

Evening Teacher Certification

Bachelor of Arts in Elementary Education

Stacy Hill (Director)

Conceptual Framework

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.

Scholars

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

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

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

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

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 socio-economic 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.

The Whitworth Evening 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 and Saturday format. Students can earn a bachelor of arts degree in elementary education with teacher certification, while those with a

college 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 ETC program completion.

Articulation Agreement

Spokane Falls Community College (SFCC) and Whitworth University have entered into an agreement that allows for the seamless transition of students in the Education Paraprofessional Associate of Applied Science (A.A.S.) at SFCC to Whitworth's Bachelor of Arts in Elementary Education Program or Bachelor of Arts in Educational Studies Program. Students who complete the coursework identified by this agreement for award of an A.A.S. degree at SFCC will transfer with 60-64 semester credits (depending on total number of credits earned through the A.A.S. degree) and will be granted junior standing at Whitworth. This agreement is intended to eliminate duplication of coursework and is consistent with the goals and objectives of both institutions.

Admission Requirements

Students must first complete all School of Continuing Studies admission requirements to enroll in needed prerequisite or content coursework.

Additional requirements for admission to the School of Education and an evening teacher certification 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, Foundation of Education, and the related field experience
- passing scores on the three subtests of the Washington Educators Skills Test - Basic (WEST-B) or minimum scores on a state-approved alternative

Certification Requirements

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

- the cohort coursework, totaling 52 semester credits
- 20 semester credits in an endorsable discipline
- all prerequisite and content-area requirements (see below)
- grades of "C" or better in all courses applicable to certification

Students earning a bachelor of arts degree in elementary education must also complete all Whitworth general 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.

Prerequisites and Content-Area Requirements

EDE 302	Foundations of Education	3
MA 220	Structure of Elementary Mathematics	3
Coursework in the natural sciences and social sciences		

Courses in the Evening Teacher Certification Cohort (52)

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 332A	Math Methods in the Primary Grades	3
EDE 332B	Mathematics Methods in the Intermediate Grades	3
EDE 332C	Instructional Strategies Practicum	1
EDE 335	Technology in Education	1
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 341	K-8 Science Methods	3
EDE 345A	K-8 Physical Education & Health Methods	1
EDE 345B	K-8 Theatre 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 Performance Assessment (edTPA) Seminar	1
EDE 471	Assessment and Classroom Management	3
EDE 474	Clinical Practicum Seminar	1
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 the Whitworth Master's in Elementary Education Program, with the exception of Clinical Practicum.

Evening Teacher Certification Curriculum

The ETC program is offered in a cohort-based format in which a core group of approximately 20 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.

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 complete the requirements to become a certified teacher.

The Whitworth Evening 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.

Articulation Agreement

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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, Foundation of Education, and the related field experience

After you apply and are admitted to the Educational Studies Program, you will take Whitworth's general education 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. (37)

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 332A	Math Methods in the Primary Grades	3
EDE 332B	Mathematics Methods in the Intermediate Grades	3
EDE 335	Technology in Education	1
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 341	K-8 Science Methods	3
EDE 345A	K-8 Physical Education & Health Methods	1
EDE 345B	K-8 Theatre 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

Education - ETC 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, and trauma and their impact on teaching and learning). Candidates study children and adolescents with a focus on psychology in the diverse classroom.

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/world view 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 either in a K-12 classroom. Cross listed with EDE 502.

EDE 320 Exceptional Learners and Inclusion 3

This course provides an overview of exceptional children, gifted education, disabling conditions, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis is placed on accommodations for high-incidence conditions. Candidates will develop individualized education plans and complete a practicum experience in a school or home setting. Cross-listed with EDE 520.

EDE 332A Math 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. This course is designed to prepare candidates for the edTPA. 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. This course is designed to prepare candidates for the edTPA. 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. This course is designed to prepare candidates for edTPA by recording and analyzing a lesson during this placement. Cross-listed with EDE 351B.

EDE 335 Technology in Education 1

This course introduces the technology skills currently used in K-12 classrooms to improve teaching and learning, and the principles guiding the use of technology tools. This course prepares candidates with the technological knowledge and skills to increase productivity in instructional design, assessment, and communication; enhance student engagement; and promote active, meaningful learning for 21st century digital natives. Cross-listed with EDE 535.

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 ETC lesson plan template. This course is designed to prepare candidates for Task 1 of the edTPA. This course meets Whitworth's oral communication requirement. Cross-listed with EDE 350 and EDE 540.

EDE 341 K-8 Science 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 differentiate instruction and assess music 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. This course is designed to prepare candidates for the edTPA. Cross-listed EDE 340 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. This course is designed to prepare candidates for edTPA by recording and analyzing a lesson during this placement.	
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. This course is designed to prepare candidates for edTPA by recording and analyzing a lesson during this placement.	
EDE 363 ELL Methods in Language Arts and Reading	3
This course emphasizes the application of language acquisition theory to the teaching of English language learners. Strategies to teach listening, speaking, reading, and writing teaching, as well as the purpose and administration of language proficiency assessment, are presented and practiced. This course may be conducted online. Cross-listed with EDE 563 and EDU 363 and EDU 563.	
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.	

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. This course satisfies the Global Perspective requirement. Prerequisite: EDE 367. Cross-listed with EDE 568.	
EDE 395 Teaching Assistantship	1-4
To be approved by ETC director and arranged with course instructor.	
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 public school law, professional rights and responsibilities, and faith and values related to teaching. This course satisfies the writing-intensive requirement for the bachelor's degree.	
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. This course as designed to prepare candidates for the edTPA. 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, the Teacher Performance Assessment 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. This course is designed to prepare candidates for the Teacher Performance Assessment by video taping and analyzing a lesson during this placement. 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. Prerequisites: EDE 340/540 and EDE 440.	
EDE 470 Teacher Performance Assessment (edTPA) Seminar	1
This seminar delves into the research behind and practical applications of this national assessment of teaching pedagogy. Teaching candidates will be prepared for all aspects of the Washington State version of the Teacher Performance Assessment (edTPA) from planning through submission.	

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. This course is designed to prepare candidates for the Teacher Performance Assessment. Cross-listed with EDE 571.

EDE 474 Clinical Practicum Seminar 1

This seminar explores issues in student teaching, professional development, documentation of positive impact on student learning, and preparation of the ETC instructional plan as it relates to the completion and submission of the edTPA. This seminar also prepares candidates for certification and job placement. Cross-listed with EDE 574.

EDE 480 Field Study 1-4

To be approved by ETC 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.

Social Science 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 Sciences 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.

Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Adobe Garamond Pro.

The editor may contact Leepfrog for a draft with the correct fonts in place.