	2
EDE 401W	Critical Issues in Education	3
EDE 470	Teacher Certification Program Capstone Seminar	3
EDE 471	Assessment and Classroom Management	3
EDE 498	Clinical Practicum, High School Level	9

Secondary Methods (5-9)

EDU 458	Content Area Reading and Writing
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2 content-specific methods courses

Bachelor of Arts in Educational Studies

The Bachelor of Arts in Educational Studies Program is designed for individuals who are interested in the field of education, but who do not plan to become a certified teacher.

The Whitworth Teacher Certification Program views the role of educators as a calling – a commitment to understanding and responding compassionately to the needs of children and youth. Educators are more than classroom teachers. They are involved in every aspect of a child's life. The Educational Studies Program conceptualizes our graduates as educators of mind and heart who serve as scholars, community members, advocates, effective practitioners and visionary leaders. Courses in this program are structured around this conceptual framework, and students are encouraged to view their future roles as educators through this model.

Admission Requirements

Students must first complete all continuing studies admission requirements. Additional requirements for admission to the School of Education and the Educational Studies Program include the following:

- A minimum of 60 semester credits (90 quarter hours) of college work with a 2.5 GPA from accredited colleges or universities, or a 3.0 minimum GPA in recent coursework at Whitworth
- Successful completion of EDE 302, Foundations of Education, and the related field experience

After you apply and are admitted to the Educational Studies Program, you will take Whitworth's shared curriculum requirements; EDE 302, Foundations of Education; and any required elective courses prior to beginning the Educational Studies Program.

Prerequisites and Content Area Requirements

EDE 302	Foundations of Education	3
MA 220	Structure of Elementary Mathematics	3

Requirements for Educational Studies, B.A. (35)

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3

EDE 332A	Mathematics Methods in the Primary Grades	3
EDE 332B	Mathematics Methods in the Intermediate Grades	3
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 341	K-8 STEM Methods	3
EDE 345A	K-8 Physical Education and Health Methods	1
EDE 345C	K-8 Music Methods	1
EDE 345D	K-8 Art Methods	1
EDE 366	Teaching English Language Learners	1
EDE 367	Introduction to Intercultural Education	1
EDE 401W	Critical Issues in Education	3
EDE 441A	Literacy Methods in the Primary Grades	3
EDE 441B	Literacy Methods in the Intermediate Grades	3
EDE 471	Assessment and Classroom Management	3

EDE Courses

EDE 204 Child and Adolescent Development 3

This course examines developmental aspects,(cognitive, social-emotional, moral, spiritual,,and physical) and sociological challenges (abuse,and neglect, substance abuse, poverty, familial,discord, suicide, violence, and trauma and their,impact on teaching,and learning). Candidates study children and,adolescents with a focus on psychology in the,diverse classroom. Cross-listed with EDU 501.

EDE 280 Field Study 1-4

EDE 302 Foundations of Education 3

The course explores the philosophical foundations,and critical issues related to education,,faith/worldview and the education profession,,certification in Washington and the dispositions,of successful practitioners as identified by the,Whitworth School of Education conceptual,framework. Students complete a service learning,experience in a K-12 classroom. Cross,listd with EDE-502.

EDE 320 Exceptional Learners and Inclusion 3

This course covers the historical, medical,,psychological, and instructional aspects special,education as well as the complex topics of,inclusion, labeling, and disproportionality.,Universal design for learning and data-based,instructional frameworks for equity based academic,and behavioral support for students with,exceptionalities are introduced. The specific,needs of individuals with exceptionalities and the,implications of cultural and linguistic diversity,and/or trauma related experiences are addressed.,Using inquiry, discussion, and reflection,,students are assisted in forming, adjusting and/or,validating their perceptions of their role as,educators and advocates for all students. Cross-,listed with EDE-520.

EDE 332A Mathematics Methods in the Primary,Grades 3

This course will prepare the teacher candidates,to teach mathematics in primary grades (K-3). ,The majority of the course will have an emphasis,on the pedagogy, methods and the constructivist,approach to math with younger learners. The,course will also prepare teacher candidates with,math content with regard to typically developing,students. The course will involve teacher,candidates in active participation in inquiry,,contextual problems, use of manipulatives and,models, and strategies for problem,solving/application approaches to math. Making,connections to the world outside of school and,the use of technology will be stressed. The,teacher candidates will also explore,Internet-based resources to support,differentiation in math. Cross listed,with EDE-532A

EDE 332B Mathematics Methods in the Intermediate, Grades 3

This course will prepare candidates to teach, mathematics in intermediate grades (4-8). The, majority of the course will have an emphasis on, the pedagogy, methods and the constructivist, approach to math with intermediate learners. The, course will also prepare candidates with math, content with regard to typically developing, students. The course will involve teacher, candidates in active participation in inquiry,, contextual problems, use of manipulatives and, models, and strategies for problem, solving/application approaches to math. Making, connections to the world outside of school and, the use of technology will be stressed. The, candidates will also explore Internet-based, resources to support differentiation in math., Cross listed with EDE-532B

EDE 332C Instructional Strategies Practicum 1

This practicum course places candidates in a, culturally, ethnically, linguistically and/or, academically diverse elementary or self-contained, middle school classroom to develop competencies, in teaching and assessing learning in math and, science. Candidates in this course complete 30, hours in the school setting and are assigned a, university supervisor. Cross-listed with EDE 351B.

EDE 340 Differentiated Instructional Strategies, and K-8 Social Studies Methods 3

This course introduces candidates to, differentiated instruction and assessment of, social studies in the diverse K-8 classroom., Candidates learn and use Washington State Grade, Level Expectations and Common Core State, Standards along with the Understanding by Design, curriculum planning framework. Teacher candidates, learn to use the TCP lesson plan template. Teacher, candidates will engage, with the Since Time Immemorial Curriculum as, prescribed in WAC 181-78A-300(3). Cross-listed, with EDE 350 and EDE 540.

EDE 341 K-8 STEM Methods 3

This course introduces candidates to intentional, practice of classroom management, active and, equitable participation for culturally,, ethnically, linguistically and academically, diverse students, lesson planning, and formative, assessment to differentiate instruction for all, K-8 learners. The integration of science concepts, in other disciplines is emphasized. It includes, theories, teaching, lesson plan development,, strategies, demonstration and laboratory, techniques, an overview of curriculum, assessment, guidelines, Washington State standards, Common, Core State Standards, Next Generation Science, Standards, and conducting field trips and safety, considerations. Prerequisite: one college-level, science course. Cross-listed with EDE-541

EDE 345A K-8 Physical Education & Health Methods 1

This course introduces candidates to methods for, teaching and assessing physical and health, education in elementary school. Current methods, and materials are used to develop the elementary, curriculum, differentiate physical education and, health instruction and assessment and teaching, appropriate activities. Cross-listed with EDE, 545A.

EDE 345B K-8 Theatre Methods 1

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. Cross-listed with EDE 545B.

EDE 345C K-8 Music Methods 1

This course emphasizes the music experience in an, elementary setting. Candidates study the use of, different musical concepts, methods and, materials,, integration of music into other content areas,, and, process/product will be studied. Candidates, become familiar with terminology and various, music, programs, while learning how to differentiate, instruction and assess musical skills and, concepts, for diverse learners in K-8 classrooms., Cross-listed with EDE 545C.

EDE 345D K-8 Art Methods 1

This course emphasizes the art experience in an, elementary setting. Candidates study different, media, integration of art into other content, areas, and process/product. Candidates become, familiar with terminology and various art, programs, while learning how to differentiate, instruction and assess art skills and concepts, for, diverse learners in K-8 classrooms. Cross-listed, with EDE 545D.

EDE 350 Integrated Instructional Methods	3
This course introduces candidates to,interdisciplinary instruction through analysis of,teaching and learning behaviors. It focuses on,integrating curriculum in the candidate's major,and related content areas. Candidates learn,instructional methods and assessment strategies,that are utilized to create lesson plans aligned,with Common Core State Standards and related,,discipline-specific standards. Cross-listed EDE,340, EDE 540, and EDE 550.	
EDE 351A Instructional Strategies Practicum I	1
The course places candidates in a diverse middle,school or high school classroom to develop,competencies in teaching and assessing learning,in the candidate's specific content area.,Candidates in this course complete 30 hours in,the school setting and are assigned a university,supervisor. Cross-listed with,EDE 441C.	
EDE 351B Instructional Strategies Practicum II	1
The course places candidates in a diverse middle,school or high school classroom to develop,competencies in teaching and assessing learning,in the candidate's specific content area.,Candidates in this course complete 30 hours in,the school setting and are assigned a university,supervisor. Cross-listed with,EDE 332C.	
EDE 361 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, sociocultural, and political studies.,A view to gaining informed approaches for,supporting English Learners and their access to,the core curriculum.	
EDE 366 Teaching English Language Learners	1
This course is an introduction to instructional,strategies for teaching English Language Learners,in the regular classroom and an overview of,current programs and laws regarding the teaching,of ELL students. Cross-listed with EDE 566.	
EDE 367 Introduction to Intercultural Education	1
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.,Cross-listed with EDE 567.	
EDE 368 Intercultural Immersion Experience	2
This course places candidates in an intercultural,educational setting designed to deepen and broaden,previous culturally based experiences. Classroom,assignment includes observation, lesson planning,,assisting with special-needs students, tutoring,,teaching, and attending professional meetings. In,addition, candidates are expected to immerse,themselves in the life of the community in which,they are placed. Prerequisite: EDE 367.,Cross-listed with EDE 568.	
EDE 395 Teaching Assistantship	1-4
To be approved by TCP director and arranged with,course instructor.	
EDE 396A Fundamentals for Working With Students a,nd Their Families in P-12 School Sett,ngs	1
Introduction to the Standards of Practice leading,to the WA State General Para-Educator Certificate.,This course unpacks the content of Part One of the,Fundamental Course of Study - the core instruction,that all para-educators must receive in order to,work with students and their families in WA public,P-12 schools. Topics of study include cultural,identity and diversity, educational and,instructional support, data collection and,analysis, technology in schools and equity.	
EDE 396B Fundamentals for working with Students,And Families in P12 School Settings,,Part Two	1

Introduction to the Standards of Practice leading to the WA State General Para-Educator Certificate.,This course unpacks the content of Part Two of the,Fundamental Course of Study - the core instruction,that all para-educators must receive in order to,work with students and their families in WA public,P-12 schools. Topics of study include educational,and instructional support, educational technology,,data collection and analysis, behavior management,and communication within teams.

EDE 401W Critical Issues in Education

3

This capstone course clarifies faith,,philosophical, social and educational convictions,as they relate to the teaching profession.,Candidates explore and translate worldview,convictions to educational practice with a focus,on children in exceptional circumstances.,Candidates also explore critical issues in,American education, such as public school law,,professional rights and responsibilities, and,faith and values related to teaching. Cross listed,with EDU-550.

EDE 441A Literacy Methods in the Primary Grades

3

This course prepares candidates in the,acquisition of literacy processing and the,methods of instruction and assessment for primary,grade (K-3) readers and writers. It is designed,to help candidates acquire knowledge and,strategies related to literacy development and,engagement through classroom application,,analysis, and reflection of lessons for all,learners. It also provides an overview of Common,Core State Standards for literacy and academic,language development. Cross-listed,with EDE 541A.

EDE 441B Literacy Methods in the Intermediate,Grades

3

This course prepares candidates in the,acquisition of literacy processing and the,methods of instruction and assessment for,intermediate grade (3rd to 8th) readers and,writers. Designed to help candidates acquire,knowledge and strategies related to literacy,development and engagement through classroom,application, analysis, and reflection of lessons,for all learners. Candidates are introduced to,the teaching of literacy across the content,areas. It also provides an overview of Common,Core State Standards, and academic language,development.,Cross-listed with EDE 541B.

EDE 441C Literacy Practicum

1

The course places candidates in a culturally,,ethnically, linguistically and/or academically,diverse elementary or self-contained middle,school classroom to observe and assist with,reading and language-arts lessons modeled by,classroom teachers. Candidates assess reading,abilities of selected students. Cross-listed with,EDE 351A.

EDE 446 Diagnosis and Treatment of Reading,Disabilities

3

Study and use of instruments to assess reading,abilities and the diagnosis and treatment of,specific reading disabilities. Candidates assess,elementary students, identify reading problems,,and design and implement a plan of remediation.,Includes a field experience. Prerequisites: EDE,340/540. Cross-listed with EDE-546.

EDE 470 Teacher Cert Program Capstone Seminar,Seminar

3

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 Teacher Certification,Program (TCP) candidates in meeting end-of-program,requirements put forth by the Professional,Educator Standards Board (PESB).

EDE 471 Assessment and Classroom Management

3

This course examines assessment practices and,issues in education, with an emphasis on,best-practice research, performance-based,assessment, Washington and Common Core State,Standards, school-based data systems and,assessment as an integral component of classroom,instruction. It addresses theoretical and,practical models of classroom management.,Candidates develop classroom management plans,designed to create a respectful and culturally,positive learning climate that assures maximum,learning. Cross-listed with EDE 571.

EDE 480 Field Study

1-4

To be approved by TCP director and arranged by,placement coordinator.

EDE 493 Clinical Practicum, Middle School and,Special Education	1-11
See descriptor for EDE 496.	
EDE 494 Clinical Practicum, High School and,Special Education	1-11
See descriptor for EDE 496. This is a full-time,internship in a high school classroom.	
EDE 495 Teaching Assistantship	1-4
EDE 496 Clinical Practicum	1-9
This full-time experience is in an elementary or,self-contained middle school classroom.,Candidates plan, instruct, and assess for student,learning under the guidance of an experienced,mentor teacher and a university supervisor. This,experience also emphasizes socialization,,classroom management and professional activities,within a diverse school culture. Cross-listed,with EDE 493 Clinical Practicum, Middle School,and Special Education 1-9 -EDE 494 Clinical,Practicum, High School and Special Education 1-9,-EDE 496/596 Clinical Practicum, K-8 Level 1-9,-EDE 497/597 Clinical Practicum, Middle-School,Level 1-9 -EDE 498/598 Clinical Practicum, High,School Level 1-9.	
EDE 497 Clinical Practicum, Middle School Level	1-9
See descriptor for EDE 496.	
EDE 498 Clinical Practicum, High School Level	1-9
See descriptor for EDE 496. This is a full-time,internship in a high school classroom.	

SS Courses

SS 101 Concepts in Social Science I	3
Content is geared toward a clear understanding of,the major ideas, eras, themes, developments,,turning points, chronology and cause and effect,relationships in U.S. History. The social studies,concepts of economics and civics are presented,within this historical context. Guiding the,content are the essential "knowledge and skills",for elementary teacher candidates as stated in,the elementary endorsement competencies published,by OSPI.	
SS 102 Concepts in Social Science II	3
Content is geared toward a clear understanding of,the major ideas, eras, themes, developments,,turning points, chronology and cause and effect,relationships in Pacific Northwest History. The,social studies concepts of economics and civics,are presented within this historical context.,Guiding the content are the essential "knowledge,and skills" for elementary teacher candidates as,stated in the elementary endorsement competencies,published by OSPI. Teacher candidates will engage,with the Since Time Immemorial Curriculum as,prescribed in WAC 181-78A-300(3).	