

Teacher Certification Program

Bachelor of Arts in Elementary Education

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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 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 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:

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

Admission Requirements

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 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 semester credits
- all prerequisite 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, and passing teacher performance assessment

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.

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 | | |
| SS 102 | Concepts in Social Science II | 3 |

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-9 Mathematics 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.

B.A. Elementary Education Rural and Remote (51)

Pre-requisite

| | |
|---------|-------------------------------------|
| MA 220 | Structure of Elementary Mathematics |
| SS 102 | Concepts in Social Science II |
| EDE 302 | Foundations of Education |

Required

| | | |
|----------|--|---|
| 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-9 Mathematics Methods | 3 |
| 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 |
| EDE 345A | K-8 Physical Education and Health Methods | 1 |
| EDE 345C | K-8 Music Methods | 1 |

Teacher Certification Program Curriculum

The Teacher Certification 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.

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

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

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|---------|-------------------------------------|---|
| 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-9 Mathematics 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 |

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|----------|---|---|
| EDE 441B | Literacy Methods in the Intermediate Grades | 3 |
| EDE 471 | Assessment and Classroom Management | 3 |

Post-Baccalaureate Secondary Certification

Students with a bachelor's degree may complete the Teacher Certification Program (TCP) as a post-baccalaureate teacher candidate. Teacher candidates pursuing the K-8 Elementary Education endorsement complete the prerequisite 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+)

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| EDE 302 | Foundations of Education |
|---------|--------------------------|

Additional content area courses as determined by transcript review

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

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|----------|---|---|
| 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 |
|---------|----------------------------------|

2 content-specific methods courses

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 listed 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.

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| 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 and Their Families in P-12 School Settings

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

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).