

their beliefs within a wider frame of reference and to understand and critically analyze assumptions, traditions, truths, and histories. Study in the Humanities assists students to see their responsibility for the quality of the lives they lead. It challenges students to realize the importance of participating in a larger and broader service to the common good.

Faculty: Oakman, *Dean*; faculty members of the Departments of English, Languages and Literatures, Philosophy, and Religion.

As a division within the College of Arts and Sciences, the Division of Humanities offers programs in each constituent department leading to the B.A. degree. Course offerings and degree requirements are listed under:

English
Languages and Literatures
Philosophy
Religion

Committed to the interdisciplinary nature of knowledge, the Humanities supports and participates in the following programs: Chinese Studies, Classics, Environmental Studies, Global Studies, International Programs, Legal Studies, Publishing and Printing Arts, Scandinavian Area Studies, and Women's and Gender Studies.

Individualized Major

253.535.7619

Supervised by the Faculty Council for Individualized Majors, this program offers junior and senior students the opportunity to develop and complete a personally designed, interdisciplinary, liberal arts major. The course of study culminates in a senior thesis, to be agreed on by the council, the student, and his or her advisor.

Successful applicants to this program will normally have a cumulative grade point average of 3.30 or higher, although in exceptional cases, they may demonstrate their potential in other ways to the Faculty Council for Individualized Majors.

Admission to the Individualized Program

Admission to the program is granted by the council on the basis of a detailed plan of study, proposed and written by the student, and submitted to the council any time after the beginning of the second semester of the student's sophomore year. The proposal must outline a complete plan of study for the time remaining until the granting of a degree. Study plans may include any of the traditional elements from a standard B.A. or B.S. degree program.

Once approved by both the faculty sponsor and the Faculty Council for Individualized Majors, the study plan supplants usual degree requirements, and, when completed, leads to conferral of the B.A. degree with Special Honors.

STUDY PROPOSALS

Study proposals must include the following:

1. **Statement of Objectives**, in which the student describes what the degree is expected to represent and why the individualized course of study is more appropriate than a traditional degree program.
2. **A Program of Study**, in which the student describes how the objectives will be attained through sequences of courses, reading programs, regular course work, independent study, travel, off-campus involvement, personal consultation with faculty members, or other means.
3. **A Program of Evaluation**, in which the student describes the criteria to be used to measure achievement of the objectives and specifies the topic of the senior thesis.
4. **A Statement of Review**, in which the student describes how previous course work and life experiences have prepared him or her for the individualized study program.
5. **Letters of Recommendation**. The study proposal must be written in close consultation with the chair of the Faculty Council for Individualized Majors and with a faculty member who agrees to act as primary sponsor and advisor to the student throughout the course of study. The faculty sponsor must comment on the feasibility of the proposal and on the student's ability to carry it out. It is strongly recommended that a secondary faculty sponsor be asked to co-sponsor and endorse the proposal.

All subsequent changes in the study plan or the senior thesis must be submitted in writing to the Faculty Council for Individualized Majors for approval. Further information is available from the Academic Advising Office.

Instructional Development and Leadership

253.535.7272

www.plu.edu/~educ
educ@plu.edu

The Department of Instructional Development and Leadership (IDL) offers undergraduate and post-baccalaureate programs of study leading to certification for elementary, secondary, and K-12 teachers. Additional post-baccalaureate programs are offered for administrators and in instructional leadership. The curriculum is designed to provide graduates with a blend of the liberal arts and a variety of guided field experiences beginning early in the educational sequence. The faculty is committed to the development of caring, competent educational leaders committed to lives of service. A consistent emphasis of all programs is the promotion of student learning in K-12 institutions.

Faculty: Hillis, *Co-Interim Dean*; Byrnes, Fischer, Gerlach, Hassen, Jacks, Knuth, Leitz, Lewis, Nelson, Reisberg, Thirumurthy, Weiss, Williams, Woolworth.

PROGRAMS OFFERED

The department is accredited by the National Council for Accreditation of Teacher Education (NCATE), the Northwest Association of Schools and Colleges, and the Washington State Board of Education for the preparation of elementary, secondary, and K-12 teachers, and administrators, with the Master of Arts in Education (M.A.E.) the highest degree approved. The accreditation gives PLU graduates reciprocity with many other states.

The department offers coursework toward the conversion, renewal, or reinstatement of teaching certificates and offers various options to add endorsements to current certificates. In addition, there is coursework and support provided to individuals seeking Washington State Professional Certificates or certification under the National Board of Professional Teaching Standards.

Current graduate programs include Master of Arts in Education and Master of Arts in Education with Residency Certification

Eligibility Requirements for Admission to B.A.E. or the Post-Baccalaureate non-Degree Programs

All individuals seeking to enter an undergraduate degree/with residency certification or certification-only program must apply to the department. A completed application must be submitted to the department by the first Friday in March to receive priority consideration for fall term admission.

- **A completed application will include the following requirements:**
 - Evidence of verbal and quantitative ability as illustrated by a passing score on each of the three sections of the Washington Educators Skills Test Basic (WEST-B). Test dates are available during the year; check the Department of Instructional Development and Leadership web site for the dates.
 - Official transcripts of all college/university work (foreign transcripts must have official translations and be submitted to the university)
 - Junior standing (60 to 64 or more semester hours)
 - Cumulative grade point average (GPA) of 2.50
 - Psychology 101 or equivalent: grade of C or higher
 - Writing 101 or equivalent: grade of C or higher

Application forms and procedures for admission to professional studies in education are available from the department. Students who do not meet all the admission requirements should contact the Assistant Director of Admissions and Advising in the School of Education and Movement Studies Office.

Continuation in any program of study in the department is subject to continuous assessment of student development and performance. Students are required to demonstrate the mastery of knowledge, skills, professionalism, attitudes, and dispositions required for effective practice. Records will be reviewed at the end of each semester to ensure students are meeting standards throughout the program.

B.A.E. OR CERTIFICATION-ONLY REQUIREMENTS**Students become candidates for certification when:**

- All coursework is completed with a cumulative grade point average of 2.50 or above and the student's degree has been posted.
- All coursework used to fulfill education program requirements as part of an academic major, minor or emphasis have been completed with a C grade or better.
- All coursework designated by EDUC, SPED, or EPSY have been completed with a B- grade or better.
- All additional courses related to and required for education programs and teacher certification have been completed with a grade of C or better. For elementary education students these include: MATH 123 or equivalent (must be taken prior to EDUC 406, Term II); BIOL 111 or life science equivalent; physical science equivalent, especially geosciences; PHED 322 and ARTD 341 and MUSI 341.
- Passage of the WEST-E in at least one endorsement area.
The WEST-E must be taken and passed prior to student teaching.

RESIDENCY TEACHING CERTIFICATE

Students who successfully complete a program of professional studies in the department, who meet all related academic requirements for a degree or a certificate, and who meet all state requirements will be recommended by the department for a Washington residency teaching certificate. Additional state requirements include a minimum age of 18, good moral character and personal fitness as evidenced by completion of state Character and Fitness Supplement and Washington State Patrol/FBI background check via fingerprint clearance, assessment by means of passing scores on WEST-B and WEST-E exams, and completion of state certification application and payment of state certification fee. Information regarding all state requirements and procedures for certification is available from the Certification Officer in the department. State requirements are subject to immediate change. Students should meet with department advisors each semester and the Certification Officer for updates in program or application requirements.

NOTE: The department will make every reasonable attempt to obtain and distribute the most current information regarding Washington State certification requirements, but cannot guarantee that state requirements will remain unchanged.

ELEMENTARY CERTIFICATION AND ENDORSEMENT OPTIONS

The basic undergraduate elementary education program consists of a four-term program starting in the fall term of each year.

**ELEMENTARY PROFESSIONAL EDUCATION SEQUENCE
51 semester hours**

- **Term I**
11 semester hours
 - EDUC 390: Inquiry into Learning I: Investigation into Learning and Development (4)
 - EDUC 392: Inquiry into Learning II: Investigation into Learning and Development (4)

- EDUC 394: Technology and Teaching (2)
SPED 320: Issues of Child Abuse and Neglect (1)

- **Term II**

- 16 semester hours**

- EDUC 406: Mathematics in K-8 Education (4)
 - EDUC 408: Literacy in a K-8 Education (4)
 - EDUC 424: Inquiry into Teaching I: Diverse Learners (4)
 - SPED 424: Learners with Special Needs in the General Education Classroom (4)

- **Term III**

- 12 semester hours**

- EDUC 410: Science/Health in K-8 Education (4)
 - EDUC 412: Social Studies in K-8 Education (4)
 - EDUC 425: Inquiry into Teaching II: Diverse Learners (4)

Passing scores on at least one WEST-E endorsement test must be presented before a student can enroll in Term IV.

- **Term IV**

- Eight or 12 semester hours**

- EDUC 430: Student Teaching in K-8 Education (10) **and** EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar (2)
 - **Or** EDUC 434: Student Teaching - Elementary (Dual) (6) **and** EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar (2)

DUAL ELEMENTARY AND SPECIAL EDUCATION

76 semester hours

- **Includes the above Elementary Education sequence 51 semester hours, plus the following 25 semester hours in special education coursework:**

- SPED 315: Assessment (2)
- SPED 322: Moderate Disabilities and Transitions (3)
- SPED 404: Teaming and Collaboration (3)
- SPED 430: Students with Emotional and Behavioral Disorders (4)
- SPED 442: Technology in Special Education (2)
- SPED 450: Early Childhood Special Education (2)
- SPED 454: Students with Physical Challenges and the Medically Fragile (2)
- SPED 459: Student Teaching in Special Education (6)
- SPED 460: Special Education Student Teaching Seminar: Issues in Practice (1)

The Professional Education sequence forms the foundation of the program for all students seeking certification as an elementary education (K-8) multi-subject teacher. Undergraduate students have several options for building a program upon the professional education sequence, including:

- They may earn a residency teaching certificate and elementary K-8 endorsement. This requires the completion of the professional education sequence for elementary education and 24 semester hour academic support area.

- They may earn a residency teaching certificate with an elementary K-8 and P-12 special education endorsement. This requires the completion of the professional education sequence for elementary education students and the completion of coursework required for endorsement in special education.

Note: Information about all state endorsements, including those in special education, reading and English as a Second Language, can be obtained from the Assistant Director of Admission and Advising in the School of Education and Movement Studies.

SECONDARY CERTIFICATION AND ENDORSEMENT OPTIONS

All undergraduate students seeking secondary certification in a content area (except those seeking certification in music and physical education) are required to complete the following four-term program of study.

Professional Education Sequence

- **Term I**

- 11 semester hours**

- EDUC 390: Inquiry into Learning I: Investigation into Learning and Development (4)
 - EDUC 392: Inquiry into Learning II: Investigation into Learning and Development (4)
 - EDUC 394: Technology and Teaching: Laboratory (2)
 - SPED 320: Issues of Child Abuse & Neglect (1)

- **Term II**

- 12 semester hours**

- EDUC 424: Inquiry into Teaching I: Diverse Learners (4)
 - EPSY 368: Educational Psychology (4)
 - SPED 424: Learners with Special Needs in the General Education Classroom (4)

- **Term III**

- Eight semester hours**

- One course from EDUC 440-449 (4)
 - EDUC 425: Inquiry into Teaching II: Diverse Learners (4)

Passing scores on endorsement test(s) (WEST-E) must be presented before a student can enroll in Term IV.

- **Term IV**

- 12-14 semester hours**

- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar Education (2)
 - EDUC 466: Student Teaching - Secondary (Dual) (7) **and** SPED 439: Student Teaching in Secondary School (5) **or** EDUC 468: Student Teaching - Secondary (10)

Special Education Endorsement 25 semester hours

Course work leads to the P-12 endorsement: SPED 315, 322, 404, 430, 442, 450, 454, 459 and 460.

- The professional education sequence forms the foundation of the program for all students seeking certification in a content area (except music and physical education students). Undergraduate students seeking certification/ endorsement in a content area (usually to teach in grades 5-12) have several options for building a program upon the professional education sequence, including:
- They may earn a residency teaching certificate with an endorsement in secondary level content area. This requires the completion of the professional education sequence for secondary education students and a teaching major or academic major that meets state endorsement requirements
- They may earn a residency teaching certificate with an endorsement in secondary level content area and an endorsement in special education. This requires the completion of the professional education sequence for secondary education students, a teaching major or academic major and coursework required for endorsement in special education.

Note: Secondary teaching majors are designed to align with state endorsement requirements and to meet specific departmental standards for majors and minors. Course and hour requirements for teaching and/or academic majors vary according to department requirements.

- **Certification in Music or Health and Fitness**
Undergraduates have the option of completing programs that lead to a bachelor's degree in music education or health and fitness with certification. All individuals seeking a Bachelor of Music Education or a Bachelor of Arts in Physical Education with a residency teaching certificate must apply and be accepted into the Department of Instructional Development and Leadership. They must also complete the following courses:
Music education majors must complete EDUC 391 (offered every fall), EPSY 361 (offered every spring), SPED 320, and all other course requirements specified by the Department of Music.

Students seeking a Bachelor of Arts in Physical Education must complete EDUC 390 and 392, SPED 320, and all other requirements specified by the Department of Movement Studies and Wellness Education.
- **Preparation for Teaching in Christian Schools**
Students interested in teaching in private or Christian schools will begin their professional preparation by completing all requirements for the Washington State Residency Certificate. In addition, they are required to take the Religion minor (Teacher Education option) noted under the Religion department course offerings, plus add a private school practicum to their program.
- **Early Advising Options**
During a student's first or second year, prospective department majors should meet with the Assistant Director of Admissions and Advising and/or the Undergraduate Program Coordinator to discuss the various options listed above and to determine their program of study.

- **Certification/Endorsement Options for Persons who hold a Baccalaureate Degree from a Regionally Accredited Institution**

Persons who hold a baccalaureate degree (or higher) from a regionally accredited institution and who wish to pursue a teaching certificate should make an appointment with the Assistant Director of Admissions and Advising for a planning session.

Options for these individuals include:

- **Certification-only Program or Alternate Routes to Certification Program.** Typically classes in such a program would be taken at the undergraduate level
- **Master of Arts in Education with Residency Certification Program.** This 14-month cohort program leads to an M.A. degree with residency certification and selected endorsements. Participants move through this full-time program as a cohort. As a part of their program, they complete a yearlong internship with a cadre of colleagues in a local school.
- **Alternative Routes to Certification Program (additional requirements may apply).** For information on these options, see the department website or contact the Assistant Director of Admissions and Advising.
- **Professional Teaching Certificate**
Certificate requirements in Washington changed on August 31, 2000. The following guidelines govern certification after that date:
 - All teachers earning certification in Washington after August 31, 2000 will receive a Residency Teaching Certificate.
 - Within a five-year period, after completing the probationary period for teaching in one district, teachers in Washington must earn a Professional Certificate. (WAC 180-79A-145)
 - Qualifications for the Professional Certificate include:
 - To qualify for a Professional Certificate, an individual must have completed provisional status as a teacher in a public school pursuant to RCW 28A.405.220 or the equivalent in a state board of education approved private school.
 - Candidates for the Professional Certificate must complete the Professional Certification Program collaboratively developed by the college/university and the respective Professional Education Advisory Board (PEAB).
 - The candidate must successfully demonstrate competency in three standards (i.e., Effective Teaching, professional Development, and leadership) and the 12 criteria relevant to the three standards. (WAC 180-79A-206-3 and WAC 180-78A-500-540)
 - The Professional Certificate is valid for five years. It may be renewed through the completion of 150 clock hours. The clock hours must be related to:
 - The six state salary criteria used to identify appropriate clock hours.
 - One of the three standards required for the Professional Certificate.
 - Teachers who held a valid Initial Certificate as of August 31, 2000 will be allowed to have one more renewal of their Initial Certificate before they must meet requirements for the Professional Certificate.

- Teachers who hold a Continuing Certificate as of August 31, 2000 will not be affected by changes in certification requirements.

Note: Information about the Washington State Professional Certificate and Pacific Lutheran University's Professional Certification program is available in the Department of Instructional Development and Leadership Office. Individuals should contact the Assistant Director of Admissions and Advising to discuss options available to them.

GRADUATE AND PROFESSIONAL OPTIONS FOR EDUCATORS

The department offers professional development programs that allow educators to earn professional and/or National Board of Professional Teaching Standards Certificates. Please contact the Office of Partnerships and Professional Development for further information.

The department also offers certification-only programs in educational administration and programs that will enable teachers to add additional endorsements. Detailed information about these options can be found in the Graduate Studies section of this catalog. Information about current and anticipated graduate and professional options can be obtained from the Assistant Director of Admission and Advising.

• Endorsement Requirements and Undergraduate Programs of Study that Lead to Endorsements

Endorsement requirements are established by the State of Washington. Pacific Lutheran University's School of Education and Movement Studies currently is authorized to offer the following endorsements:

- English/Language Arts (5-12)
- English as a Second Language (P-12) (in conjunction with the Washington Academy of Languages).
- Elementary (multisubject, K-8)
- Health and Fitness (P-12)
- History (5-12)
- Mathematics (5-12)
- Middle-Level Math (5-9)
- Middle-Level Science (5-9)
- Middle-Level Humanities (5-9)
- Music: Choral (P-12); General (P-12); Instrumental (P-12)
- Science (5-12)
- Science, Designated
 - Biology (5-12)
 - Chemistry (5-12)
 - Social Studies (5-12)
 - Special Education (P-12)
 - Visual Arts (P-12)
 - World Languages, Designated
 - Chinese (P-12)
 - German (P-12)
 - Spanish (P-12)
 - French (P-12)
 - Norwegian (P-12)
 - Earth Sciences (5-12)
 - Physics (5-12)

Note: The fact that the department is authorized to issue certain endorsements does not indicate that Pacific Lutheran University

has a specified program of study leading to these endorsements. Listed below are general endorsement requirements followed by a list of teaching majors, teaching minors or programs of study that lead to an endorsement.

If there is any question about whether a course not listed below can be substituted for an endorsement requirement, the candidate must provide evidence that the course covers a particular essential area of study. Evidence might include (but is not limited to) a catalog course description, syllabus, letter from the instructor, portfolio or presentation of course products.

Note: All candidates must pass WEST-E exams in appropriate endorsement exams.

TEACHING ENDORSEMENTS

• Arts - Visual Arts

State Endorsement Requirements:

- Skills and techniques in multiple media (painting, sculpture, drawing, computer, photography)
- Composition and production using design principles
- Analysis and interpretation of art
- Social, cultural and historical contexts and connections
- Material, equipment and facilities safety

Secondary teaching major leading to an endorsement in Visual Arts (all levels)

36 semester hours

ARTD 160; 180 or 181; 196, 226, 250, 296, 341, 365, 440

• Biology

State Endorsement Requirements:

- Botany/lab
- Zoology/lab
- Genetics
- Microbiology or Cell Biology/lab
- Chemistry/lab
- Ecology
- Evolution
- Lab safety, practice and management
- Lab, inquiry-based experience
- Contemporary, historical, technological, societal issues and concepts

Secondary Teaching Major leading to an Endorsement in Biology

32 semester hours

BIOL 161, 162, 323; 328 or 348; 332 or 407; 340; 424 or 475; 441 and 361 or 205 and 206
CHEM 105 or 115
MATH 140

• Chemistry

State Endorsement Requirements

- General principles of chemistry - inorganic, physical and analytical/lab
- Organic chemistry/lab
- Quantitative analysis/lab
- Biochemistry/lab
- Physics
- Laboratory safety, practice and management
- Lab, inquiry-based experience
- Relationship of the concepts of science to contemporary, historical, technological and societal issues

Secondary Teaching Major Leading to an Endorsement in Chemistry

62 semester hours

CHEM 115, 116; 331, 332; 333, 334; 320, 341, 342, 343, 344, 403
 PHYS 153, 154; 163, 164
 Required Supporting: MATH 151, 152

• **Earth and Space Science**

State Endorsement Requirements
 Physical geology
 Historical geology
 Environmental issues related to earth sciences
 Oceanography
 Astronomy
 Meteorology
 Lab safety, practice and management
 Lab, inquiry-based experience
 Relationship of the concepts of science to contemporary, historical, technological and societal issues

Secondary Teaching Major Leading to an Endorsement in Earth Science

48 semester hours

GEOS 102; 104; 105, 201
 BIOL 111 or 116
 PHYS 110, 125, 135, 126, 136
 Four semester hours from MATH 140 or higher or CSCE 120
 12 semester hours from upper-division Geosciences courses
 CHEM 104 or 115

• **English Language Arts**

State Endorsement Requirements
 Reading
 Writing
 Communication
 Linguistics
 American, British, world, multicultural and adolescent literature

Secondary Teaching Major Leading to a Primary Endorsement in English/Language Arts

40 semester hours

COMA 212 and 213 or 312
 ENGL 241, 251, 301, 403
 THEA 250 or 458
 ENGL 328
 Four semester hours from ENGL 232, 341, 343, 374
 Four semester hours from ENGL 216, 218, 230, 233
 Four semester hours from ENGL 221, 325, 327, 326
 ENGL 333 or 334 *or* EDUC 428 and EDUC 429

• **English Language Learners (ELL)**

State Endorsement Requirements
 Language acquisition theory
 Cross-cultural teaching and learning strategies
 Literacy development (reading, writing, listening and speaking)
 History and theory of ESL
 Instructional strategies for ESL

Information regarding specific course requirements can be obtained from the Assistant Director of Admissions and Advising in the School of Education and Movement Studies.

• **Health and Fitness**

State Endorsement Requirements
 Foundations of health and fitness
 Safe living, including first aid and CPR
 Scientific foundations for health and fitness (anatomy, exercise, physiology, kinesiology/biomechanics, psychomotor maturation and development and motor learning)
 Movement, activities and application with attention to special needs populations
 Coordinator health education (alcohol and other drugs, diseases, injury prevention, human relationships, nutrition, HIV prevention and abuse prevention)

Please see requirements for Bachelor of Arts in Physical Education (B.A.P.E.) with Certification under Department of Movement Studies and Wellness Education, page 71.

• **History**

State Endorsement Requirements
 Pacific Northwest history
 United States history
 World history
 Civics/political science/United States government
 Geography
 Economics

Secondary Teaching Major Leading to an Endorsement in History

32 semester hours

HIST 301
 HIST 460 or 461
 HIST 107, 108 or 215
 Eight semester hours of upper-division electives in U.S./European history
 Four semester hours of upper-division electives in non-Western history from HIST 335, 337, 338, 339, 340, 344
 Eight semester hours from either HIST 251, 252, 253 or HIST 245 and 247

• **Mathematics**

State Endorsement Requirements
 Geometry (Euclidean and non-Euclidean)
 Probability and statistics
 Calculus (integral and differential)
 Discrete mathematics
 Logic and problem solving
 History of math or foundations of math

Secondary Teaching Major Leading to an Endorsement in Mathematics

44 or 45 semester hours

MATH 151, 152, 203, 253, 317, 321, 331, 341, 433, 445;
 PHYS 125/135 or CHEM 115 or PHYS 153/163

• **Middle-Level Humanities**

State Endorsement Requirements
 American Literature

British Literature
 Reading and Writing for teachers
 English Grammar
 Speech
 American History
 History of Western Civilizations
 Political Science
 Economics
 Geography
 Pacific Northwest History Courses
 ENGL 241, 251, 328, 403
 Communication
 HIST 460
 One of HIST 251, 252, 253 or 245, 274
 One Non-Western History
 HIST 107 or 108
 POLS 150
 ECON 101 or 102

• **Middle-Level Mathematics**

State Endorsement Requirements
 Geometry (Euclidean and non-Euclidean)
 Probability and statistics
 Calculus (integral and differential)
 Discrete mathematics
 Logic and problem solving
 History of math or foundations of math
 Courses:
 MATH 123, 151, 152, 203, 317, 321, 331, 341, 446;
 PHYS 125/135 or CHEM 115 or PHYS 153/163

• **Middle-Level Science**

State Endorsement Requirements
 A major in biology, chemistry, earth science or physics (as described under designated sciences)
 Courses: CHEM 115, 116; PHYS 125, 126; GEOS 201;
 PHYS 110; BIOL 161, 162, 163; MATH 140

• **Music**

State Endorsement Requirements
 Choral music, General music, Instrumental music

See requirements for Bachelor of Music Education under Music.

• **Physics**

State Endorsement Requirements
 General principles of physics/lab
 Lab safety, practice and management
 Lab, inquiry-based experience
 Relationships of the concepts of science to contemporary, historical, technological and societal issues

Secondary Teaching Major Leading to an Endorsement in Physics

38 semester hours
 PHYS 153, 163; 154, 164; 240, 331, 336, 354
 MATH 151, 152, 253

• **Reading**

State Endorsement Requirements
 Assessment and diagnosis of reading skills and deficiencies

Strategies of how to teach reading
 Language acquisition/integration
 Social/cultural contexts for literacy
 Reading process, including decoding, encoding and student response to child and adolescent literature
 Beginning literacy (reading, writing, spelling and communication)
 Reading in the content areas
 Literacy for a second language learner
 Meta-cognitive strategies
 Risk factors for reading difficulties and intervention strategies for students experiencing reading difficulties.
 Courses: EDUC 408, 411, 413, 428, 429, 431, 438, 490

Information regarding specific course requirements can be obtained from the Assistant Director of Admissions and Advising in the School of Education and Movement Studies.

• **Science**

State Endorsement Requirements
 A major in biology, chemistry, earth science or physics (as described under designated sciences)
 A minimum of one course from each of the other designated sciences.
 Information regarding specific course requirements can be obtained from the Assistant Director of Admissions and Advising in the School of Education and Movement Studies.

• **Social Studies**

State Endorsement Requirements
 Pacific Northwest history
 United States history, including chronological, thematic, multicultural, ethnic and women's history
 World, regional or country history
 Geography
 Political science, civics or government
 Anthropology, psychology or sociology
 Economics

Secondary Teaching Major Leading to an Endorsement in Social Studies

36 semester hours
 HIST 460 or 461
 Eight semester hours from HIST 251, 252, 253 or HIST 245, 247
 Four semester hours from HIST 107, 108
 Four semester hours from HIST 335, 337, 338, 339, 340, 344
 POLS 151
 12 hours from the following four lines:

Any anthropology course other than ANTH 102 or 210
 Any psychology course other than PSYC 101
 SOCI 101 or 330
 ECON 101 and 102 or 111 and 102

• **Special Education**

State Endorsement Requirements
 Exceptionality

Curriculum modification and adaptation
 Inclusion
 Assessment, including behavior analysis, Individualized Education Plan (IEP), accommodations
 Legal issues
 Specially designed instruction in all content areas
 Pro-social skills and behavioral problems
 School, family, community partnerships
 Transition
 Organization and management systems
 Methods in early childhood education
 Collaboration with para-educators

For P-12, see Special Education section in this catalog for endorsement requirements.

Information regarding the Special Education waiver can be obtained from the Assistant Director of Admissions and Advising in the School of Education and Movement Studies.

- **Theater Arts**
 State Endorsement Requirements
 Courses: THEA 160, 220, 225, 230, 250, 255, 270, 350, 360, 365, 425, 470
- **World Languages**
 State Endorsement Requirements
 Communication - speaks, understands, reads and writes in a variety of contexts and situations
 Fluency
 Culture
 Interdisciplinary integration
 Language acquisition theory
 Methodological study

Chinese
 28 semester hours
 CHIN 101, 102, 201, 202, 301, 371; LANG 445

French - Secondary Teaching Major Leading to an Endorsement
 32 semester hours
 FREN 201, 202, 301, 302, 321, 421, 422; LANG 445

German - Second Teaching Major Leading to an Endorsement
 32 semester hours
 GERM 201, 202, 301, 302, 321, 421, 422; LANG 445

Spanish - Secondary Teaching Major Leading to an Endorsement
 32 semester hours
 HISP 201, 202, 301, 321, 325
 Eight semester hours from:
 HISP 421, 422, 431, 432; LANG 445

To view *Instructional Development and Leadership* courses, go to the *Education* section of the *PLU Directory of Approved Courses* on page 171.

Educational Psychology

To view the *Educational Psychology (EPSY)* courses, go to the *PLU Directory of Approved Courses* on page 176.

Special Education

To view the *Special Education (SPED)* courses, go to the *PLU Directory of Approved Courses* on page 218.

Graduate School

See the *Graduate School of Education and Movement Studies* for *Master Degree Programs in Education* on page 137.

International Honors Program

253.536.5062

www.plu.edu/admission/honors-program/home.php

The International Honors Program (IHON) provides a select group of students a challenging and creative alternative to the General Education Program. Reflecting PLU's unique mission and emphasis upon the liberal arts, this multi-year program consists of seven required courses that explore contemporary issues and their historical foundations through an interdisciplinary, transnational approach.

Faculty Committee: Finstuen, *Director*; Palerm, Ronning, Torvend, Luther

INTERNATIONAL HONORS REQUIREMENTS

Seven courses, 28 semester hours distributed as follows:

- **IHON 111, 112 (190): Origins of the Contemporary World**
 Eight semester hours
 Normally taken sequentially in the first year. These courses explore the historical roots and global dimensions of contemporary events, values and traditions.
- **IHON: Four 200-level courses**
 16 semester hours
 Normally taken in the second and third year. A wide range of these courses are offered every semester, and often during J-Term.
- **IHON: One 300-level course**
 Four semester hours
 Taken after or with the last 200-level course.

POLICIES AND GUIDELINES FOR INTERNATIONAL HONORS

The three levels of IHON courses are built sequentially upon one another in terms of content and learning objectives. In order to acquire a common background, IHON students take the required IHON 111, 112 (190) sequence in their first year, before taking their 200-level courses. Exceptions to this sequence can be made for transfer students, or for students who are accepted into the Honors Program during their first year at PLU.

With prior approval by the IHON chair, an appropriate semester-long course abroad may take the place of one 200-level IHON course. Such a course must focus on a contemporary issue, be

ECON 333: Economic Development: Comparative Third World Strategies - C

Analysis of the theoretical framework for development with applications to alternative economic development strategies used in the newly emerging developing countries. Emphasis on comparison between countries, assessments of the relative importance of cultural values, historical experience, and government policies in the development process.

Prerequisites: ECON 101 or 111, or consent of instructor. (4)

ECON 335: European Economic Integration

An introduction to integration theory and its application to the problems and policy prospects for deepening European integration. Economic analysis of the development of economic institutions in the European Union. Topics include: German unification, enlargement, the European monetary system, Scandinavian participation, and relevance of the European integration model for the developing world.

Prerequisites: ECON 101 or 111 (4)

ECON 338: Political Economy of Hong Kong and China – S2, SO

In 1997, the British returned Hong Kong to China. This course examines the unique economic relationship that exists between the strongly capitalistic former colony and the People's Republic of China. Can these two diverse systems coexist? Will they eventually converge to a common system? Where does Taiwan fit into the picture? While in Hong Kong and southern China we will utilize the expertise of a series of speakers to explore the economy, history, and traditions of the area and to enhance the many experiential activities of the course. (4)

ECON 341: Strategic Behavior – S2, SO

An introduction to game theory and analysis of interactive decision processes. Interactive game playing, cases, and examples drawn primarily from economics, but also includes sports, political science, business, and biology. Prisoner's Dilemma, sequential games, Nash equilibrium, mixed and pure strategies, collective action and bidding strategies, bargaining.

Prerequisites: ECON 101 or 111. (4)

ECON 344: Econometrics

Introduction to the methods and tools of econometrics as the basis for applied research in economics. Specification, estimation, and testing in the classical linear regression model.

Prerequisite: ECON 101 or 111; ECON 102; STAT 231 or equivalent. Cross-listed with STAT 344. (4)

ECON 345: Mathematical Topics in Economics – S2, SO

An introduction to basic applications of mathematical tools used in economic analysis. **Prerequisites:** ECON 101 or 111, ECON 102 or consent of instructor. (4)

ECON 386: Evolution of Economic Thought

Economic thought from ancient to modern times; emphasis on the period from Adam Smith to J.M. Keynes; the classical economists, the socialists, the marginalists, the neoclassical economists, and the Keynesians. **Prerequisite:** ECON 101 or 111; ECON 102; ECON 301 or 302 (4)

ECON 491: Independent Studies

Prerequisites: ECON 301 or 302 and consent of the department. (1–4)

ECON 495: Internship

A research and writing project in connection with a student's approved off-campus activity. **Prerequisites:** ECON 101 or 111; ECON 301 or 302; sophomore standing; and consent of the department. (1–4)

ECON 498: Honors Thesis

Independent research supervised by one or more faculty members. Research proposal and topic developed by the student in the junior year. Application to enroll is made in the second semester of the junior year. **Prerequisite:** Economics major and consent of the department. (4)

ECON 499: Capstone: Senior Seminar – SR

Seminar in economic problems and policies with emphasis on encouraging the student to integrate problem-solving methodology with tools of economics analysis. Topic(s) selected by class participants and instructor. **Prerequisite:** ECON 301 or 302; senior standing; or consent of instructor. (4)

ECON 500: Applied Statistical Analysis

An intensive introduction to statistical methods. Emphasis on the application of inferential statistics to concrete situations. (3)

ECON 520: Economic Policy Analysis

An intensive introduction to the concepts of macroeconomics and microeconomics with an emphasis on policy formation within a global framework. (3)

**Education (EDUC)
Undergraduate**

EDUC 205: Multicultural Perspectives in the Classroom - A

Examination of issues of race, class, gender, sexual orientation, etc. as they relate to educational practices. (4)

EDUC 263: School Observation

Graded observation in schools. Concurrent with EDUC 262. (1)

EDUC 385: Comparative Education - C

Comparison and investigation of materials and cultural systems of education throughout the world. Emphasis on applying knowledge for greater understanding of diverse populations in the K-12 educational system. (4)

EDUC 390: Inquiry into Learning I: Investigation into Learning and Development

Investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values, literacy and factors influencing learning and literacy (fieldwork included). Concurrent with EDUC 392. (4)

EDUC 391: Foundations of Learning

Investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values literacy and factors influencing learning and literacy. Limited to music education majors. (3)

EDUC 392: Inquiry into Learning II: Investigation into Learning and Development

Continued investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values, literacy and factors influencing learning and literacy (fieldwork included). Concurrent with EDUC 390. (4)

EDUC 394: Technology and Teaching: Laboratory

Laboratory in which students explore instructional uses of technology and develop and apply various skills and competencies. Concurrent with EDUC 390. (2)

EDUC 406: Mathematics in K-8 Education

Exploration of mathematical principles and practices consistent with NCTM curriculum standards. For elementary students. Practicum included, concurrent with EDUC 408 and EDUC 424. (4)

EDUC 408: Literacy in K-8 Education

Participation in the development of appropriate curricular strategies and instructional methods for supporting the diversity of learners' language/literacy growth. For elementary students. Practicum included, concurrent with EDUC 406 and EDUC 424. (4)

EDUC 410: Science/Health in K-8 Education

Strategies for teaching science by using inquiry methods and problem-solving techniques will be employed to explore interactive curricula from an environmental point of view. Issues of nutrition and health. Practicum included, concurrent with EDUC 412 and EDUC 425. (4)

EDUC 411: Strategies for Language/Literacy Development

Cross-listed with EDUC 511. (4)

EDUC 412: Social Studies in K-8 Education

Focus on drawing connections between the content of social studies curricula and the lived experiences of human lives. Practicum included. Concurrent with EDUC 410 and EDUC 425. (4)

EDUC 413: Language/Literacy Development: Assessment and Instruction

Cross-listed with EDUC 513. (4)

EDUC 424: Inquiry into Teaching I: Diverse Learners

Focus on general principles of instructional design and delivery with special emphasis on reading and language, assessment, adaptation, and classroom management. For elementary and secondary students not majoring in music or physical education. For elementary students, concurrent with EDUC 406 and EDUC 408. (4)

EDUC 425: Inquiry into Teaching II: Diverse Learners

Extension and expansion of ideas introduced in 424. Continued emphasis on instructional design and delivery with a focus on reading and language, assessment, adaptation, and classroom management. For elementary and secondary students outside of music and physical education, concurrent with EDUC 410 and EDUC 412. (4)

EDUC 427: Multicultural Children's Literature

Cross-listed with EDUC 527. (2)

EDUC 428: Children's Literature in the K-8 Curriculum

Cross-listed with EDUC 528. (2)

EDUC 429: Adolescent Literature in the Secondary Curriculum

Cross-listed with EDUC 529. (2)

EDUC 430: Student Teaching in K-8 Education - SR

Teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers. **Prerequisite:** Successful completion of Education courses Terms I-III. Concurrent with EDUC 450. (10)

EDUC 431: Children's Writing

Current theory and practice in the teaching and learning of writing in K-12 classrooms. Cross-listed with EDUC 530. (4)

EDUC 434: Student Teaching - Elementary (Dual) - SR

Designed for persons who do dual student teaching. Ten weeks of teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers. **Prerequisite:** Successful completion of Education courses Terms I-III. Concurrent with EDUC 450. (6)

EDUC 438: Strategies for Whole Literacy Instruction (K-12)

Cross-listed with EDUC 538. (4)

EDUC 444: English in the Secondary School

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. (4)

EDUC 445: Methods of Teaching Foreign Languages and English as a Second Language

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. Required for foreign language endorsement. (4)

EDUC 446: Mathematics in the Secondary School (4)

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. (4)

EDUC 447: Science in the Secondary School (4)

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. (4)

EDUC 448: Social Studies in the Secondary School (4)

Instructional strategies, long- and short-range planning, curriculum, and other considerations specific to the disciplines. (4)

EDUC 450: Inquiry into Learning and Teaching: Reflective Practice Seminar

A seminar for all education students (except music and physical education) focusing development of professionalism and competence in inquiry and reflective practice (elementary and secondary). Taken with student teaching Term IV Hub. (2)

EDUC 466: Student Teaching - Secondary (Dual) - SR

Designed for students who do dual student teaching. Ten weeks of teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers (taken with SPED 439, 5 hours, and EDUC 450, 4 hours) (secondary students). (7)

EDUC 468: Student Teaching - Secondary - SR

Teaching in public schools under the direction of classroom and university teachers. Prerequisites: formal application; senior standing; cumulative GPA of 2.50 or higher. Concurrent with EDUC 450. (10)

EDUC 470: Curriculum, Materials and Instruction for Teaching English as a Second Language

Application of language teaching methodology to various instructional situations. Cross-listed with LANG 470. (4)

EDUC 488: ST: Higher Education Leadership (1-4)

EDUC 490: Acquisition and Development of Language

Investigation of how young children acquire their first language and what they know as a result of this learning. Cross-listed with EDUC 510. (2)

EDUC 493: Effective Tutoring Methods

A practical course for students interested in applying theories of learning to one-on-one tutoring situations and receiving training about group dynamics and communication styles for presentations and group sessions. Readings, role-playing exercises, research, student presentations, class discussion, and continuous written reflection. (1)

EDUC 495: Internship (1 to 12)

EDUC 496: Laboratory Workshop

Practical course using elementary-age children in a classroom situation working out specific problems; provision will be made for some active participation of the university students.

Prerequisites: Conference with the instructor or the dean of the School of Education.

EDUC 497: Special Project

Individual study and research on education problems or additional laboratory experience in public school classrooms.

Prerequisite: Consent of the dean. (1-4)



Education (EDUC) - Graduate

EDUC 501: Workshops

Graduate workshops in special fields for varying lengths of time. (1-4)

EDUC 503: On-Campus Workshops in Education

On-campus graduate workshops in education for varying lengths of time; enrollment subject to advisor's approval.

EDUC 503A: Tutorial in Reading Instruction (1)

EDUC 506: Foundations of School Library Media

EDUC 510: The Acquisition and Development of Language and Literacy

Investigation of how young children acquire their first language and what they know as a result of this learning. (2)

EDUC 511: Strategies for Language/Literacy Development

Understanding the broad range of literacy development for learning to read and write in the primary grades. Focus on strategies in phonic knowledge, vocabulary, fluency, and comprehension; discussion of various approaches of assessment and differentiated instruction. Cross-listed with EDUC 411. (4)

EDUC 513: Language/Literacy Development: Assessment and Instruction

Understanding of a wide variety of strategies and tools for assessing and facilitating students' development in reading, writing, listening, and speaking. Prerequisite: EDUC 510; highly recommended to be taken at the end of the track sequence. Cross-listed with SPED 513. (4)

EDUC 520: Issues in Child Abuse and Neglect (1)

Issues of child abuse, neglect, harassment and violence. Includes identification and reporting procedures, and the legal and professional responsibilities of all mandated reporters. (1)

EDUC 527: Multicultural Children's Literature

Exploration of multi-cultural issues in the context of children's literature. (2)

EDUC 528: Children's Literature in K-8 Curriculum

Investigation of genres of contemporary children's literature and development of a personal repertoire for classroom use. (2)

EDUC 529: Adolescent Literature in the Secondary Curriculum

Genres in adolescent literature and exploration of strategies for integration of young adult materials across the middle and secondary school curriculum. (2)

EDUC 538: Strategies for Whole Literacy Instruction (K-12)

Understanding the broad range of literacy strategies critical to successfully reading to learn, with particular attention to adolescent literacy development. Focus on strategies to comprehend non-fiction, informational texts across grade and

EDUC 598: Studies in Education

A research paper or project on an educational issue selected jointly by the student and the graduate advisor. **Prerequisites:** Admission to the graduate program; EDUC 544, 545; minimum of 26 hours of coursework leading to the M.A.; consultation with the student’s advisor. Pass/Fail only. (3)

EDUC 599: Thesis

The thesis problem will be chosen from the candidate’s major field of concentration and must be approved by the candidate’s graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3 or 4)

**Educational Psychology (EPSY)
Undergraduate**

EPSY 361: Psychology for Teaching

Principles and research in human development and learning, especially related to teaching and to the psychological growth, relationships, and adjustment of individuals.

For Music Education Majors only. (3)

EPSY 368: Educational Psychology

Principles and research in human learning and their implications for curriculum and instruction. For secondary students who are not seeking certification in physical education or special education. Taken concurrently with EDUC 424. (4)

**Educational Psychology (EPSY)
Graduate**

EPSY 501: Workshops

Graduate workshops in special fields for varying lengths of time. (1-4)

EPSY 535: Foundations of Guidance

The focus is on developing an understanding of the services and processes available to assist individuals in making plans and decisions according to their own life pattern. (4)

EPSY 536: Affective Classroom Techniques

Exploration of various techniques designed to facilitate understanding of self and others; methods for working with students. **Prerequisite:** Student teaching or graduate status. Laboratory experience as arranged. (2)

EPSY 540: Teacher Portfolio Assessment

Introduces candidates to the art and practice of 21st Century evidenced-based professional portfolio development. The primary focus of the course is on the collection, analysis and presentation of candidates’ instructional impact on student learning according to the descriptors of practice featured in Standard V of the Washington State Professional Educators Standards Board “System of Preparing and Certifying Educators.” Candidates must demonstrate competency to pass this and other Summer classes - EDUC 580 and 581. (2)

EPSY 540X: Demonstrating Teacher Competency and Student Achievement

Addresses how learning is impacted by the social, cultural and economic context in which it occurs. The course examines the instructional implications of theory and research on culturally relevant and responsive teaching, classroom climate and community building, and other contextual factors that impact student academic achievement. (2-10)

EPSY 541A & B: Assessing Student and Staff Instructional Needs

Focuses on the ongoing assessment of student learning and staff instructional needs. Topics covered include planning the assessment-centered classroom, improving instructional practice through purposeful observation and mentoring, promoting and evaluating effective instructional strategies and aligning curriculum, instruction and assessment. (1)

EPSY 542: Group Dynamics and Instructional Leadership

Explores interpersonal dynamics that impact instructional leadership and community building in schools. Topics covered include modes of communication, group norms, role identification, intercultural understanding, social capital, emotional intelligence, conflict and conflict mediation. (4)

EPSY 550: Beginning Practicum

Learn and practice the basic counseling skills in a structured and closely supervised environment. Clients used in this practicum will be relatively high functioning and will usually be seen in an observation room. (3)

EPSY 565: Advanced Human Development

Consideration of the implications of the theory, concepts, and research from psychology on development, motivation, learning, and instruction. Emphasis will be on exploring ideas and processes that are directly related to classroom teaching. This course will help teachers understand the skills needed for teaching and become more aware of the complexities of learning and instruction. (4)

EPSY 566: Advanced Cognition, Development, and Learning

The study of principles and current thought and research in cognition, development, and learning. **Prerequisite:** Admission to the M.A./Cert program or consent of instructor. (2)

EPSY 575: Mental Health

Basic mental health principles as related to interpersonal relationships. Focus on self-understanding. Laboratory experiences as arranged. (4)

EPSY 583: Current Issues in Exceptionality

The characteristics of exceptional students and current issues involving the educator’s role in dealing with their special needs. (2-4)

EPSY 597: Independent Study

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

EPSY 598: Studies in Education

A research paper or project on an educational issue selected

Special Education (SPED) Undergraduate

SPED 195: Individuals with Disabilities - A

An introductory course focusing upon persons with disabilities. Intended for students outside the School of Education. (4)

SPED 201: Observation in Special Education Programs

Observation in special education programs, schools, and community settings. (1)

SPED 315: Assessment and Evaluation in Special Education

This course covers critical content in the area of assessment and evaluating of special needs populations. types of assessments, issues of technical adequacy, and special education law are all covered. (2)

SPED 320: Issues of Child Abuse and Neglect

Issues of child abuse, neglect, harassment, and violence. Includes identification and reporting procedures, and the legal and professional responsibilities of all mandated reporters. (1)

SPED 322: Moderate Disabilities and Transitions

Exploration of issues related to identification of and service delivery to this population. Specialized instruction, management techniques, and issues of transitioning from schools to community. A field experience component will be required. (3)

SPED 395: Introduction to Language Development and Disorders

Introduction to language disorders, assessment, and intervention. Focus on theories of language development and normal language acquisition. (2)

SPED 399: Practicum in Special Education

Experience with children and youth who have special needs. One hour credit given after successful completion of 45 clock hours and specific course competencies.

Prerequisite: Consent of instructor. (1 or 2)

SPED 403: Parent/Professional Partnership in Special Education

Methods for communicating effectively with parents of special needs children. (2)

SPED 404: Communication and Collaboration

Focus on knowledge and skills necessary for effective collaboration and supervision with parents, professionals, and para-educators. (3)

SPED 424: Learners with Special Needs in the General Education Classroom

This course focuses on developing teacher candidates' understanding of the perspectives on learning and school and classroom experiences of learners with special needs. Topics include working with other professionals, families and communities, critical inquiry into the differential placement of students, the development of individualized educational plans

as a team, and the implementation of these plans. Required of all education majors and taken concurrently with Term II courses: EDUC 424, 408 and 406. (4)

SPED 430: Students with Emotional and Behavioral Disabilities

In-depth exploration of issues related to the identification of and service delivery to students with emotional and behavioral disabilities. Emphasis on specialized management techniques needed to teach this population. A field experience will be required. (4)

SPED 442: Technology in Special Education

Current issues and uses of computer technology for learners with special needs. Emphasis on computer assisted instruction, and assistive technology services and devices. (2)

SPED 450: Early Childhood Special Education

Current issues related to young child with special needs. Focus on instructional methods, materials, curriculum, and assessment of this population. (2)

SPED 454: Students with Physical Challenges and with the Medically Fragile

Examination of knowledge and skills needed for meeting the psychological, social, and educational needs of individuals who are physically challenged and/or medically fragile. (2)

SPED 459: Student Teaching in Special Education

Teaching in a K-8 special education setting; 9 weeks. Concurrent enrollment in EDUC 434 and 450. (6)

SPED 460: Special Education Student Teaching Seminar: Issues in Practice

A seminar for special education student teachers focusing on current issues in the profession of special education. Taken concurrently with student teaching Term IV Hub and EDUC 450. (1)

SPED 475: Supervising Para-Professionals and Volunteers

Emphasis on the effective management of para-professionals and volunteers in the classroom. (1)

SPED 490: Development in Early Childhood Special Education

Implications of normal and atypical child development for the learning process, including hands-on experiences in early childhood/ special education settings. (2)

SPED 497: Independent Study

Projects of varying length related to trends and issues in special education and approved by an appropriate faculty member and the dean. (1 or 2)

