

## **Bachelor of Arts in Education: Elementary Education**

### **Semester I:**

#### **EDUC 390 Inquiry into Learning I (4)**

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).

#### **EDUC 392 Inquiry into Learning II (4)**

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).

#### **EDUC 320 Issues of 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.

#### **EDUC 394 Technology and Teaching (2)**

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

Practicum: minimum of 40 hours in a K-8 classroom

### **Semester II:**

#### **EDUC 410 Sci/Health (4)**

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.

#### **EDUC 408 Lit in K-8 (4)**

Participation in the development of appropriate curricular and instructional methods for supporting the diversity of learners' language/literacy growth.

#### **EDUC 424 Inquiry into Teaching I (4)**

Focus on general principles of instructional design and delivery with special emphasis on reading and language, assessment, adaptation, and classroom management.

#### **SPED 424 Learners with Special Needs (4)**

This course focuses on developing teacher candidates' understanding of the perspectives on learning and school and classroom experience 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 education plans as a team, and the implementation of these plans.

Practicum: minimum of 80 hours in a K-8 classroom

**Semester III\*:**

**EDUC 406 Math K-8 (4)**

Exploration of mathematical instructional practices consistent with current NCTM and Washington State standards. Includes lesson and unit planning, assessment, curriculum and classroom practices. Focus on development and analysis of student conceptual understanding. Emphasis on creating mathematical learning communities within and outside of the classroom. Practicum included.

**EDUC 412 Social Studies K-8 (4)**

Focus on drawing connections between the content of social studies curricula and the lived experiences of human lives. Practicum included.

**EDUC 425 Inquiry into Teaching II (4)**

Extension and expansion of ideas introduced in EDUC 424. Continued emphasis on instructional design and delivery with a focus on reading and language, assessment, adaptation, and classroom management.

Practicum: minimum of 80 hours in a K-8 classroom

\*All candidates must take the WEST-E before Semester III, and pass it by the end of Semester III, otherwise they will not be provided a student teaching placement during Semester IV.

**Semester IV:**

**EDUC 430 Student Teaching (10)**

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.

**EDUC 450 Seminar (2)**

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).

## **Bachelor of Arts in Education: Secondary Education**

### **Semester I:**

#### **EDUC 390 Inquiry into Learning I (4)**

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).

#### **EDUC 392 Inquiry into Learning II (4)**

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).

#### **EDUC 320 Issues of 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

#### **EDUC 394 Technology and Teaching (2)**

Laboratory in which students explore instructional uses of technology and develop and apply various skills and competencies.

Practicum: minimum of 40 hours in a 5-12 classroom

### **Semester II:**

#### **SPY 368 Educational Psychology (4)**

Principles and research in human learning and their implications for curriculum and instruction.

#### **EDUC 424 Inquiry into Teaching I (4)**

Focus on general principles of instructional design and delivery with special emphasis on reading and language, assessment, adaptation, and classroom management.

#### **SPED 424 Learners with Special Needs (4)**

This course focuses on developing teacher candidates' understanding of the perspectives on learning and school and classroom experience 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 education plans as a team, and the implementation of these plans.

Practicum: Minimum of 80 hours in a 5-12 classroom

**Semester III\*:**

**EDUC 425 Inquiry into Teaching II (4)**

Extension and expansion of ideas introduced in EDUC 424. Continued emphasis on instructional design and delivery with a focus on reading and language, assessment, adaptation, and classroom management.

**EDUC 44X Subject Area Methods (4)**

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

Practicum: minimum of 80 hours in a 5-12 classroom

\*All candidates must take the WEST-E before Semester III, and pass it by the end of Semester III, otherwise they will not be provided a student teaching placement during Semester IV.

**Semester IV:**

**EDUC 468 Student Teaching (10)**

Teaching in public schools under the direction of classroom and university teachers.

**EDUC 450 Seminar (2)**

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).