Education (EDUC)

EDUC&115 F,Sp 5 credits
CHIL DEVELOPMENT
Builds the foundation for explaining how children develop in all domains, conception through early adolescence. Explores various developmental theories, methods for documenting growth, and impact of brain development. Topics addressed include stress, trauma, culture, race, gender identity, socioeconomic status, family status, language, and health issues.
Prerequisites: None Concurrent requirements: None

EDUC&130 F,Sp 3 credits
GUIDING BEHAVIOR
Examines the principles and theories promoting social competence in young children and creating safe learning environments. Develops skills promoting effective interactions, providing positive individual guidance, and enhancing group experiences.
Prerequisite: None

EDUC&136 F 3 credits
SCHOOL AGE CARE
Discusses the provision of developmentally appropriate and culturally relevant activities/care for children ages 5-12 in a variety of settings. Topics include: implementation of curriculum, preparation of environments, building relationships, guiding cognitive and social emotional development, and community outreach.
Prerequisites: None Concurrent requirements: None

EDUC&150 Sp 3 credits
CHILD, FAMILY, COMMUNITY
Discusses the integration of the family and community contexts in which a child develops. Explore cultures and demographics of families in society, community resources, strategies for involving families in the education of their child, and tools for effective communication.
Prerequisites: None Concurrent requirements: None

EDUC 191 3 credits
FIELD EXPERIENCE I
Trains tutors in the basic techniques involved in helping others learn how to learn. These techniques include effective communication, human relations training, teaching strategies and study skills. Practice in utilizing tutoring skills will be incorporated. Actual tutoring experience will be evaluated during the quarter. (Formerly known as COLL 191 and INDV 191).
Prerequisite: None

EDUC&203 W 3 credits
EXCEPTIONAL CHILD
Provides an overview of programs for young children with special needs, including current issues and trends, the identification and assessment process, the IEP/IFSP process, and a look at some intervention and instructional strategies for working with young children with special needs. (Formerly known as ECED 210)
Prerequisite: None

EDUC&204 W 5 credits
INCLUSIVE EDUCATION-BIRTH THROUGH 21
FOCUS
Introduces the recognition and identification of exceptionality in children from birth through high school. Includes policies and regulations concerning state and federal provisions of special education and related services, as well as adaptations for serving students with special needs in general education classrooms.
Prerequisite: None

EDUC&205 F,W,Sp 5 credits
INTRODUCTION TO EDUCATION W/FIELD EXPERIENCE:DIV E,D
Introduces the field of education. Integrates readings, lectures, discussions, written assignments, student presentations, guest speakers, and participation in actual elementary classrooms to provide students with a broad survey of the K-12 educational system. Addresses the multicultural and diverse experiences of students in the educational setting.
Prerequisites: None Concurrent requirements: None

EDUC 301 F 2 credits
FIELD EXPERIENCE I THEORY
Provides content to support and enhance EDUC 311 Field Experience I. Topics include anti-bias education, reflective practice, state standards, effective instructional strategies including the use of the creative arts, and implementing learning experiences across disciplines. Additional topics may be presented as needed. Taken concurrently with EDUC 311.
Prerequisites: None Concurrent requirements: EDUC 311

EDUC 302 W 2 credits
FIELD EXPERIENCE II THEORY
Provides content to support and enhance EDUC 312 Field Experience II. Topics include dual language learners, Language Arts Common Core Standards and Early Learning Guidelines, effective teaching strategies including the use of the creative arts, IEPs, IFSPs and 504 plans. Additional topics may be presented as needed. This course is taken concurrently with EDUC 312 Field Experience II.
Prerequisites: EDUC 301 and EDUC 311 Concurrent requirements: EDUC 312
EDUC 303  Sp  2 credits  
FIELD EXPERIENCE III THEORY
Provides content to support and enhance EDUC 313 Field Experience III. Topics include building and maintaining collaborative professional relationships, classroom management strategies, and instructional strategies including the use of the creative arts, in the areas of mathematics, the arts, and health and fitness. This course is taken concurrently with EDUC 313 Field Experience III.  
Prerequisites: EDUC 302 and EDUC 312 Concurrent requirement: EDUC 313

EDUC 311  F  4 credits  
FIELD EXPERIENCE I
Provides the first of six field experiences for the certificate option, working in an educational setting with students and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected certificated teacher. Emphasizes building a classroom community through an anti-bias approach to engage learners, families and colleagues. Presents initial skills in developing and understanding local and global learning communities. Incorporates the standards for professional teacher behavior as outlined by the Professional Teacher Standards Board. Taken concurrently with EDUC 301 Field Experience I Theory.  
Prerequisite: None Concurrent requirement: EDUC 301

EDUC 312  W  4 credits  
FIELD EXPERIENCE II
Provides the second of six field experiences for the certificate option in an educational setting with students and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected certificated teacher. Emphasizes literacy and language acquisition. Taken concurrently with EDUC 302 Field Experience II Theory.  
Prerequisites: EDUC 301 and EDUC 311 Concurrent requirement: EDUC 302

EDUC 313  Sp  4 credits  
FIELD EXPERIENCE III
Continues the field experience working in an educational setting with students and families who are culturally, linguistically, and ability diverse under the guidance of a program-selected certificated teacher. Emphasizes math acquisition and classroom management strategies. Third of six field experiences to be taken concurrently with EDUC 303 Field Experience III Theory.  
Prerequisites: EDUC 302 and EDUC 312 Concurrent requirement: EDUC 303

EDUC 319  F  4 credits  
ANTI-BIAS EDUCATION
Examines equity issues in education. Presents strategies to apply the principles of anti-bias education to instruction. Explores how embedded bias can impact identity development. Assists in deconstruction of one’s biases and reflection on biases present in the communities of practice and societal systems. Examines the characteristics of culturally and linguistically relevant teachers. Provides opportunities for peer and instructor coaching to improve responsiveness to cultural, linguistic and ability diversity. Discusses culturally relevant pedagogy and its importance to the transmitting of culture from generation to generation.  
Prerequisites: None Concurrent requirements: None

EDUC 320  W  4 credits  
LANGUAGE ARTS FOR TEACHERS
Focuses on applying Washington State's Language Arts Common Core Standards and Early Learning Guidelines P-3 through 8th grade. Continues application of the use of data to set goals, individualize instruction and group students according to common reading, writing, speaking, and listening goals. Candidates will design lesson plans, deliver instruction, assess student progress, and use technology to support instruction and management of student documents and records.  
Prerequisites: None Concurrent requirements: None

EDUC 325  W  5 credits  
INTRO TO SPECIAL EDUCATION
Provides an overview of special education and the characteristics and needs of children exceptional learners. Reviews the historical roots of special education, provides perspective into special education with general education, and discusses specific types of exceptionalities. Covers the impact of exceptional learners on families, schools and communities.  
Prerequisites: None Concurrent requirements: None

EDUC 330  Sp  5 credits  
MATH METHODS
Introduces the initial competencies of the Washington State's Mathematics Common Core Standards and Early Learning Guidelines for P-3 through 8th grade students. Presents the use of data to set goals, individualize instruction and group students according to Common Core Mathematics Standards and Early Learning Guidelines. Covers designing lesson plans, delivering instruction, and assessing student progress at an initial level of competency. Introduces technologies to support instruction and manage individual student documents and instructional records.  
Prerequisites: None Concurrent requirements: None

EDUC 335  Sp  5 credits  
COLLABORATION & CLASSROOM LEADERSHIP
Develops skills needed to effectively collaborate with others including school personnel, community agencies, and families to support students who are culturally, linguistically, and ability divers. Supervision of assistants and paraprofessionals will be addressed. Reviews and explores classroom organization, management styles and philosophies. Assists in the development of a repertoire of skills to support success for every member of the classroom.  
Prerequisites: None Concurrent requirements: None
EDUC 345  Sp  4 credits
CURRICULUM DEVELOPMENT & DESIGN
Examines pedagogical approaches for teaching in educational settings. Emphasis will be given to the study of curriculum theory, design, practice, evaluation, approaches to learning, including the use of the creative arts in teaching and dispositions. Students will explore Washington State Common Core Standards and Washington State Early Learning & Developmental Guidelines.
Prerequisites: None Concurrent requirements: None

EDUC 401  F  2 credits
STUDENT TEACHING I THEORY
Provides content to support and enhance EDUC 411 Student Teaching I. Topics include science inquiry, the use of the creative arts as a teaching strategy, professional collaboration and positive guidance techniques. This course is taken concurrently with EDUC 411 Student Teaching I.
Prerequisites: EDUC 303 and EDUC 313 Concurrent requirement: EDUC 411

EDUC 402  W  2 credits
STUDENT TEACHING II THEORY
Provides content to support and enhance EDUC 412 Field Experience II. Topics include social studies, assessing students' progress, including the use of the creative arts in teaching, and differentiating instruction. This course is taken concurrently with EDUC 412 Student Teaching II.
Prerequisites: EDUC 401 and EDUC 411 Concurrent requirement: EDUC 412

EDUC 403  Sp  2 credits
STUDENT TEACHING III THEORY
Provides content to support and enhance EDUC 413 Field Experience III. Topics include: literacy, second language acquisition, including the use of the creative arts in teaching, professionalism, portfolio development, and teacher evaluation. This course is taken concurrently with EDUC 413 Student Teaching III.
Prerequisite: EDUC 402 and EDUC 412 Concurrent requirement: EDUC 413

EDUC 410  F  4 credits
INQUIRY BASED SCIENCE FOR TEACHERS
Examines how science and technology have affected individuals, cultures, and society. Presents the Washington State Next Generation Science Standards for P-3 through 8th grade. Discusses the use of technologies which support scientific inquiry and exploration. Discusses assessment, planning, designing, delivering, and evaluating inquiry-based instruction in the sciences.
Prerequisites: None Concurrent requirements: None

EDUC 411  F  4 credits
STUDENT TEACHING I
Advances the field experience working in an educational setting with students who are culturally, linguistically, and ability diverse and their families under the guidance of a program-selected certificated teacher. Emphasizes science inquiry and positive guidance techniques. Taken concurrently with EDUC 401 Student Teaching I Theory.
Prerequisites: EDUC 303 and EDUC 313 Concurrent requirements: EDUC 401

EDUC 412  W  4 credits
STUDENT TEACHING II
Advances the field experience to autonomous student teaching in an educational setting with students and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected certificated teacher. Emphasizes social studies and assessing student's progress. Fifth of six field experience courses for the certificate option. Taken concurrently with EDUC 402 Student Teaching II Theory.
Prerequisites: EDUC 401 and EDUC 411 Concurrent requirement: EDUC 402

EDUC 413  Sp  4 credits
STUDENT TEACHING III
Culminates the field experience with autonomous student teaching in an educational setting with students and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected certificated teacher. Emphasizes literacy, professionalism, professional assessment, and portfolio development. This course is taken concurrently with EDUC 403 Student Teaching III Theory.
Prerequisites: EDUC 402 and EDUC 412 Concurrent requirement: EDUC 403

EDUC 414  F  5 credits
GUIDANCE TECHNIQUES
Provides a broad theoretical foundation of behavioral intervention strategies to support students with emotional, behavioral and social challenges. Explores student guidance techniques in depth. Examines strategies to support the development of a positive, supportive and respectful classroom environment, including teaching social competencies that facilitate responsible student behavior. Presents theories and research related to approaches to classroom management and guidance. Addresses specific behavioral challenges and issues.
Prerequisites: None Concurrent requirements: None
EDUC 420    W   4 credits
SOCIAL STUDIES FOR TEACHERS
Presents methods, techniques, content, and materials for teaching the various grade levels with an emphasis on history, geography, economics, civics, political science, Washington State Social Studies Learning Standards, and social studies skills, through the use of inquiry, primary source documents, and integration of content within the elementary school curriculum. Candidates will be instructed in the Since Time Immemorial curriculum.
Prerequisites: None Concurrent requirements: None

EDUC 429    W   5 credits
ASSESSMENT
Covers the selection, administration, scoring, and interpreting of formal and informal assessment tools for the purpose of setting goals and planning appropriate instruction. Refines skills and strategies for observing, documenting, and monitoring students birth to grade eight who are culturally, linguistically, and ability diverse and their families.
Prerequisites: None Concurrent requirements: None

EDUC 430    Sp   3 credits
ADVANCED LANGUAGE & LITERACY METHODS
Refines teaching strategies for language acquisition and literacy skill development for children who are culturally, linguistically, and ability diverse at each developmental stage (birth-eighth grade) through the four interrelated areas of speaking, listening, writing, and reading. Emphasizes strategies for teaching reading and how to support each stage of literacy development across genres and purposes. Addresses strategies for supporting families as they assist their children in learning language and literacy.
Prerequisites: None Concurrent requirements: None

EDUC 434    Sp   2 credits
PROFESSIONALISM IN EDUCATION
Emphasizes behaviors that demonstrate professionalism. Includes developing a teaching philosophy and examining leadership in the field of education and early learning. Covers the importance of professional development in growing and improving knowledge and skills. Considers the meaning of being a member of a community of professionals, working with others to improve schools, communities, and the teaching profession.
Prerequisites: None Concurrent requirements: None

EDUC 439    Sp   4 credits
ASSESSMENT/PORTFOLIO
Focuses on the final submission of the edTPA. Examines the edTPA instrument requirements, use of technology, writing requirements, logistics, and scoring. Covers specific academic language used for the submission of the edTPA and knowledge of on-going teacher evaluation adopted by Washington State.
Prerequisites: None Concurrent requirements: None