

Evening Teacher Certification

Bachelor of Arts in Elementary Education

Stacy Hill (Director)

The mission of the Whitworth School of Education is to prepare educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders, and guardians. The 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. Whitworth University prepares educators to have a positive impact on the learning and development of those they are called to serve.

The learning outcomes of this major prepare students to be...

SCHOLARS

Educators of mind and heart possess current knowledge of the content areas in which they work, understand the connections among disciplines, use tools of inquiry, and demonstrate an attitude of ongoing learning as existing fields of knowledge continue to evolve and grow. Educators of mind and heart strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, the study of their own practice, the analysis of data collected and the application of data to the solution of problems in their respective fields of study.

COMMUNITY MEMBERS

Educators of mind and heart develop and sustain intentionally collaborative and interdependent relationships among teachers, students and their families, counselors, administrators, and other community members. Educators of mind and heart understand their roles as professional colleagues in the school, community and professional organizations. They actively help to shape the culture of classrooms and schools to reflect the values of our democratic society. They model professional behaviors appropriate for those entrusted with educating today's children and young people.

EFFECTIVE EDUCATORS

Educators of mind and heart are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision making. They are committed to culturally responsive and relevant practices that engage students and are purposeful in making a positive impact on their students' learning. They demonstrate proficiency in the selection and differentiation of materials, strategies, and assessment practices that are appropriate for the diversity of students and the educational contexts in which they serve. They use formative and summative data as evidence for decision-making. They are competent in using technology and other 21st-century skills in the educational setting to improve their own practice and the learning of their students.

VISIONARY LEADERS

Educators of mind and heart have a vision. They articulate a personal philosophy of education that includes a belief in the worth and ability of each human being that provides a framework guiding personal and professional decision making and development. The educators' practices are intentionally aligned with this vision for the benefit of members of their learning communities. Educators of mind and heart model transformational and servant leadership in their learning communities and in their contributions to society.

GUARDIANS

Educators of mind and heart act as advocates for children and youth, demonstrating a sincere commitment to the success of all and paying attention to the roles that diversity – including gender, ability, ethnicity, race, culture, religion, and socio-economic status – brings to learning and the community. Educators understand and respect the inter-connected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, educators serve humankind and seek opportunities to assist, encourage and support all those under their care in a manner that leads to transformation in the lives of their students.

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 AAS degree at SFCC will transfer with 60-64 semester credits (depending on total number of credits earned through the AAS 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 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 Community Engagement, 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 51 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 and Community Engagement	3
Coursework in the natural sciences and social sciences		

Courses in the Evening Teacher Certification Cohort (51)

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 335	Technology in Education	1
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 342A	K-8 Mathematics Methods	3
EDE 342B	K-8 Science Methods	3
EDE 342C	Instructional Strategies Practicum	1
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 471	Assessment and Classroom Management	3
EDE 474	Clinical Practicum Seminar	1
EDE 496 Clinical Practicum		1-9
MA 220	Structure of Elementary Mathematics	3

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 student-teaching 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 EDP conceptualizes our graduates as educators of mind and heart who serve as scholars, community members, guardians, 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

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 AAS degree at SFCC will transfer with 60-64 semester credits (depending on total number of credits earned through the AAS 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 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 Community Engagement, 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 & Community Engagement; and any required elective courses prior to beginning the educational studies course sequence.

Prerequisite

EDE 302	Foundations of Education and Community Engagement	3
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Requirements for Educational Studies, B.A. (37)

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 335	Technology in Education	1
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 342A	K-8 Mathematics Methods	3
EDE 342B	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
MA 220	Structure of Elementary Mathematics	3

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

EDE 280 Field Study 1-4

EDE 302 Foundations of Education and Community Engagement 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. It also provides an introduction to educational opportunities in community organizations including museums, art, music or theatre groups, youth organizations and science centers. Students complete a service learning experience, either in a K-12 classroom or education-related community organization. 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 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 and Common Core State Standards and Understanding by Design curriculum planning methods, using ETC instructional plan. From the School of Education conceptual framework, the course emphasizes becoming an effective practitioner through planning and is designed to prepare candidates for Task 1 of the Teacher Performance Assessment. This course meets Whitworth's oral communication requirement. Cross-listed with EDE 350 and EDE 540.

EDE 342A K-8 Mathematics Methods 3

This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. Problem solving is emphasized as a tool to teach mathematics equitably to all students. Learning theory and current best practices are utilized to create lesson plans aligned with the Washington and Common Core State Standards for mathematics. It is also designed to prepare candidates for Task 1 and 3 of the Teacher Performance Assessment. Cross-listed with EDE 542A.

EDE 342B 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 542B.

EDE 342C Instructional Strategies Practicum 1

The 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. 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 351B.

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 micro-teachings and 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 the Washington and Common Core State Standards. It addresses character education and equity pedagogy. This course is designed to prepare candidates for the Teacher Performance Assessment. 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. This course is designed to prepare candidates for Task 1 and 2 of the Teacher Performance Assessment by teaching, video taping 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. This course is designed to prepare candidates for Task 1 and 2 of the Teacher Performance Assessment by teaching, video taping 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

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 to 2nd) 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, the Teacher Performance Assessment and academic language development. Cross-listed with EDE 541A.

EDE 441B Literacy Methods in the Intermediate Grades	3
<p>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.</p>	
EDE 441C Literacy Practicum	1
<p>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.</p>	
EDE 446 Diagnosis and Treatment of Reading Disabilities	3
<p>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.</p>	
EDE 470 Teacher Performance Assessment (edTPA) Seminar	1
<p>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.</p>	
EDE 471 Assessment and Classroom Management	3
<p>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.</p>	
EDE 474 Clinical Practicum Seminar	1
<p>This seminar explores issues in student teaching, professional portfolio 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 Teacher Performance Assessment. This seminar also prepares candidates for certification and job placement. Cross-listed with EDE 574.</p>	
EDE 480 Field Study	1-4
<p>To be approved by ETC director and arranged by placement coordinator.</p>	
EDE 493 Clinical Practicum, Middle School and Special Education	1-11
<p>See descriptor for EDE 496.</p>	
EDE 494 Clinical Practicum, High School and Special Education	1-11
<p>See descriptor for EDE 496. This is a full-time internship in a high school classroom.</p>	
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. Candidates are also required to submit a teacher performance assessment (edTPA) as part of certification in Washington. 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.