

Education (EDUC)

EDUC& 101 Paraeducator Basics

3 credits , REEL

Quarter(s): F, Sp

Introduces the roles and responsibilities of the Paraeducator in the K-12 educational system. Explores techniques supporting instruction, professional and ethical practices, positive and safe learning environments, effective communication, and teamwork. Satisfies the Professional Educator Standards Board Fundamental Course of Study requirements.

Prerequisites: None

EDUC& 115 Child Development

5 credits , SOCS

Quarter(s): F, W, Sp

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 Guiding Behavior

3 credits , REEL

Quarter(s): F, Sp

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 School Age Care

3 credits , REEL

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 Child/Family/Community

3 credits

Quarter(s): S, F, W, Sp

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& 202 Intro to Education: DIV

5 credits , ELEC , DIV

Quarter(s): W, Sp

Provides a comprehensive examination of education in America, focusing on its historical, philosophical, and social foundations. Explores contemporary issues and trends related to curriculum development, instructional strategies, educational law and ethics, the teaching profession, local educational concerns, and the future landscape of education. Provides opportunities for observation and the application of knowledge in the context of K-12 education.

Prerequisites: None

EDUC& 203 Exceptional Child

3 credits , REEL

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.

Prerequisite: None

EDUC& 204 Inclusive Education: Birth through 21 Focus

5 credits , REEL

Quarter(s): S, W

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 Introduction to Education w/ Field Experience: DIV

5 credits , DIV , ELEC

Quarter(s): F, W, Sp

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 191 Field Experience I

5 credits , REEL

Quarter(s): W

Provides 99 hours of supervised field experience in a pre-K-12 setting, working alongside a teacher/paraeducator, observing, and demonstrating best practices. Incorporates seminar sessions and reflection to link field experiences with WA State Paraeducator Basic Competencies.

Prerequisites: None

EDUC 230 Social Skill Development & Trauma Informed Teaching

5 credits , REEL

Quarter(s): F

Examines the principles and theories promoting social and emotional competencies and trauma-informed

instruction. Develops strategies to support instruction, promote pro-social behavior and create a safe environment for collaborative work. The focus will be on the Social Emotional Learning Standards (SEL) identified by OSPI. Students will learn how to apply these standards in classroom management, and culturally responsive teaching and instruction.

Prerequisite: None

EDUC 240 Diversity in Education (Pre K-12 Focus)

5 credits

Quarter(s): Sp

Explores diversity and social justice issues influencing educational settings. Examines in depth the historical and current impact of children's, teachers', and families' cultural, social and political context in schools.

Prerequisite: None

EDUC 245 Collaborative Instruction and Classroom Support

5 credits , REEL

Quarter(s): Sp

Designed to empower paraeducators with the knowledge and skills to support and maintain positive and safe learning environments. Engages in exploring various approaches that support these environments. Enhances the ability to foster collaboration and explore research-based instructional methods to enhance student learning through interactive discussions and practical applications.

Prerequisite: EDUC& 101

EDUC 246 Linguistically Diverse Education

3 credits , REEL

Quarter(s): F

Focuses on effectively meeting the learning needs of children whose first language is not English. Explores ways to collaborate with family and other professionals to meet the needs of Multilingual learners.

Prerequisites: None

EDUC 255 Crisis Management and Support in Inclusive Classrooms

3 credits , REEL

Quarter(s): W

Explores the skills and knowledge to support and respond to challenging classroom situations while maintaining a safe and inclusive environment. Focuses on de-escalation techniques, and adaptive responses to address immediate safety concerns while supporting the emotional well-being of all learners. Emphasis will be placed on understanding the relationship between physical and emotional needs and applying various behavioral support systems. Explores conflict resolution strategies and multiple approaches to de-escalation, helping students develop the necessary skills to guide student emotions, impulses, and stress in constructive ways.

Prerequisites: None

EDUC 291 Field Experience II

5 credits , REEL

Quarter(s): Sp

Provides additional supervised field experience in a pre-K-12 setting, working alongside a teacher/paraeducator, observing, and demonstrating best practices. Incorporates seminar sessions and reflection to link field experiences with WA State Paraeducator Competencies including ELL and Special Education.

Prerequisites: EDUC 191 and EDUC& 204 (or concurrent)

EDUC 299 Independent Study

1 – 10 credits

Quarter(s): Sp

Offers individualized learning opportunities for knowledge or skill development. Content and expectations are established between the student and instructor, and documented in an Independent Study contract.

Prerequisites: By instructor permission only.

EDUC 300 Foundations of Teacher Education

5 credits , REEL

Quarter(s): S, F

Provides an in-depth, holistic understanding of the teacher's role and function in educational settings P- 8th grade; characteristics of effective teachers; professional dispositions; reflective practice; creating successful learning environments; preparation for professional competencies and certification; Social-Emotional Learning, ACE's, Issues of Abuse, and the Field Experience process.

Prerequisites: None

EDUC 315 Equitable Instruction for Multilingual Learners

5 credits , REEL

Quarter(s): S, Sp

Explores instructional frameworks to maximize high quality instruction for multilingual/English learners. It emphasizes the rationale for adapting materials; designing a learning environment, including literature and materials from diverse cultures; and utilizing strategies across content areas. Topics include aligning curriculum with standards, innovative and authentic assessment practices, cultural bias in tests and appropriateness of assessment measures. Candidates will examine the complex linguistic, social, and cultural issues affecting the achievement of multilingual/English learners in classrooms.

Prerequisite: None

EDUC 319 Anti-Bias Education: DIV

5 credits , DIV , SOCS

Quarter(s): W

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 and ability

diversity and Multilingual/English Learners. Discusses culturally relevant pedagogy and its importance to the transmitting of culture from generation to generation.

Prerequisites: None

EDUC 320 Language Arts for Teachers

5 credits , REEL

Quarter(s): S, W

Focuses on applying Washington State's English Language Arts Common Core Standards and Early Learning Guidelines P-3 through 8th grade. Emphasizes strategies for teaching reading and how to support each stage of literacy development across genres and purposes. Examines 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 to support students who are culturally and ability diverse, and multilingual/English learners. Additionally, strategies in management of student documents and records are explored.

Prerequisites: None

EDUC 325 Intro to SPED

5 credits , REEL

Quarter(s): S, Sp

Provides an overview of special education and the characteristics and needs of 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

EDUC 330 Math Methods

5 credits

Quarter(s): Sp

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: College level math Concurrent requirements: None

EDUC 335 Professionalism, Collaboration & Classroom Leadership

5 credits , REEL

Quarter(s): F

Develops skills needed to effectively collaborate with others including school personnel, community agencies, and families to support students who are culturally and ability diverse, and multilingual/English learners. Covers the importance of professional development in growing and improving knowledge and skills. Consider the meaning of being a member of a community of professionals, working with others to improve schools, communities, and the teaching profession. Explore how working collectively with diverse students, families, and other stakeholders to solve persistent problems of practice in education can lead to sustainable change in education. 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

EDUC 340 Concepts of Motor Skills

1 credit , REEL

Quarter(s): Sp

Provides an overview of the pedagogical competencies which deliver developmentally appropriate physical activities to children in

grades Pre-K through 8th grade. Explores the principles of exercise science and the impact on health, self-confidence and self-worth. Provides a context to teach and assess K-8 students in physical education and health, based on state standards. Includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Explores instructional approaches for the integration of physical education and health with other content areas.

Prerequisites: None

EDUC 345 Curriculum Development and Design

5 credits , REEL

Quarter(s): F

Examines pedagogical approaches for teaching in educational settings. Emphasis will be given to the study of curriculum theory, design, practice, evaluation, and approaches to learning, as well as differentiation for students who are culturally, linguistically, and ability diverse. Additional focus will be given to designing curricular experiences that are culturally responsive, equitable and that collaboratively engage students, families, and the community. Students will explore Washington State Common Core Standards and Washington State Early Learning & Developmental Guidelines.

Prerequisites: None

EDUC 401 Reflective Seminar I

1 credit , REEL

Quarter(s): F

Provides content to support and enhance EDUC 411 Student Teaching I. Topics include professional dispositions, understanding and using the BAS-TE lesson plan template in accordance with the BAS-TE pedagogical assessment, and reflecting

on instructional practices and mentor or site supervisor feedback. Taken concurrently with EDUC 411 Student Teaching I.

Prerequisites: None Co-requisite: EDUC 411

EDUC 402 Reflective Seminar II

1 credit , REEL

Quarter(s): W

Provides content to support and enhance EDUC 412 Student Teaching II. Topics include professional communication, professional responsibility, leadership and collaboration. Taken concurrently with EDUC 412 Student Teaching II.

Prerequisites: EDUC 401 & 411 with a C or better Co-requisite: EDUC 412

EDUC 403 Clinical Seminar in ELL Instruction

3 credits , REEL

Quarter(s): Sp

Provides content to support and enhance EDUC 413 Field Experience III with a focus on supporting English language learners in the classroom. Taken concurrently with EDUC 413 Student Teaching III.

Prerequisite: EDUC 402 Co-requisite: EDUC 413

EDUC 410 Science Methods

4 credits , REEL

Quarter(s): W

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

EDUC 411 Student Teaching I

5 credits , REEL

Quarter(s): F

Advances the field experience working in an educational setting with students who are

culturally and ability diverse and Multilingual Learners, and their families under the guidance of a program-selected certificated teacher. Emphasizes instructional strategies and professional goal setting through reflective practice. The first of three required student teaching experience courses for the certificate option. Taken concurrently with EDUC 401 Reflective Practice I.

Prerequisites: None Co-requisite: EDUC 401

EDUC 412 Student Teaching II

10 credits , REEL

Quarter(s): W

Advances the field experience to autonomous student teaching in an education setting with students and their families who are culturally, linguistically, and ability-diverse under the guidance of a certificated teacher. Emphasizes working as part of a team and assessing instructional effectiveness. The second of three required student teaching experience courses. Taken concurrently with EDUC 402 Reflective Practice II.

Prerequisites: EDUC 411 and EDUC 401 with a C or better Co-requisite: EDUC 402

EDUC 413 Student Teaching III: Clinical Applications in ELL Instruction

2 credits , REEL

Quarter(s): Sp

Culminates the field experience with a focus on teaching students who are multilingual/English learners. Emphasizes on employing diverse instructional and assessment methods for ELL instruction. Taken concurrently with EDUC 403 Clinical Seminar in ELL Instruction.

Prerequisites: Completion of EDUC 402 & 412 with a C or better Co-requisite: EDUC 403

EDUC 414 Guidance Techniques

5 credits , REEL

Quarter(s): W

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 culturally 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

EDUC 420 Social Studies for Teachers

4 credits , REEL

Quarter(s): S, Sp

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. Explores the Since Time Immemorial curriculum.

Prerequisites: None

EDUC 429 Assessment

5 credits , REEL

Quarter(s): S, Sp

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 from birth to grade eight who are culturally, and ability diverse and multilingual/English learners and their families.

Prerequisites: None

EDUC 430 Advanced Language and Literacy

4 credits , REEL

Quarter(s): Sp

Refines teaching strategies for language acquisition and literacy skill development for children who are culturally, and ability

diverse, and multilingual/English learners at each developmental stage (birth-eighth grade) through the four interrelated areas of speaking, listening, writing, and reading. Addresses strategies for supporting families as they assist their children in learning language and literacy.

Prerequisites: None

EDUC 439 Portfolio and Professional Assessment

5 credits , REEL

Quarter(s): W

Focuses on culturally responsive pedagogical assessment practices. Examines the pedagogical assessment requirements, use of technology, writing requirements, logistics, and evaluation. Covers specific academic language used for submission of the pedagogical assessment tool and knowledge of on-going teacher evaluation adopted by Washington State. Explores Teacher and Principal Evaluation and Growth Program (TPEP). Candidates will prepare the first phase of their pedagogical assessment for submission.

Prerequisites: None