

EPC PROPOSAL FORM

Submit a **pdf version with all appropriate signatures** (or attached email signatures with endorsement or reservations) and a **Word version** (without signatures) to facgov@plu.edu.

Deadlines: **Type 3** - November 1. **Type 2** - December 1. **Type 1** - October 1 for J-Term and Spring requests; March 1 for Summer/Fall requests. *Early submission is strongly recommended.*

Originating Academic Unit(s):

School of Education

Name of Dept. Chair/Program Chair/Assoc. Dean

Dr. John Wright

Date Proposal Submitted:

10/30/2025

REQUIRED SIGNATURES FOR APPROVAL

(Note: Type 1 only does not require Dean or Provost signature.)

Dept. Chair/Program Chair/Assoc. Dean (printed name and signature) Date

☐ With Endorsement

☐ With Reservations

Dean

Date

☐ With Endorsement

☐ With Reservations

Provost

Date

PROPOSAL SUMMARY

One-sentence summary of the proposal.

This proposal is for a new master of education degree for practicing (certified) educators.

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

☒ **Yes**

☐ **No** (indicate why not)

Does this proposal impact any other academic units?

☐ **Yes** (provide email statement of support from chair of impacted units indicating at least 2/3 of the full-time teaching faculty in those units support that impact or, if not, why not)

☒ **No**

Does this proposal involve Core Curriculum elements in any way?

☐ **Yes**

☒ **No**

TYPE 1

Check all that apply.

- ☐ Add Core Curriculum element to a Special Topics course⁺⁺
- ☐ Add, change and/or remove Core Curriculum element to an existing course⁺⁺
- ☐ Change a course's credit hours
- ☐ Change course description (if change alters learning objectives or a student could retake the altered course for credit then submit as new course)
- ☐ Change grading type (e.g. P/F, letter grade)
- ☐ Catalog editorial change
- ☐ Change course number
- ☐ Change course title
- ☐ Prerequisite change within the academic unit only
- ☐ Reactivation of formerly offered course(s)

TYPE 2: SUBSTANTIVE CHANGES

Check all that apply.

- ☐ Add a permanent Core Curriculum course⁺⁺
- ☐ Add a permanent non-Core Curriculum course
- ☐ Add or remove cross-listing to pre-existing course
- ☐ Change a concentration requirement^{**}
- ☐ Change a major requirement^{**}
- ☐ Change a minor requirement^{**}
- ☐ Change a prerequisite involving another unit's course
- ☐ Create new department code
- ☐ Create new subject prefix
- ☐ Delete course
- ☐ Eliminate concentration
- ☐ Eliminate degree
- ☐ Eliminate major
- ☐ Eliminate minor
- ☐ Merge multiple department codes into single or new department code (indicated preferred code below)
- ☐ Other:

TYPE 3: NEW PROGRAMS - REQUIRES FACULTY ASSEMBLY AND BOARD OF REGENTS APPROVAL

Check all that apply.

- ☐ Add certificate (non-Continuing Education)^{^^}
- ☐ New concentration^{^^}
- ☒ New degree^{^^}
- ☐ New major^{^^}
- ☐ New minor^{^^}
- ☐ Other:

⁺⁺ Review [How to Request a Core Element](#) and then complete the [Worksheet for Requesting a Core Element](#).

^{**} Complete the [EPC Curriculum Change Template](#) and a revised two-year course cycle.

^{^^} Complete the [EPC Curriculum Change Template](#), a revised two-year course cycle, and an [Institutional Impact Evaluation Form](#).

STATEMENT OF RATIONALE (1000-word limit)

Provide a statement of rationale for your requested changes. Include information on impact on student learning and outcomes.

This program will serve practicing (certified) educators or professionals in related fields who do not yet have a master's degree. This includes alumni of the undergraduate pathways to certification (BAE, BAK, and BME) who currently do not have an option for earning their master's degree at PLU. In addition, we receive inquiries from educators seeking relevant, job-embedded degree options including those interested in our principal certification program and new BCBA program both of which require a master's degree for completion.

Our department previously offered a degree in instructional leadership for practicing educators. The proposed program will provide updated and relevant core coursework based on needs identified by new educators and our district partners. The proposed degree has increased flexibility and choices so that educators may stack credentials as they proceed. Specifically this degree will offer educators and professionals several concentration options to focus on improving their knowledge and skills with the option to take additional coursework via Continuing Education to stack on an additional endorsement (Special Education, English Language Learners, Elementary Education) or credential (Principal Certification or Board Certified Behavior Analyst).

Proposed Catalog Language changes for all areas requiring change (**blue Bold** for additions and ~~blue Strikethrough~~ for deletions).

The following catalog language includes the new concentration courses (20 credits) as well as the necessary catalog and course language to create the 500 level version of existing continuing education courses that fulfill the Special Education, English Language Learner, Applied Behavior Analyst, and Educational Leadership courses. 500 level courses already exist for the Elementary Education concentration.

Master of Education (M.Ed.)

The Master of Education degree provides current educators and related professionals the opportunity to advance their knowledge and skills in critical areas to meet the needs of children and students in our region. Candidates will focus their studies in a chosen concentration to go more deeply into an area of interest. With completion of additional continuing education coursework, candidates may complete and add-on teaching endorsement, administrator certification, or sit for the BCB exam. Concentration options are as follows:

- Applied Behavior Analyst
- Educational Leadership
- Elementary Education
- English Language Learners
- Special Education

MEd Application Priority Deadlines

MEd candidates may apply for admission at any time during the year. However, application by the priority deadlines will enhance the applicant's potential for admission. Guaranteed Graduate Admission is available for alumni of the BAE, BAK with certification, and BME programs who have graduated within the last 10 years or upon graduation in the future.

- Priority Date #1: December 1
- Priority Date #2: February 1

Admissions Criteria

- PLU Online Application
- Application Fee
- Official Transcripts for all college level coursework or degrees
- Statement of professional goals
- 2 Letters of Recommendation
- Current Resume
- Additional requirements for individuals planning to earn one of the stacked credentials:
 - To earn the Elementary Education, Special Education, or English Language Learners endorsement, the candidate must hold a valid Washington Teaching Certificate
 - To complete the Principal Certification program the candidate must have three years of certified experience, a valid Washington State Teaching or ESA Certificate, PLU Form of District support, and OSPI forms 4001F and 4201

Master of Education Degree Requirements

32 Semester Hours

Candidates will complete a common required Core and Capstone and complete one concentration selected from those listed below.

Core and Capstone Courses-20 semester hours

- EDUC 557: Interdisciplinary Pedagogy (4)
- EPSY 593: Community and Justice in Practice (4)
- EDUC 567: Current Issues in Education (4)
- EDUC 592: Advanced Data-based Decision Making (4)
- EDUC 594: Capstone (4)

Concentration Courses

Elementary Education-12 Semester Hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)
- EDUC 901: Pacific Northwest and Its Indigenous Inhabitants (1)

Special Education-12 Semester Hours

- SPED 500: Foundations in Special Education (1)
- SPED 509: Current Topics in Serving Student with Disabilities (1)
- SPED 511: Students with Developmental Disabilities (2)
- SPED 514: Students with High Incidence Disabilities (3)
- SPED 515: Students with Emotional/Behavioral Disabilities (3)
- SPED 516: Students with Autism Spectrum Disorders (2)

English Language Learners-12 Semester Hours

- EDUC 540: Introduction to Bilingual/ESL Education (3)
- EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)
- EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)
- EDUC 543: Language Acquisition and Linguistic Foundations (3)

Educational Leadership-12 Semester Hours

- EDUC 582: Instructional Leadership I: Introduction to Curriculum & Instruction (3)
- EDUC 576: Personnel/Policy for Educational Leaders (3)
- EDUC 578: School Law (3)
- EDUC 569 Current Issues in Inclusive Differentiation (3)

Applied Behavior Analyst-12 Semester Hours

- SPED 540: Theory and Philosophy in Behavior Analysis (3)
- SPED 541: Basic Principles of Behavior (3)
- SPED 542: Measurement and Experimental Design (3)
- SPED 545: Ethics in Behavior Analysis (3)

A maximum of four credits of continuing education may be used towards the degree. Beyond these four credits, prior courses or credits completed via continuing education cannot be used toward completion of this degree.

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.

Continuation Requirements

To continue in the program, a candidate must maintain a 3.0 GPA, demonstrate dispositions in line with the TPEP criteria and those published by the Education Department, and earn a B- or better in each course..

M.A.E. Instructional Leadership Program

~~32 semester hours (for the preparation of teacher leaders)~~

~~The Instructional Leadership Program is not being offered at this time. Please contact the **School of Education** at 253.535.7272 for more information.~~

Concentration Objective

~~Recognizing that all educators in today's schools, both teachers and administrators, must work together as education leaders, PLU faculty have designed an innovative program to enhance the skills of 21st Century educators with a focus on leadership. This program is for practicing educators who are committed to enhancing their leadership and instructional roles. It prepares accomplished teachers to become instructional facilitators, mentors and coaches in their respective schools and districts. The program provides opportunities for candidates to both deepen their understanding of effective P-12 instruction and to acquire the knowledge and skills necessary for successful teacher leadership within the context of standards-based educational reform. The program develops the capacity of teacher leaders to guide and support others in the collection and analysis of evidence of student learning. It prepares teachers to provide passionate, informed, and ethical leadership for improvement at the school, district, and state levels. Candidates learn proven~~

strategies to build professional learning communities aimed at developing meaningful and engaging partnerships with families and community stakeholders.

Prerequisites

Beyond the general prerequisites, applicants must hold a valid Washington State Professional Teaching Certificate or equivalent, and should ordinarily have successfully completed three years of teaching or related professional experience. A grade point average of at least 3.00 is required. Students not meeting these requirements may be granted provisional status on a case-by-case basis.

Required Courses

- For teachers who do not hold a professional certificate:
 - EDUC 580: Instructional Theory and Practice I: Culture, Context and Community (4)
 - EDUC 581: Instructional Theory and Practice II: Thinking, Doing and Knowing (4)
- All candidates must take:
 - EDUC 555B: Family and Community Engagement (1)
 - EDUC 558: Reflective Seminar in Teacher Leadership (4)
 - EDUC 582: Instructional Leadership I: Standards-based Teaching, Learning and Assessment (4)
 - EDUC 583: Instructional Leadership II: Teacher Development and the School Improvement Process (4)
 - EDUC 584: Schools and Districts as Learning Organizations (2)
 - EPSY 541A: Assessing Student and Staff Instructional Needs (1)
 - EPSY 541B: Assessing Student and Staff Instructional Needs (1)
 - EPSY 542: Group Dynamics and Instructional Leadership (2)
 - SPED 583: Current Issues in Exceptionality (2)

Entering candidates who demonstrate competencies aligned with Washington State Professional Certificate standards may be awarded up to ten tuition-free credits toward the 32-semester hour degree. Candidates must submit a portfolio for juried review. Guidelines for portfolio submission are available online and in the School of Education.

M.A.E. Principal and Administrator Program

32 semester credits

This program is currently offering certification only. Applicants must have a master's degree. The Principal and Program Administrator Program educates creative, energetic, reform-minded administrators for the leadership positions in Washington schools. To achieve this, the program aims to develop leaders that:

- Respond to the diversity of their community
- Engage community support systems
- Understand the purpose and use of accountability measures
- Create an environment of instructional leadership
- Model a deep understanding of the ethical issues in schooling and leadership

Admission/Application For M.A.E. Program, please visit:

<https://www.plu.edu/education/programs/master-of-arts-in-education/>

For Certification Only Program, please visit:

www.plu.edu/education/programs/principal-preparation-program/

Required Courses by Track Option

M.A.E. with Principal or Program Administrator Certification Curriculum

32 semester hours

- EDUC 555B: Family and Community Engagement (1)
- EDUC 576: Personnel Development (3)

- ~~EDUC 577: School Finance (2)~~
- ~~EDUC 578: School Law (3)~~
- ~~EDUC 582: Instructional Leadership I: Standards Based Teaching, Learning and Assessment (4)~~
- ~~EDUC 583: Instructional Leadership II: Teacher Development and the School Improvement Process (4)~~
- ~~EDUC 595: Internship in Educational Administration (2, 2)~~
- ~~EDUC 596: Reflective Seminar (1, 1)~~
- ~~EDUC 593: Culminating Professional Portfolio (2)~~
- ~~EPSY 541A: Assessing Student and Staff Instructional Needs (1)~~
- ~~EPSY 541B: Assessing Student and Staff Instructional Needs (1)~~
- ~~EPSY 542: Group Dynamics and Instructional Leadership (2)~~
- ~~SPED 583: Current Issues in Exceptionality (2)~~

~~Principal or Program Administrator Certification Only Curriculum~~

~~16 semester hours~~

~~All Candidates required to take:~~

- ~~EDUC 576: Personnel Development (3)~~
- ~~EDUC 577: School Finance (2)~~
- ~~EDUC 578: School Law (3)~~
- ~~EDUC 595: Internship in Educational Administration (2, 2)~~
- ~~EDUC 596: Reflective Seminar (1, 1)~~
- ~~EDUC 593: Culminating Professional Portfolio (2)~~

~~Candidates in the Certificate Only program may have equivalencies from their master's program for the courses listed below (16 semester hours). If they do not~~

~~have equivalencies, they may need to take these courses as a part of their program in addition to the courses listed above.~~

- ~~● EDUC 555B: Family and Community Engagement (1)~~
- ~~● EDUC 582: Instructional Leadership I: Standards Based Teaching, Learning and Assessment (4)~~
- ~~● EDUC 583: Instructional Leadership II: Teaching Development and the School Improvement Process (4)~~
- ~~● EPSY 541A: Assessing Student and Staff Instructional Needs (1)~~
- ~~● EPSY 541B: Assessing Student and Staff Instructional Needs (1)~~
- ~~● EPSY 542: Group Dynamics and Instructional Leadership (2)~~
- ~~● SPED 583: Current Issues in Exceptionality (2)~~

**If there are new courses in your proposal, please complete the following for each new course.
Course Code (e.g. ANTH 102) and number of credits (e.g. 4 or 1-4):**

- EDUC 557: Interdisciplinary Pedagogy (4)
- EPSY 593: Community and Justice in Practice (4)
- EDUC 567: Current Issues in Education (4)
- EDUC 592: Advanced Data-based Decision Making (4)
- EDUC 594: Capstone (4)
- SPED 500: Foundations in Special Education (1)
- SPED 509: Current Topics in Serving Student with Disabilities (1)
- SPED 511: Students with Developmental Disabilities (2)
- SPED 514: Students with High Incidence Disabilities (3)
- SPED 515: Students with Emotional/Behavioral Disabilities (3)
- SPED 516: Students with Autism Spectrum Disorders (2)
- EDUC 540: Introduction to Bilingual/ESL Education (3)
- EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)
- EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)
- EDUC 543: Language Acquisition and Linguistic Foundations (3)
- EDUC 569 Current Issues in Inclusive Differentiation (3)
- SPED 540: Theory and Philosophy in Behavior Analysis (3)
- SPED 541: Basic Principles of Behavior (3)
- SPED 542: Measurement and Experimental Design (3)
- SPED 545: Ethics in Behavior Analysis (3)

Is this a course that can be repeated?

☐ **Yes** (must be clear in course description)

Number of times repeatable **–or–**

Number of credits repeatable

☒ **No**

Grade Type

☐ Check if Pass/Fail rather than Standard Letter Grade

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center, Internships)?

☐ **Yes** (explain what services and provide email statement of support from those areas)

☒ **No** On its own this program doesn't require new or substantively different support. However we recognize that the cumulative effect of additional programs may impact other areas such as SFS.

Explain how the proposed change(s) will be staffed.

This program will be initially staffed by contingent instructors with a full-time visitor upon proven viability of the program.

If this proposal impacts regular offerings of Core Curriculum, FYEP and/or IHON courses, explain how.

N/A

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated with current financial resources. (Budgetary considerations will be reviewed/approved by Dean and Provost.)

☐ **Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

☐ **No**

Institutional Impact Evaluation Form

1. Name of Proposed Program:

Master of Education in Advanced Pedagogy and Practice

2. Executive Summary: In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

The PLU School of Education offers a continuum of degrees and certification including teacher certification for undergraduate and masters' students, principal certification, our new doctoral program and a variety of continuing education programs for preservice and in-service teachers. However, it has been at least 10 years since we offered a master's degree option for educators and professionals who already hold initial certification and are looking to advance their knowledge, skills, and salary. The proposed degree is designed for current educators and related professionals to obtain their master's degree, advance their knowledge and skill in area of interest (concentration) and have the option for additional coursework in continuing education to stack an additional endorsement or credential on the degree.

This degree aligns to the university mission in that in both audience and content, the degree aligns to leadership, service, and care. This alignment is explicitly outlined in the learning outcomes and the guiding principles of the School of Education. For example, thoughtful inquiry is directly addressed via LOs 2, 3, and 4, while service and care are addressed directly with LOs 1 and 7 and leadership is addressed by LOs 3, 6, and 7. The degree is mission aligned for the audience as it offers a high quality, affordable, advanced degree to our alumni and regional constituents. The degree will help local educators and professionals improve their practice in order to provide thoughtful leadership and care within their professional roles.

1. Design and implement innovative, research-based instructional strategies that integrate social and emotional learning competencies to foster a safe, inclusive, and equitable learning environment for all students.
2. Utilize advanced data collection and analysis to inform instruction and measure student growth
3. Cultivate a reflective practice by regularly evaluating their own teaching philosophies and methods, seeking feedback, and adapting to new challenges.
4. Conduct and present descriptive research that demonstrates synthesis and application of learning.
5. Demonstrate mastery of an advanced knowledge and specialized skill within their chosen concentration.
6. Demonstrate competency in Teacher and Principal Evaluation and Growth Program (TPEP) standards
7. Articulate core values and model the guiding principles of the PLU education department and the profession, including: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives; commitment to increasing achievement for all students.

3. **Proposed Program Start Date:** Fall 2026

4. **Program Offerings:**

- Describe the type of program (new degree, new major, new minor, new concentration).

New Degree: Master of Education

- Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

This program will be offered in a hybrid and low-residency format. The core courses and those in the Elementary Education and Educational Leadership concentration will be offered in-person on campus. These courses will be offered in the summer and either on Saturdays or evenings during the academic year. The concentration coursework for Applied Behavior Analyst, Special Education, and English Language Learners will be offered synchronously online. The program length is fifteen months (Summer, Fall, Spring, Summer). This format accommodates the schedules of working educators and professionals while including in-person coursework. The in-person coursework distinguishes us from fully online competitors. Inquiries we have received indicate many educators are seeking accessible, high quality, advanced degrees and certificates with at least a portion of in-person coursework. This program will offer an appealing alternative for a community of learning in stark contrast to many of the fully online degrees currently available.

- Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted. If you are using preexisting catalog language, please highlight changes by using **blue boldface** for changes and ~~blue strikeout~~ for deletions.

This is a new program, and most course and catalog language is new. The 32 credit sequence is designed to support existing educators and professionals in related fields with a solid foundation in public education. Every student will complete a set of Core courses totaling 16 credits, a set of Concentration courses totaling 12 credits, and a Capstone project of 4 credits. Students may use up to 4 credits of continuing education towards the 32 credit total and 24 hours must be completed in residency.

The concentrations include a subset of courses in our existing add-on endorsement programs, principal certification program, and BCBA program that will be cross-listed. Thus the concentration options are sustainable regardless of the number of students selecting them as the continuing education version will be offered regardless of degree candidate enrollment for individuals seeking the endorsement or credential only.

Core and Capstone Courses

- EDUC 557: Interdisciplinary Pedagogy (4)
- EPSY 593: Community and Justice in Practice (4)

- EDUC 567: Current Issues in Education (4)
- EDUC 592: Advanced Data-based Decision Making (4)
- EDUC 594: Capstone (4)

Concentration Courses

Elementary Education

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)
- EDUC 901: Pacific Northwest and Its Indigenous Inhabitants (1)

Special Education

- SPED 500: Foundations in Special Education (1)
- SPED 509: Current Topics in Serving Student with Disabilities (1)
- SPED 511: Students with Developmental Disabilities (2)
- SPED 514: Students with High Incidence Disabilities (3)
- SPED 515: Students with Emotional/Behavioral Disabilities (3)
- SPED 516: Students with Autism Spectrum Disorders (2)

English Language Learners

- EDUC 540: Introduction to Bilingual/ESL Education (3)
- EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)
- EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)
- EDUC 543: Language Acquisition and Linguistic Foundations (3)

Educational Leadership

- EDUC 582: Instructional Leadership I: Introduction to Curriculum & Instruction (3)
- EDUC 576: Personnel/Policy for Educational Leaders (3)
- EDUC 578: School Law (3)
- EDUC 569 Current Issues in Inclusive Differentiation (3)

Applied Behavior Analyst

- SPED 540: Theory and Philosophy in Behavior Analysis (3)
- SPED 541: Basic Principles of Behavior (3)
- SPED 542: Measurement and Experimental Design (3)
- SPED 545: Ethics in Behavior Analysis (3)

Continuation Requirements:

To continue in the program, a candidate must maintain a 3.0 GPA, demonstrate dispositions in line with the TPEP criteria and those published by the Education Department, and earn a B- or better in each course..

- Provide a two-year course cycle for delivering the curriculum.

See the curriculum chart below. As a graduate degree, offered in a cohort model, this curriculum repeats each year. Please note that the charts below each represent one. The 5 concentration pathways are spread across two charts for readability.

Required Core: 20 Credits	
EDUC 557: Interdisciplinary Pedagogy (4) EPSY 593: Community and Justice in Practice (4) EDUC 567: Current Issues in Education (4) EDUC 592: Advanced Data-based Decision Making (4) EDUC 594: Capstone (4)	
Concentration: 12	
Applied Behavior Analyst	Educational Leadership
SPED 540: Theory and Philosophy in Behavior Analysis (3) SPED 541: Basic Principles of Behavior (3) SPED 542: Measurement and Experimental Design (3) SPED 545: Ethics in Behavior Analysis (3)	EDUC 582: Instructional Leadership I: Introduction to Curriculum & Instruction (3) EDUC 576: Personnel/Policy for Educational Leaders (3) EDUC 578: School Law (3) EDUC 569 Current Issues in Inclusive Differentiation (3)
Credential/Certificate Completion Stacked on Degree, completed as continuing education credits.	
Board Certified Behavior Analyst (BCBA) credits	Administrator (Principal) Certification
SPED 933 (3) SPED 934 (3) SPED 936(3) SPED 937 (3) SPED 939A (5) SPED 939B (5) SPED 939C (5) SPED 939D (5)	EDUC 983 EDUC 942 EDUC 995A EDUC 996 A EDUC 975 EDUC 997 EDUC 995B EDUC 996B

Required Core: 20 Credits		
EDUC 557: Interdisciplinary Pedagogy (4) EPSY 593: Community and Justice in Practice (4) EDUC 567: Current Issues in Education (4) EDUC 592: Advanced Data-based Decision Making (4) EDUC 594: Capstone (4)		
Concentration: 12		
Special Education	English Language Learner	Elementary Education
SPED 500: Foundations in Special Education (1) SPED 509: Current Topics in Serving Student with Disabilities (1) SPED 511: Students with Developmental Disabilities (2) SPED 514: Students with High Incidence Disabilities (3) SPED 515: Students with Emotional/Behavioral Disabilities (3) SPED 516: Students with Autism Spectrum Disorders (2)	EDUC 540: Introduction to Bilingual/ESL Education (3) EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3) EDUC 542: Culturally and Linguistically Relevant Pedagogy (3) EDUC 543: Language Acquisition and Linguistic Foundations (3)	EDUC 510: Teaching Reading and Language Arts (3) EDUC 565: Elementary Reading, Language Arts, and Social Studies (2) EDUC 566: Elementary Math and Science (2) EDUC 528: Reading and Writing Across the K-8 Curriculum (2) EDUC 564: The Arts, Mind, and Body (2) EDUC 901: Pacific Northwest and Its Indigenous Inhabitants (1)
Endorsement Completion Stacked on Degree, completed as continuing education credits		
SPED 905 (4) SPED 910 (3) SPED 912 (2) SPED 917 (2)	EDUC 905 (5) EDUC 954 (6)	EDUC 905 (5)

- Provide completion pathways (including two and four-year advising plans for undergraduate programs).

See above. The degree can be completed in 15 months. The stacked credential in a total of 15 months to 2 years depending on pathway..

- Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.

Specific learning outcomes of proposed PLU Master of Educational Leadership (M.Ed.) program include preparation for students to:

1. Design and implement innovative, research-based instructional strategies that integrate social and emotional learning competencies to foster a safe, inclusive, and equitable learning environment for all students.
 2. Utilize advanced data collection and analysis to inform instruction and measure student growth
 3. Cultivate a reflective practice by regularly evaluating their own teaching philosophies and methods, seeking feedback, and adapting to new challenges.
 4. Conduct and present descriptive research that demonstrates synthesis and application of learning.
 5. Demonstrate mastery of an advanced knowledge and specialized skill within their chosen concentration.
 6. Demonstrate competency in Teacher and Principal Evaluation and Growth Program (TPEP) standards.
 7. Articulate core values and model the guiding principles of the PLU education department and the profession, including: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives; commitment to increasing achievement for all students.
- Provide a plan for assessing program learning outcomes.

Direct assessment of the Learning Outcomes will include the following:

- Course Based Assessments: The learning outcomes will be directly assessed in each course through assignments, presentations and discussions. Rubrics will be aligned to the Program Learning Outcomes which allows for aggregation and analysis across the program.
- Program Portfolio
 - Professional Information: resume, certifications, letters of recommendation, honors and awards
 - Signature course based assessments
 - Capstone Projects: Candidates will complete a capstone project that synthesizes their learning across the program and demonstrates application in their school or professional setting.
 - Professional Growth Plan

Indirect Assessment of the Learning Outcomes:

The program will be included in the overall assessment system for programs in the School of Education. The School of Education assesses programs using these data sources:

- Surveys: Each cohort will complete feedback surveys at the end of years one and two and an exit survey at the end of the program. We will also do one and three year follow-on surveys.
- Exit Interviews: Our Professional Education Advisory Board (PEAB) composed of P12 teachers and leaders conducts exit interviews.

- Employer Surveys

In addition, we monitor admissions decisions by gender and race, on-time completion rates by gender and race, and any job changes or advancement.

- Identify program entrance requirements, including application processes, if appropriate.

Students will apply to the program through an electronic application (Slate). We will utilize Guaranteed Graduate Admission for alumni of the BAE, BAK with certification, and BME programs who have graduated within the last 10 years or upon graduation in the future. The following will be the requirements for the application:

- PLU Online Application
- Application Fee
- Official Transcripts for all college level coursework or degrees
- Statement of professional goals
- 2 Letters of Recommendation
- Current Resume
- Additional requirements for individuals planning to earn one of the stacked credentials:
 - To earn the Elementary Education, Special Education, or English Language Learners endorsement, the candidate must hold a valid Washington Teaching Certificate
 - To complete the Principal Certification program the candidate must have three years of certified experience, a valid Washington State Teaching or ESA Certificate, PLU Form of District support, and OSPI forms 4001F and 4201
 - To complete the Board Certified Behavior Analyst Program

Admissions to the program will be based on:

- Successful academic record as evidenced by transcripts.
- Letters of recommendation.
- Statement of professional goals.

5. External Authorization: Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

The School of Education already has authorization from the Washington Professional Educator Standards Board to offer the Principal Certificate, the Elementary K8, Special Education, and English Language Learner Endorsements, and approval from Behavior Analyst Certification Board (BACB) as a Pathway 2 for the BCBA program. As a new degree, this program will need approval from the Board of Regents and NWCCU.

6. Rationale:

- Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

In K12 education a master's degree is necessary for advancement into other positions and/or to add certain credentials (e.g. building principal and BCBA). In addition, completion of a master's degree results in an average salary increase of \$11,154.13 in South Puget Sound School Districts (low \$8,403.00 and high \$14,134.00).

The School of Education receives inquiries from our own undergraduate students as well as individuals interested in our principal certification program who do not have a master's degree (the degree is a current pre-requisite as it is required for certification), our partner districts and teachers in our endorsement pathways about a master's degree option. Graduate Admissions receives several inquiries a year for the MAE who we turn away as the program they actually need is this proposed MEd. In addition, we have just launched our program for the Board Certified Behavior Analysts (BCBA). To sit for the exam and earn board certification, a candidate must have a master's degree in education, psychology, or social work. Again, a portion of interested applicants do not yet hold a degree in an applicable area *or* hold advanced degrees in other areas. Thus this master's degree will open a seamless pathway for candidates to complete the degree *and* earn the credential all at PLU.

With the proliferation of online degrees that require a high level of self-motivation and coordination with low levels of support, an increasing number of teachers are seeking in-person or hybrid options with well established programs. According to the OSPI Report Card an average of 27% of teachers in the eight local school districts closest to PLU do not have a master's degree which is over 2,000 teachers. Given the program design, we can recruit candidates from districts as far away as Centralia or Seattle, further increasing the potential audience. For the Applied Behavior Analyst/BCBA program we can recruit from non-education locations such as Multicare.

b. Identify the target audience for the program.

The target audience are practicing educators or professionals in related fields seeking a master's degree for professional and salary advancement. In particular we will target recruitment to alumni of the BAE, BAK, and BME programs.

c. Explain why this is the right time for the university to add this program.

This program supports the university priority to grow enrollment through new or innovative offerings (Strategy 1, Tactic 3). The program can launch quickly, with relatively low risk given the design of the concentrations and stacked credentials that utilize existing courses. This model further allows us to adapt to future needs and opportunities to add or remove concentrations or partner with other programs/departments on campus or off campus organizations for concentrations (Strategy 3 Partnership Innovation).

In addition, the job market for educators is increasingly competitive and we have seen an increase in teachers seeking to add degrees or credentials. At the last two regional educator career fairs, district partners routinely brought job candidates to the PLU table to learn about adding credentials.

Our proposed tuition rate and program design will make the program competitive in the region as demonstrated in the following chart.

Institution	Total Tuition	Delivery Format
Grand Canyon	\$11,000/year, pay until finished	Online
WGU	\$8,250-12,375 (\$4,125/6 months)	Online
Eastern Washington	\$16,415	Online
PLU	\$22,720	Hybrid
City University of Seattle	\$22,815	Online
Seattle Pacific	\$28,665	Online and hybrid options, 21 months to complete
Seattle University	\$32,715	Hybrid
St. Martin's University	\$40,128	In Person

- d. Explain how this program might compete with other programs currently offered at PLU.

This program will not compete with other PLU undergraduate or graduate programs. It will also help provide a pathway and can serve as a recruiting tool for potential Principal or BCBA applicants who do not already have a master's degree.

- e. Identify which academic units might be affected by this program, and how.

No other academic units will be directly affected. Students completing the Bachelor of Arts in Elementary Education, Bachelor of Music Education and Bachelor of Arts in Kinesiology with Certification will now have a pathway to stay or return to PLU for a graduate degree. We also regularly receive inquiries from certified educators seeking to add the Health and Fitness endorsement. We have had initial conversations with our colleagues in Kinesiology about collaborating to offer Health and Fitness certification at the graduate level or as an add-on endorsement and could revisit these conversations for the possibility of a concentration in the future if these initial offerings are proven sustainable. Additional concentrations offered in partnership with the School of Music, Department of Kinesiology, or even other departments could be developed in the future.

- f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

Approval of this program will result in removing the Master's Degree in Instructional Leadership from the catalog. This program has not admitted candidates in at least 10 years.

7. Marketing strategies:

- a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

The program budget includes funds allocated for marketing start-up and annual marketing thereafter. Marketing will begin as soon as all approvals are finalized. Marketing strategies will include the following:

Development of a program website and marketing materials. This will include a variation on the “Tap a Leader” postcards we use for recruitment to the principal and doctoral programs. These postcards are distributed to our advisory board members, district liaisons, and doctoral candidates to write a personal note of encouragement to teachers or professionals in their contexts.

We will do direct marketing to PLU alumni from the BME, BAK with teacher certification, and BME programs. We will also utilize our well-established partnerships with local schools and current P12 leaders to recruit applicants to the program. They, and other leaders including from our Professional Education Advisory Board, have already expressed willingness to partner with us in this manner.

The PLU program will be appealing to potential applicants due to the low residency program design offering in-person opportunities balanced with their full-time work, program length, reputation of PLU education programs, currency of program faculty, our tuition rates and program costs-including the ability to stack the endorsement or credential via continuing education.

- b. Identify longer-term plans for marketing and advertising.

For ongoing marketing and recruiting we will maintain relationships with our advisory board members and district partners. This includes making presentations to regular meetings of local principals and offering information sessions at district locations. We will continue ongoing direct marketing to current and past alumni of the undergraduate certification programs. We host a booth at the annual Educator Career fair at the Tacoma Convention Center which has proven a great recruitment event for our principal and add-on endorsement programs. Finally, as with our other programs, alumni can also be tapped for referrals and word of mouth using the postcards described above.

8. External funding sources: Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

- a. Fundraising:

NA

- b. Grants:

NA

- c. Other:

NA

9. Faculty, Staff and Administration:

- a. Describe the qualifications needed by faculty who will teach in the program.

Faculty teaching in the program will hold a Master's Degree in Education with relevant experience.

- b. Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.

The program will require the equivalent of an additional .833 FTE of faculty time for teaching. The concentration courses are already offered through our Continuing Education programs. Master's candidates and credential only (Continuing Education) candidates will be in the same cross-listed course. Therefore the FTE already exists and is budgeted for the concentration courses.

- c. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?

Current faculty may elect to teach in the program as aligned with interest and expertise. This will be accommodated via extra contracts (Summer teaching) or by redistributing courses with the new visiting position.

- d. Identify the number and type (contingent, tenure-track) of *new* faculty necessary to deliver the program.

This program will require one additional new faculty member. We will seek individuals with broad K12 experience to provide more shared expertise and flexibility in scheduling within all our programs during sabbaticals or administrative appointments. We will initially request a 3-year visitor and will revisit staffing once the program has a proven track record.

- e. If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required.

We plan to conduct a search in year 1 of the program pending admission of a viable first cohort.

- f. Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

The administrative leadership of the program will be included in the responsibilities of the Associate and Assistant Dean of Education through start-up and launch. Once we have experience with the program we will re-evaluate the leadership demands and structures and propose any updates. Any rearrangements or additions would be made within budget constraints of this program.

10. Facility and Technology Needs – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.

- a. Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.

This program does not require any new space. Courses are primarily in the summer, evenings, and Saturdays. Efforts are already underway to improve the usability of the Education classrooms in the Hauge Administration building for summer classes as we currently must schedule all of our summer classes elsewhere due to classroom temperatures.

- b. Describe any furniture and/or equipment necessary to launch or maintain the program.

No specific furniture or equipment is needed. We use Zoom for synchronous, online courses, and this license is already included in the Partnerships and Professional Development budget.

- c. Explain any special security considerations associated with the program.

None

- d. Identify possible health and safety concerns associated with the program.

None

11. Library Resources:

- a. Describe library resources needed to support the program, including print books, electronic materials, and other library resources.

We do not anticipate significant library resources needed beyond an orientation for each cohort to the library and how to access library resources. We will work with our other graduate programs in Education as well as graduate programs across campus to identify common times if possible and appropriate.

- b. Does the new program require access to library resources not already available? Are these mandated by any program accreditation?

We do not anticipate any additional resources needed.

- c. If the program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.

MEd students will generally access library resources (specifically articles and journals) online and can access in-person library resources when on campus for courses. Additionally, most districts subscribe to certain resources that may be relevant to their coursework and assignments.

12. Student Services—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?

a. Financial aid

MEd students may elect to complete a FAFSA and seek federal aid for their graduate program. At 15-20 students per year, this does not create a significant change in workload for the SFS personnel and is within the graduate enrollment goals stated by the university. As stated elsewhere, we acknowledge the addition of this program along with others has a cumulative effect on resources especially for SFS.

b. Registration

The School of Education currently advises and registers all graduate students directly and will continue this practice for MEd students.

c. Center for Student Success (advising, tutoring)

None: as a graduate program advising is handled in house and students can access Knack or the writing center as needed.

d. Other

13. Budget. Use information from the questions above to complete the table. Please see footnotes for additional information.

Year	0	1	2	3	4	5
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Revenue						
Anticipated Enrollment		10	12	14	16	18
Anticipated Per Student Tuition with an annual 1% increase		\$22,400.00	\$22,624.00	\$22,850.24	\$23,078.74	\$23,309.53
Total Tuition Revenue		\$224,000.00	\$271,488.00	\$319,903.36	\$369,259.88	\$419,571.54
Faculty and Staff Expenditures						
Program Development Costs	\$2,000.00					
Staff and Administrative Support .4		\$26,000.00	\$26,520.00	\$27,050.40	\$27,591.41	\$28,143.24
Contingent Instructors		\$32,400.00				
Full time visiting instructor			\$91,000.00	\$92,820.00	\$94,676.40	\$96,569.93
Total Salaries	\$2,000.00	\$58,400.00	\$117,520.00	\$119,870.40	\$122,267.81	\$124,713.16
Operating Expenditures						
Office Supplies/Printing/Mailing	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Program Expenses (orientation, materials, etc)	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Marketing/Recruiting	\$5,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Total Operating Costs	\$9,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00
Total Operating and Personnel	\$11,000.00	\$65,400.00	\$124,520.00	\$126,870.40	\$129,267.81	\$131,713.16
Net Surplus (Deficit)	-\$11,000.00	\$158,600.00	\$146,968.00	\$193,032.96	\$239,992.07	\$287,858.37

i. Identify the projected number of students *declared* in the new program for each of the first four years of the program.

This program will enroll a cohort every year. The target enrollment for each cohort is 15-20. That said, we anticipate enrollment to grow as follows:

- Year 1: 10
- Year 2: 12
- Year 3: 15
- Year 4 and beyond: 15-20

ii. Identify projected faculty FTE for each of the first four years of the program.

The number of new credits listed above is 20 or .833 FTE. This is stable across years.

iii. Identify the number of additional (new) faculty FTE (whether new or contingent) necessary to add in each of the first four years of the program.

The program represents 20 new credits at least 16 of which will be taught during the academic year. For the first year we plan to staff with contingent faculty or summer contracts for current tenure track faculty. Upon demonstration of sustainability, we will hire a 1.0 visitor for a 3 year contract. The additional 8 credits needed for a full time contract will be used to cover current classes being taught by one class contingents, clinical supervision of pre-service candidates, or support of FYEP, General Education, or IDIS programs.

- Year 1: .83 FTE (contingent)
- Year 2: 1.0 FTE (visitor)
- Year 3: No additional
- Year 4: No additional

iv. Identify average faculty salary in the proposed program in consultation with the Provost's Office.

The pay rate for contingent instructors is \$1350/credit hour. Should the position lead to a full-time faculty (with additional teaching responsibilities across School of Education Programs), the starting salary for the visiting position will be in the range of \$65,000 to \$70,000. The attached budget estimates \$70,000 plus benefits and includes a 2% annual increase.

v. Indicate the projected staff/administrator FTE for each of the first four years of the program.

To support this program, we will need a total of .4 staff/administrator FTE

vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first four years of the program.

.4 FTE will be added in year one.

vii. Indicate the average staff/administrator salary.

viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative.*

The services and purchases budget includes budget for development and distribution of program materials and ongoing office and program materials (e.g. program handbooks, orientation expenses). The budget also includes attendance for an additional member of the School of Education to attend the Educator Career Fair and for other recruiting and marketing activities.

ix. Estimate facilities and technology expenses for each of the first four years of the program.

NA

x. Estimate library expenses for each of the first four years of the program.

NA

xi. Estimate student services expenses

Not applicable specific to this program though SFS may need additional support as new programs are approved.

14. Risk management - Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

This is a low risk program. All candidates will already hold certifications or professional positions. The degree itself does not contain a clinical component.

15. Accountability and Exit Strategy:

- a. Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.

This MEd program is a 15 month program that will admit a new cohort every year. By the beginning of year two (Spring 2027) we will know whether a viable second cohort will be admitted. Enrollment goals for each cohort are 15-20 candidates. The attached budget conservatively estimates a first year cohort at 10. A cohort of 8 would still be profitable with \$113,000 or more in net revenue each year. The previously outlined assessments (Year-End Surveys, Course Evaluations, exit surveys) along with retention and completion data will be used to determine if the program is meeting stated outcomes.

- b. Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.

If the program proves to be unviable, we can teach out the core courses with contingent faculty for the current cohort and then not admit a new cohort. We can also delay hiring the full time visiting position if needed and continue to fill the core courses with contingent or summer contracts for current faculty until more robust cohorts are admitted with regularity. Further, utilizing a full-time visitor, at least initially means we are not locked into a tenure track position.

- c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

Associate Dean, Dr. John Wright and Assistant Dean Dr. Mary Jo Larsen

16. Communications Checklist. The persons/offices listed below should be consulted as the proposal is prepared.

	Signature	Date	Level of Support: <ul style="list-style-type: none"> • Support • Undecided • Do not support
Chair: Associate Dean John Wright			
Dean: Cameron Bennett			
Associate Provost for Undergraduate or Graduate Studies, as appropriate: Bridget Yaden			
Accreditation Liaison Officer: Karen McConnell			
Director of the Library: Joe Toth			
Student Financial Services: Mike Frechette			
Director of Admission for Undergraduate or Graduate, as appropriate: Melody Ferguson			

Executive Director Center for Student Success: Kris Plaehn			
Vice President for Administrative Services: Shalita Myrick			
Director of Financial Operations			

March 2023

EPC PROPOSAL FORM

Submit a **pdf version with all appropriate signatures** (or attached email signatures with endorsement or reservations) and a **Word version** (without signatures) to facgov@plu.edu.

Deadlines: **Type 3** - November 1. **Type 2** - December 1. **Type 1** - October 1 for J-Term and Spring requests; March 1 for Summer/Fall requests. *Early submission is strongly recommended.*

Originating Academic Unit(s): School of Education
Name of Dept. Chair/Program Chair/Assoc. Dean Dr. John Wright
Date Proposal Submitted: 10/30/2025

REQUIRED SIGNATURES FOR APPROVAL

(Note: Type 1 only does not require Dean or Provost signature.)

John Wright 10/28/25
Dept. Chair/Program Chair/Assoc. Dean (printed name and signature) Date

CAMERON BENNETT 10/28/25
Dean Date

☒ With Endorsement
☐ With Reservations

Provost

Date

☐ With Endorsement
☐ With Reservations

PROPOSAL SUMMARY

One-sentence summary of the proposal.

This proposal is for a new master of education degree for practicing (certified) educators.

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

☒ Yes

☐ No (indicate why not)

Does this proposal impact any other academic units?

☐ Yes (provide email statement of support from chair of impacted units indicating at least 2/3 of the full-time teaching faculty in those units support that impact or, if not, why not)

☒ No

Does this proposal involve Core Curriculum elements in any way?

☐ Yes

☒ No

TYPE 1

Check all that apply.

- ☐ Add Core Curriculum element to a Special Topics course⁺⁺
- ☐ Add, change and/or remove Core Curriculum element to an existing course⁺⁺
- ☐ Change a course's credit hours
- ☐ Change course description (if change alters learning objectives or a student could retake the altered course for credit then submit as new course)
- ☐ Change grading type (e.g. P/F, letter grade)
- ☐ Catalog editorial change
- ☐ Change course number
- ☐ Change course title
- ☐ Prerequisite change within the academic unit only
- ☐ Reactivation of formerly offered course(s)

TYPE 2: SUBSTANTIVE CHANGES

Check all that apply.

- ☐ Add a permanent Core Curriculum course⁺⁺
- ☐ Add a permanent non-Core Curriculum course
- ☐ Add or remove cross-listing to pre-existing course
- ☐ Change a concentration requirement^{**}
- ☐ Change a major requirement^{**}
- ☐ Change a minor requirement^{**}
- ☐ Change a prerequisite involving another unit's course
- ☐ Create new department code
- ☐ Create new subject prefix
- ☐ Delete course
- ☐ Eliminate concentration
- ☐ Eliminate degree
- ☐ Eliminate major
- ☐ Eliminate minor
- ☐ Merge multiple department codes into single or new department code (indicated preferred code below)
- ☐ Other:

TYPE 3: NEW PROGRAMS - REQUIRES FACULTY ASSEMBLY AND BOARD OF REGENTS APPROVAL

Check all that apply.

- ☐ Add certificate (non-Continuing Education)^{^^}
- ☐ New concentration^{^^}
- ☒ New degree^{^^}
- ☐ New major^{^^}
- ☐ New minor^{^^}
- ☐ Other:

⁺⁺ Review [How to Request a Core Element](#) and then complete the [Worksheet for Requesting a Core Element](#).

^{**} Complete the [EPC Curriculum Change Template](#) and a revised two-year course cycle.

^{^^} Complete the [EPC Curriculum Change Template](#), a revised two-year course cycle, and an [Institutional Impact Evaluation Form](#).

STATEMENT OF RATIONALE (1000-word limit)

Provide a statement of rationale for your requested changes. Include information on impact on student learning and outcomes.

This program will serve practicing (certified) educators or professionals in related fields who do not yet have a master's degree. This includes alumni of the undergraduate pathways to certification (BAE, BAK, and BME) who currently do not have an option for earning their master's degree at PLU. In addition, we receive inquiries from educators seeking relevant, job-embedded degree options including those interested in our principal certification program and new BCBA program both of which require a master's degree for completion.

Our department previously offered a degree in instructional leadership for practicing educators. The proposed program will provide updated and relevant core coursework based on needs identified by new educators and our district partners. The proposed degree has increased flexibility and choices so that educators may stack credentials as they proceed. Specifically this degree will offer educators and professionals several concentration options to focus on improving their knowledge and skills with the option to take additional coursework via Continuing Education to stack on an additional endorsement (Special Education, English Language Learners, Elementary Education) or credential (Principal Certification or Board Certified Behavior Analyst).

Proposed Catalog Language changes for all areas requiring change (**blue Bold** for additions and ~~blue Strikethrough~~ for deletions).

The following catalog language includes the new concentration courses (20 credits) as well as the necessary catalog and course language to create the 500 level version of existing continuing education courses that fulfill the Special Education, English Language Learner, Applied Behavior Analyst, and Educational Leadership courses. 500 level courses already exist for the Elementary Education concentration.

Master of Education (M.Ed.)

The Master of Education degree provides current educators and related professionals the opportunity to advance their knowledge and skills in critical areas to meet the needs of children and students in our region. Candidates can focus their studies in a chosen concentration to go more deeply into an area of interest. With completion of additional continuing education coursework, candidates may complete and add-on teaching endorsement, administrator certification, or sit for the BCB exam. Concentration options are as follows:

- Applied Behavior Analyst
- Educational Leadership
- Elementary Education
- English Language Learners
- Special Education

MEd Application Priority Deadlines

MEd candidates may apply for admission at any time during the year. However, application by the priority deadlines will enhance the applicant's potential for admission. Guaranteed Graduate Admission is available for alumni of the BAE, BAK with certification, and BME programs who have graduated within the last 10 years or upon graduation in the future.

- Priority Date #1: December 1
- Priority Date #2: February 1

Admissions Criteria

- PLU Online Application
- Application Fee
- Official Transcripts for all college level coursework or degrees
- Statement of professional goals
- 2 Letters of Recommendation
- Current Resume
- Additional requirements for individuals planning to earn one of the stacked credentials:
 - To earn the Elementary Education, Special Education, or English Language Learners endorsement, the candidate must hold a valid Washington Teaching Certificate
 - To complete the Principal Certification program the candidate must have three years of certified experience, a valid Washington State Teaching or ESA Certificate, PLU Form of District support, and OSPI forms 4001F and 4201
 - To complete the Board Certified Behavior Analyst Program

Master of Education Degree Requirements

32 Semester Hours

Core and Capstone Courses-20 semester hours

- EDUC 557: Interdisciplinary Pedagogy (4)
- EPSY 593: Community and Justice in Practice (4)
- EDUC 567: Current Issues in Education (4)
- EDUC 592: Advanced Data-based Decision Making (4)
- EDUC 594: Capstone (4)

Concentration Courses

Elementary Education-12 Semester Hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)
- EDUC 901: Pacific Northwest and Its Indigenous Inhabitants (1)

Special Education-12 Semester Hours

- SPED 500: Foundations in Special Education (1)
- SPED 509: Current Topics in Serving Student with Disabilities (1)
- SPED 511: Students with Developmental Disabilities (2)
- SPED 514: Students with High Incidence Disabilities (3)
- SPED 515: Students with Emotional/Behavioral Disabilities (3)
- SPED 516: Students with Autism Spectrum Disorders (2)

English Language Learners-12 Semester Hours

- EDUC 540: Introduction to Bilingual/ESL Education (3)
- EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)
- EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)
- EDUC 543: Language Acquisition and Linguistic Foundations (3)

Educational Leadership-12 Semester Hours

- EDUC 582: Instructional Leadership I: Introduction to Curriculum & Instruction (3)
- EDUC 576: Personnel/Policy for Educational Leaders (3)
- EDUC 578: School Law (3)
- EDUC 569 Current Issues in Inclusive Differentiation (3)

Applied Behavior Analyst-12 Semester Hours

- SPED 540: Theory and Philosophy in Behavior Analysis (3)
- SPED 541: Basic Principles of Behavior (3)
- SPED 542: Measurement and Experimental Design (3)
- SPED 545: Ethics in Behavior Analysis (3)

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.

Continuation Requirements

To continue in the program, a candidate must maintain a 3.0 GPA, demonstrate dispositions in line with the TPEP criteria and those published by the Education Department, and earn a B- or better in each course..

If there are new courses in your proposal, please complete the following for each new course.

Course Code (e.g. ANTH 102) and number of credits (e.g. 4 or 1-4):

- EDUC 557: Interdisciplinary Pedagogy (4)
- EPSY 593: Community and Justice in Practice (4)
- EDUC 567: Current Issues in Education (4)
- EDUC 592: Advanced Data-based Decision Making (4)
- EDUC 594: Capstone (4)
- SPED 500: Foundations in Special Education (1)
- SPED 509: Current Topics in Serving Student with Disabilities (1)
- SPED 511: Students with Developmental Disabilities (2)
- SPED 514: Students with High Incidence Disabilities (3)
- SPED 515: Students with Emotional/Behavioral Disabilities (3)
- SPED 516: Students with Autism Spectrum Disorders (2)
- EDUC 540: Introduction to Bilingual/ESL Education (3)
- EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)
- EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)
- EDUC 543: Language Acquisition and Linguistic Foundations (3)
- EDUC 569 Current Issues in Inclusive Differentiation (3)
- SPED 540: Theory and Philosophy in Behavior Analysis (3)
- SPED 541: Basic Principles of Behavior (3)
- SPED 542: Measurement and Experimental Design (3)
- SPED 545: Ethics in Behavior Analysis (3)

Is this a course that can be repeated?

☐ **Yes** (must be clear in course description)

Number of times repeatable **–or–**

Number of credits repeatable

☒ **No**

Grade Type

☐ Check if Pass/Fail rather than Standard Letter Grade

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center, Internships)?

☐ **Yes** (explain what services and provide email statement of support from those areas)

☒ **No** On its own this program doesn't require new or substantively different support. However we recognize that the cumulative effect of additional programs may impact other areas such as SFS.

Explain how the proposed change(s) will be staffed.

This program will be initially staffed by contingent instructors with a full-time visitor upon proven viability of the program.

If this proposal impacts regular offerings of Core Curriculum, FYEP and/or IHON courses, explain how.

N/A

Are special budgetary arrangements and funding required? If “no”, explain how the proposed changes will be integrated with current financial resources. (Budgetary considerations will be reviewed/approved by Dean and Provost.)

☐ **Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

☐ **No**

Master of Education (M.Ed.)

The Master of Education degree provides current educators and related professionals the opportunity to advance their knowledge and skills in critical areas to meet the needs of children and students in our region. Candidates can focus their studies in a chosen concentration to go more deeply into an area of interest. With completion of additional continuing education coursework, candidates may complete and add-on teaching endorsement, administrator certification, or sit for the BCB exam. Concentration options are as follows:

- Applied Behavior Analyst
- Educational Leadership
- Elementary Education
- English Language Learners
- Special Education

MEd Application Priority Deadlines

MEd candidates may apply for admission at any time during the year. However, application by the priority deadlines will enhance the applicant's potential for admission. Guaranteed Graduate Admission is available for alumni of the BAE, BAK with certification, and BME programs who have graduated within the last 10 years or upon graduation in the future.

- Priority Date #1: December 1
- Priority Date #2: January 15

Admissions Criteria

- PLU Online Application
- Application Fee
- Official Transcripts for all college level coursework or degrees
- Statement of professional goals
- 2 Letters of Recommendation
- Current Resume
- Additional requirements for individuals planning to earn one of the stacked credentials:
 - To earn the Elementary Education, Special Education, or English Language Learners endorsement, the candidate must hold a valid Washington Teaching Certificate
 - To complete the Principal Certification program the candidate must have three years of certified experience, a valid Washington State Teaching or ESA Certificate, PLU Form of District support, and OSPI forms 4001F and 4201
 - To complete the Board Certified Behavior Analyst Program

Master of Education Degree Requirements

32 Semester Hours

Core and Capstone Courses-20 semester hours

- EDUC 557: Interdisciplinary Pedagogy (4)
- EPSY 593: Community and Justice in Practice (4)
- EDUC 567: Current Issues in Education (4)
- EDUC 592: Advanced Data-based Decision Making (4)
- EDUC 594: Capstone (4)

Concentration Courses

Elementary Education-12 Semester Hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)
- EDUC 901: Pacific Northwest and Its Indigenous Inhabitants (1)

Special Education-12 Semester Hours

- SPED 500: Foundations in Special Education (1)
- SPED 509: Current Topics in Serving Student with Disabilities (1)
- SPED 511: Students with Developmental Disabilities (2)
- SPED 514: Students with High Incidence Disabilities (3)
- SPED 515: Students with Emotional/Behavioral Disabilities (3)
- SPED 516: Students with Autism Spectrum Disorders (2)

English Language Learners-12 Semester Hours

- EDUC 540: Introduction to Bilingual/ESL Education (3)
- EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)
- EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)
- EDUC 543: Language Acquisition and Linguistic Foundations (3)

Educational Leadership-12 Semester Hours

- EDUC 582: Instructional Leadership I: Introduction to Curriculum & Instruction (3)
- EDUC 576: Personnel/Policy for Educational Leaders (3)
- EDUC 578: School Law (3)
- EDUC 569 Current Issues in Inclusive Differentiation (3)

Applied Behavior Analyst-12 Semester Hours

- SPED 540: Theory and Philosophy in Behavior Analysis (3)
- SPED 541: Basic Principles of Behavior (3)
- SPED 542: Measurement and Experimental Design (3)
- SPED 545: Ethics in Behavior Analysis (3)

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.

Continuation Requirements

To continue in the program, a candidate must maintain a 3.0 GPA, demonstrate dispositions in line with the TPEP criteria and those published by the Education Department, and earn a B- or better in each course..

M.Ed. Courses

EDUC 540: Introduction to Bilingual/ESL Education (3)

This course builds a foundational understanding of the legal and policy development of Bilingual/ESL education through the rich history of state and federal litigation and current legal challenges faced in American public K-12 schools. The course assesses how differences in race/ethnicity, class, gender, and power affect education for culturally and linguistically diverse students in American public schools. Examines legal requirements for program identification and placements, as well as promotes critical uses, effectiveness, validity, and fairness in the testing of linguistically diverse populations. Provides first-hand experiences developing, selecting, reviewing, and adapting test materials as critical to making informed teaching decisions.

EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)

This course examines current research on the academic effectiveness of various program models, philosophies and theoretical underpinnings of bilingual education. It includes the role of emerging research findings of asset-based models that support the academic, cognitive, linguistic and sociocultural aspects that lead to student success. Overview of federal and state mandates and resources related to program models will be addressed.

EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)

This course prepares educators to serve as leaders in culturally and linguistically diverse settings. Topics include strategies for creating inclusive learning environments in the school setting, issues of identity, power, and privilege with an emphasis on English Learners.

EDUC 543: Language Acquisition and Linguistic Foundations (3)

Explores the orientations, theories, debates, and research findings in the areas of first, second, and bilingual language acquisition in addition to connecting the nature of linguistic development and performance to teaching and learning in the classroom. Topics include theory and research of language development, transference, language identity, translanguaging, and strategies to promote language acquisition and proficiency. Analysis of language proficiency standards, language domains and language acquisition stages will be examined with emphasis on application to classroom instruction.

EDUC 557: Interdisciplinary Pedagogy (4)

This course explores the theoretical foundations and practical applications of teaching across disciplinary boundaries. Students will examine various models for integrating subject matter, focusing on how interdisciplinary approaches can foster deeper critical thinking, problem-solving skills, and a more holistic understanding of complex issues among diverse learners. The course emphasizes designing and implementing cohesive, standards-aligned interdisciplinary curricula and units of study appropriate for various educational settings. Participants will develop the skills necessary to collaboratively plan and assess learning experiences that connect traditionally separate fields of study.

EDUC 567: Current Issues in Education (4)

This course provides a rigorous examination of contemporary challenges shaping national and state educational systems. Students will analyze complex, high-impact topics such as the intersection of Artificial Intelligence (AI) and pedagogy, the politics of funding and equity, and teacher retention and preparation, among other topics. The course emphasizes critical analysis of recent policy changes, relevant research, and journalistic coverage to develop informed perspectives and innovative solutions for the future of learning.

EDUC 569 Current Issues in Inclusive Differentiation (3)

This course is designed to assist candidates in becoming familiar with differentiation from a school leadership perspective. Using implementation science with a focus on all students, school leaders are prepared to be system leaders, fostering strong core instruction as an essential component of implementing multi-tiered systems of support (MTSS).

EDUC 592: Advanced Data-based Decision Making (4)

This course provides a rigorous examination of the methodological and ethical issues involved in using educational data to drive policy and instructional practice. The primary focus is on critically evaluating data quality and translating the findings into equitable and actionable recommendations for supporting student, teacher, and school improvement.

EDUC 594: Capstone (4)

This course focuses on creating a culminating project that serves as a "capstone" to a student's academic journey in their chosen education concentration in the M.Ed. program at Pacific Lutheran University. It is a demonstration of their readiness for future endeavors in their chosen concentration.

EPSY 593: Community and Justice in Practice (4)

This course provides educators with the theoretical knowledge and practical skills necessary to effectively implement and evaluate SEL programs in diverse PreK-12 settings. Students will deeply explore the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, focusing on the five core competencies and their integration into both academic instruction and school culture. The course emphasizes evidence-based strategies for teaching SEL directly, embedding it into subject matter, and using data to assess student growth and program impact on overall well-being and academic success.

SPED 500: Foundations in Special Education (1)

This is a foundational course designed to provide students with a baseline knowledge set of special education. The field of special education is founded on basic principles as well as legal mandates. This course will explore these and provide students with a deeper understanding of the IEP (Individualized Education Plan).

SPED 509: Current Topics in Serving Student with Disabilities (1)

This course is designed to look at some of the current topics, issues, "problems of practice" and most recent trends in special education and advance solutions and evidence-based practices, such as Universal Design for Learning (UDL), collaboration, inclusion, trauma informed practices, and culturally responsive teaching.

SPED 511: Students with Developmental Disabilities (2)

This course is designed to develop baseline knowledge of various issues related to special education. You will learn about the children and young adults who are placed in related IDEA categories and the

various strengths and challenges they bring to the educational table. The course explores the term “Developmental Disability” means (there are multiple meanings), variation among those with a disability, how to create access while teaching important skills, and collaboration to implement the least restrictive environment. This course addresses terminology that you will need to know in Special Education, including acronyms and process-related knowledge.

SPED 514: Students with High Incidence Disabilities (3)

High-incidence disabilities make up 80% of the population of students with disabilities and are disabilities that are more commonly served in general education classrooms. This course focuses on developing understanding of perspectives on the learning, school, and classroom experiences of learners with high incidence disabilities. Topics include characteristics of students with high incidence disabilities such as specific learning disability, attention deficit/hyperactivity, mild intellectual disability, speech and language impairments, and emotional behavioral disorders, the development and implementation of individualized educational plans, instructional strategies and accommodations.

SPED 515: Students with Emotional/Behavioral Disabilities (3)

This course is designed to provide students with an overview of working with students who have significant support needs surrounding emotional regulation and challenging behavior. In Washington State, the Emotional Disturbance category is referred to as Emotional Behavioral Disability (EBD). This course will address foundational strategies for supporting children with EBD, including behavior analytic approaches to increasing pro-social behaviors in school.

SPED 516: Students with Autism Spectrum Disorders (2)

This course is designed to assist you to become familiar with the various issues related to special education. You will learn about the children and young adults who are placed in this IDEA category and the various strengths and challenges they bring to the educational table. You will leave with a much better understanding of special education, this particular population and all of its inherent variability, and its nature as a part of education rather than a separate entity.

SPED 540: Theory and Philosophy in Behavior Analysis (3)

This course is designed to provide students with an overview of working with students who have significant support needs surrounding emotional regulation and challenging behavior. In Washington State, the Emotional Disturbance category is referred to as Emotional Behavioral Disability (EBD). This course will address foundational strategies for supporting children with EBD, including behavior analytic approaches to increasing pro-social behaviors in school.

SPED 541: Basic Principles of Behavior (3)

This course is the first in a series of two that covers the Concepts and Principles section of the BACB Test Content Outline.

SPED 542: Measurement and Experimental Design (3)

This course provides a complete and comprehensive overview of the measurement practices and principles used most in ABA. This course addresses the Test Content Standards 6th Edition.

SPED 545: Ethics in Behavior Analysis (3)

This course is the first of two in a series designed to meet the VCS requirements for Ethics and Professionalism in ABA. This course will overview ethical behavior and requirements for BCBAs as well as

how to conduct their practice as professionals. In particular, this course will address the four core principles of the [BACB Ethics Code](#).

Institutional Impact Evaluation Form

1. Name of Proposed Program:

Master of Education

2. Executive Summary: In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

The PLU School of Education offers a continuum of degrees and certification including teacher certification for undergraduate and masters' students, principal certification, our new doctoral program and a variety of continuing education programs for preservice and in-service teachers. However, it has been at least 10 years since we offered a master's degree option for educators and professionals who already hold initial certification and are looking to advance their knowledge, skills, and salary. The proposed degree is designed for current educators and related professionals to obtain their master's degree, advance their knowledge and skill in area of interest (concentration) and have the option for additional coursework in continuing education to stack an additional endorsement or credential on the degree.

This degree aligns to the university mission in that in both audience and content, the degree aligns to leadership, service, and care. This alignment is explicitly outlined in the learning outcomes and the guiding principles of the School of Education. For example, thoughtful inquiry is directly addressed via LOs 2, 3, and 4, while service and care are addressed directly with LOs 1 and 7 and leadership is addressed by LOs 3, 6, and 7. The degree is mission aligned for the audience as it offers a high quality, affordable, advanced degree to our alumni and regional constituents. The degree will help local educators and professionals improve their practice in order to provide thoughtful leadership and care within their professional roles.

1. Design and implement innovative, research-based instructional strategies that integrate social and emotional learning competencies to foster a safe, inclusive, and equitable learning environment for all students.
2. Utilize advanced data collection and analysis to inform instruction and measure student growth
3. Cultivate a reflective practice by regularly evaluating their own teaching philosophies and methods, seeking feedback, and adapting to new challenges.
4. Conduct and present descriptive research that demonstrates synthesis and application of learning.
5. Demonstrate mastery of an advanced knowledge and specialized skill within their chosen concentration.
6. Demonstrate competency in Teacher and Principal Evaluation and Growth Program (TPEP) standards
7. Articulate core values and model the guiding principles of the PLU education department and the profession, including: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives; commitment to increasing achievement for all students.

3. **Proposed Program Start Date:** Fall 2026

4. **Program Offerings:**

- Describe the type of program (new degree, new major, new minor, new concentration).

New Degree: Master of Education

- Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

This program will be offered in a hybrid and low-residency format. The core courses and those in the Elementary Education and Educational Leadership concentration will be offered in-person on campus. These courses will be offered in the summer and either on Saturdays or evenings during the academic year. The concentration coursework for Applied Behavior Analyst, Special Education, and English Language Learners will be offered synchronously online. The program length is fifteen months (Summer, Fall, Spring, Summer). This format accommodates the schedules of working educators and professionals while including in-person coursework. The in-person coursework distinguishes us from fully online competitors. Inquiries we have received indicate many educators are seeking accessible, high quality, advanced degrees and certificates with at least a portion of in-person coursework. This program will offer an appealing alternative for a community of learning in stark contrast to many of the fully online degrees currently available.

- Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted. If you are using preexisting catalog language, please highlight changes by using **blue boldface** for changes and ~~blue strikeout~~ for deletions.

This is a new program, and most course and catalog language is new. The 32 credit sequence is designed to support existing educators and professionals in related fields with a solid foundation in public education. Every student will complete a set of Core courses totaling 16 credits, a set of Concentration courses totaling 12 credits, and a Capstone project of 4 credits. Students may use up to 4 credits of continuing education towards the 32 credit total and 24 hours must be completed in residency.

The concentrations include a subset of courses in our existing add-on endorsement programs, principal certification program, and BCBA program that will be cross-listed. Thus the concentration options are sustainable regardless of the number of students selecting them as the continuing education version will be offered regardless of degree candidate enrollment for individuals seeking the endorsement or credential only.

Core and Capstone Courses

- EDUC 557: Interdisciplinary Pedagogy (4)
- EPSY 593: Community and Justice in Practice (4)

- EDUC 567: Current Issues in Education (4)
- EDUC 592: Advanced Data-based Decision Making (4)
- EDUC 594: Capstone (4)

Concentration Courses

Elementary Education

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)
- EDUC 901: Pacific Northwest and Its Indigenous Inhabitants (1)

Special Education

- SPED 500: Foundations in Special Education (1)
- SPED 509: Current Topics in Serving Student with Disabilities (1)
- SPED 511: Students with Developmental Disabilities (2)
- SPED 514: Students with High Incidence Disabilities (3)
- SPED 515: Students with Emotional/Behavioral Disabilities (3)
- SPED 516: Students with Autism Spectrum Disorders (2)

English Language Learners

- EDUC 540: Introduction to Bilingual/ESL Education (3)
- EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)
- EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)
- EDUC 543: Language Acquisition and Linguistic Foundations (3)

Educational Leadership

- EDUC 582: Instructional Leadership I: Introduction to Curriculum & Instruction (3)
- EDUC 576: Personnel/Policy for Educational Leaders (3)
- EDUC 578: School Law (3)
- EDUC 569 Current Issues in Inclusive Differentiation (3)

Applied Behavior Analyst

- SPED 540: Theory and Philosophy in Behavior Analysis (3)
- SPED 541: Basic Principles of Behavior (3)
- SPED 542: Measurement and Experimental Design (3)
- SPED 545: Ethics in Behavior Analysis (3)

Continuation Requirements:

To continue in the program, a candidate must maintain a 3.0 GPA, demonstrate dispositions in line with the TPEP criteria and those published by the Education Department, and earn a B- or better in each course..

- Provide a two-year course cycle for delivering the curriculum.

See the curriculum chart below. As a graduate degree, offered in a cohort model, this curriculum repeats each year.

Required Core: 20 Credits	
EDUC 557: Interdisciplinary Pedagogy (4) EPSY 593: Community and Justice in Practice (4) EDUC 567: Current Issues in Education (4) EDUC 592: Advanced Data-based Decision Making (4) EDUC 594: Capstone (4)	
Concentration: 12	
Applied Behavior Analyst	Educational Leadership
SPED 540: Theory and Philosophy in Behavior Analysis (3) SPED 541: Basic Principles of Behavior (3) SPED 542: Measurement and Experimental Design (3) SPED 545: Ethics in Behavior Analysis (3)	EDUC 582: Instructional Leadership I: Introduction to Curriculum & Instruction (3) EDUC 576: Personnel/Policy for Educational Leaders (3) EDUC 578: School Law (3) EDUC 569 Current Issues in Inclusive Differentiation (3)
Credential/Certificate Completion Stacked on Degree, completed as continuing education credits.	
Board Certified Behavior Analyst (BCBA) credits	Administrator (Principal) Certification
SPED 933 (3) SPED 934 (3) SPED 936(3) SPED 937 (3) SPED 939A (5) SPED 939B (5) SPED 939C (5) SPED 939D (5)	EDUC 983 EDUC 942 EDUC 995A EDUC 996 A EDUC 975 EDUC 997 EDUC 995B EDUC 996B

Required Core: 20 Credits		
EDUC 557: Interdisciplinary Pedagogy (4) EPSY 593: Community and Justice in Practice (4) EDUC 567: Current Issues in Education (4) EDUC 592: Advanced Data-based Decision Making (4) EDUC 594: Capstone (4)		
Concentration: 12		
Special Education	English Language Learner	Elementary Education
SPED 500: Foundations in Special Education (1) SPED 509: Current Topics in Serving Student with Disabilities (1) SPED 511: Students with Developmental Disabilities (2) SPED 514: Students with High Incidence Disabilities (3) SPED 515: Students with Emotional/Behavioral Disabilities (3) SPED 516: Students with Autism Spectrum Disorders (2)	EDUC 540: Introduction to Bilingual/ESL Education (3) EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3) EDUC 542: Culturally and Linguistically Relevant Pedagogy (3) EDUC 543: Language Acquisition and Linguistic Foundations (3)	EDUC 510: Teaching Reading and Language Arts (3) EDUC 565: Elementary Reading, Language Arts, and Social Studies (2) EDUC 566: Elementary Math and Science (2) EDUC 528: Reading and Writing Across the K-8 Curriculum (2) EDUC 564: The Arts, Mind, and Body (2) EDUC 901: Pacific Northwest and Its Indigenous Inhabitants (1)
Endorsement Completion Stacked on Degree, completed as continuing education credits		
SPED 905 (4) SPED 910 (3) SPED 912 (2) SPED 917 (2)	EDUC 905 (5) EDUC 954 (6)	EDUC 905 (5)

- Provide completion pathways (including two and four-year advising plans for undergraduate programs).

See above. The degree can be completed in 15 months. The stacked credential in a total of 15 months to 2 years depending on pathway..

- Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.

Specific learning outcomes of proposed PLU Master of Educational Leadership (M.Ed.) program include preparation for students to:

1. Design and implement innovative, research-based instructional strategies that integrate social and emotional learning competencies to foster a safe, inclusive, and equitable learning environment for all students.
 2. Utilize advanced data collection and analysis to inform instruction and measure student growth
 3. Cultivate a reflective practice by regularly evaluating their own teaching philosophies and methods, seeking feedback, and adapting to new challenges.
 4. Conduct and present descriptive research that demonstrates synthesis and application of learning.
 5. Demonstrate mastery of an advanced knowledge and specialized skill within their chosen concentration.
 6. Demonstrate competency in Teacher and Principal Evaluation and Growth Program (TPEP) standards.
 7. Articulate core values and model the guiding principles of the PLU education department and the profession, including: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives; commitment to increasing achievement for all students.
- Provide a plan for assessing program learning outcomes.

Direct assessment of the Learning Outcomes will include the following:

- Course Based Assessments: The learning outcomes will be directly assessed in each course through assignments, presentations and discussions. Rubrics will be aligned to the Program Learning Outcomes which allows for aggregation and analysis across the program.
- Program Portfolio
 - Professional Information: resume, certifications, letters of recommendation, honors and awards
 - Signature course based assessments
 - Capstone Projects: Candidates will complete a capstone project that synthesizes their learning across the program and demonstrates application in their school or professional setting.
 - Professional Growth Plan

Indirect Assessment of the Learning Outcomes:

The program will be included in the overall assessment system for programs in the School of Education. The School of Education assesses programs using these data sources:

- Surveys: Each cohort will complete feedback surveys at the end of years one and two and an exit survey at the end of the program. We will also do one and three year follow-on surveys.
- Exit Interviews: Our Professional Education Advisory Board (PEAB) composed of P12 teachers and leaders conducts exit interviews.

- Employer Surveys

In addition, we monitor admissions decisions by gender and race, on-time completion rates by gender and race, and any job changes or advancement.

- Identify program entrance requirements, including application processes, if appropriate.

Students will apply to the program through an electronic application (Slate). We will utilize Guaranteed Graduate Admission for alumni of the BAE, BAK with certification, and BME programs who have graduated within the last 10 years or upon graduation in the future. The following will be the requirements for the application:

- PLU Online Application
- Application Fee
- Official Transcripts for all college level coursework or degrees
- Statement of professional goals
- 2 Letters of Recommendation
- Current Resume
- Additional requirements for individuals planning to earn one of the stacked credentials:
 - To earn the Elementary Education, Special Education, or English Language Learners endorsement, the candidate must hold a valid Washington Teaching Certificate
 - To complete the Principal Certification program the candidate must have three years of certified experience, a valid Washington State Teaching or ESA Certificate, PLU Form of District support, and OSPI forms 4001F and 4201
 - To complete the Board Certified Behavior Analyst Program

Admissions to the program will be based on:

- Successful academic record as evidenced by transcripts.
- Letters of recommendation.
- Statement of professional goals.

5. External Authorization: Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

The School of Education already has authorization from the Washington Professional Educator Standards Board to offer the Principal Certificate, the Elementary K8, Special Education, and English Language Learner Endorsements, and approval from Behavior Analyst Certification Board (BACB) as a Pathway 2 for the BCBA program. As a new degree, this program will need approval from the Board of Regents and NWCCU.

6. Rationale:

- a. Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

In K12 education a master's degree is necessary for advancement into other positions and/or to add certain credentials (e.g. building principal and BCBA). In addition, completion of a master's degree results in an average salary increase of \$11,154.13 in South Puget Sound School Districts (low \$8,403.00 and high \$14,134.00).

The School of Education receives inquiries from our own undergraduate students as well as individuals interested in our principal certification program who do not have a master's degree (the degree is a current pre-requisite as it is required for certification), our partner districts and teachers in our endorsement pathways about a master's degree option. Graduate Admissions receives several inquiries a year for the MAE who we turn away as the program they actually need is this proposed MEd. In addition, we have just launched our program for the Board Certified Behavior Analysts (BCBA). To sit for the exam and earn board certification, a candidate must have a master's degree in education, psychology, or social work. Again, a portion of interested applicants do not yet hold a degree in an applicable area *or* hold advanced degrees in other areas. Thus this master's degree will open a seamless pathway for candidates to complete the degree *and* earn the credential all at PLU.

With the proliferation of online degrees that require a high level of self-motivation and coordination with low levels of support, an increasing number of teachers are seeking in-person or hybrid options with well established programs. According to the OSPI Report Card an average of 27% of teachers in the eight local school districts closest to PLU do not have a master's degree which is over 2,000 teachers. Given the program design, we can recruit candidates from districts as far away as Centralia or Seattle, further increasing the potential audience. For the Applied Behavior Analyst/BCBA program we can recruit from non-education locations such as Multicare.

b. Identify the target audience for the program.

The target audience are practicing educators or professionals in related fields seeking a master's degree for professional and salary advancement. In particular we will target recruitment to alumni of the BAE, BAK, and BME programs.

c. Explain why this is the right time for the university to add this program.

This program supports the university priority to grow enrollment through new or innovative offerings (Strategy 1, Tactic 3). The program can launch quickly, with relatively low risk given the design of the concentrations and stacked credentials that utilize existing courses. This model further allows us to adapt to future needs and opportunities to add or remove concentrations or partner with other programs/departments on campus or off campus organizations for concentrations (Strategy 3 Partnership Innovation).

In addition, the job market for educators is increasingly competitive and we have seen an increase in teachers seeking to add degrees or credentials. At the last two regional educator career fairs, district partners routinely brought job candidates to the PLU table to learn about adding credentials.

Our proposed tuition rate and program design will make the program competitive in the region as demonstrated in the following chart.

Institution	Total Tuition	Delivery Format
Grand Canyon	\$11,000/year, pay until finished	Online
WGU	\$8,250-12,375 (\$4,125/6 months)	Online
Eastern Washington	\$16,415	Online
PLU	\$22,720	Hybrid
City University of Seattle	\$22,815	Online
Seattle Pacific	\$28,665	Online and hybrid options, 21 months to complete
Seattle University	\$32,715	Hybrid
St. Martin's University	\$40,128	In Person

- d. Explain how this program might compete with other programs currently offered at PLU.

This program will not compete with other PLU undergraduate or graduate programs. It will also help provide a pathway and can serve as a recruiting tool for potential Principal or BCBA applicants who do not already have a master's degree.

- e. Identify which academic units might be affected by this program, and how.

No other academic units will be directly affected. Students completing the Bachelor of Arts in Elementary Education, Bachelor of Music Education and Bachelor of Arts in Kinesiology with Certification will now have a pathway to stay or return to PLU for a graduate degree. We also regularly receive inquiries from certified educators seeking to add the Health and Fitness endorsement. We have had initial conversations with our colleagues in Kinesiology about collaborating to offer Health and Fitness certification at the graduate level or as an add-on endorsement and could revisit these conversations for the possibility of a concentration in the future if these initial offerings are proven sustainable. Additional concentrations offered in partnership with the School of Music, Department of Kinesiology, or even other departments could be developed in the future.

- f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

Approval of this program will result in removing the Master's Degree in Instructional Leadership from the catalog. This program has not admitted candidates in at least 10 years.

7. Marketing strategies:

- a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

The program budget includes funds allocated for marketing start-up and annual marketing thereafter. Marketing will begin as soon as all approvals are finalized. Marketing strategies will include the following:

Development of a program website and marketing materials. This will include a variation on the “Tap a Leader” postcards we use for recruitment to the principal and doctoral programs. These postcards are distributed to our advisory board members, district liaisons, and doctoral candidates to write a personal note of encouragement to teachers or professionals in their contexts.

We will do direct marketing to PLU alumni from the BME, BAK with teacher certification, and BME programs. We will also utilize our well-established partnerships with local schools and current P12 leaders to recruit applicants to the program. They, and other leaders including from our Professional Education Advisory Board, have already expressed willingness to partner with us in this manner.

The PLU program will be appealing to potential applicants due to the low residency program design offering in-person opportunities balanced with their full-time work, program length, reputation of PLU education programs, currency of program faculty, our tuition rates and program costs-including the ability to stack the endorsement or credential via continuing education.

- b. Identify longer-term plans for marketing and advertising.

For ongoing marketing and recruiting we will maintain relationships with our advisory board members and district partners. This includes making presentations to regular meetings of local principals and offering information sessions at district locations. We will continue ongoing direct marketing to current and past alumni of the undergraduate certification programs. We host a booth at the annual Educator Career fair at the Tacoma Convention Center which has proven a great recruitment event for our principal and add-on endorsement programs. Finally, as with our other programs, alumni can also be tapped for referrals and word of mouth using the postcards described above.

8. External funding sources: Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

- a. Fundraising:

NA

- b. Grants:

NA

- c. Other:

NA

9. Faculty, Staff and Administration:

- a. Describe the qualifications needed by faculty who will teach in the program.

Faculty teaching in the program will hold a Master's Degree in Education with relevant experience.

- b. Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.

The program will require the equivalent of an additional .833 FTE of faculty time for teaching. The concentration courses are already offered through our Continuing Education programs. Master's candidates and credential only (Continuing Education) candidates will be in the same cross-listed course. Therefore the FTE already exists and is budgeted for.

- c. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?

Current faculty may elect to teach in the program as aligned with interest and expertise. This will be accommodated via extra contracts (Summer teaching) or by redistributing courses with the new visiting position..

- d. Identify the number and type (contingent, tenure-track) of *new* faculty necessary to deliver the program.

This program will require one additional new faculty member.. We will seek individuals with broad K12 experience to provide more shared expertise and flexibility in scheduling within all our programs during sabbaticals or administrative appointments.

- e. If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required.

We plan to conduct a search in year 1 of the program pending admission of a viable first cohort.

- f. Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

The administrative leadership of the program will be included in the responsibilities of the Associate and Assistant Dean of Education through start-up and launch. Once we have

experience with the program we will re-evaluate the leadership demands and structures and propose any updates. Any rearrangements or additions would be made within budget constraints of this program.

10. Facility and Technology Needs – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.

- a. Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.

This program does not require any new space. Courses are primarily in the summer, evenings, and Saturdays. Efforts are already underway to improve the usability of the Education classrooms in the Hauge Administration building for summer classes as we currently must schedule all of our summer classes elsewhere due to classroom temperatures.

- b. Describe any furniture and/or equipment necessary to launch or maintain the program.

No specific furniture or equipment is needed. We use Zoom for synchronous, online courses, and this license is already included in the Partnerships and Professional Development budget.

- c. Explain any special security considerations associated with the program.

None

- d. Identify possible health and safety concerns associated with the program.

None

11. Library Resources:

- a. Describe library resources needed to support the program, including print books, electronic materials, and other library resources.

We do not anticipate significant library resources needed beyond an orientation for each cohort to the library and how to access library resources. We will work with our other graduate programs in Education as well as graduate programs across campus to identify common times if possible and appropriate.

- b. Does the new program require access to library resources not already available? Are these mandated by any program accreditation?

We do not anticipate any additional resources needed.

- c. If the program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.

MEd students will generally access library resources (specifically articles and journals) online and can access in-person library resources when on campus for courses. Additionally, most districts subscribe to certain resources that may be relevant to their coursework and assignments.

12. Student Services—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?

a. Financial aid

MEd students may elect to complete a FAFSA and seek federal aid for their graduate program. At 15-20 students per year, this does not create a significant change in workload for the SFS personnel and is within the graduate enrollment goals stated by the university. As stated elsewhere, we acknowledge the addition of this program along with others has a cumulative effect on resources especially for SFS.

b. Registration

The School of Education currently advises and registers all graduate students directly and will continue this practice for MEd students.

c. Center for Student Success (advising, tutoring)

None: as a graduate program advising is handled in house and students can access Knack or the writing center as needed.

d. Other

13. Budget. Use information from the questions above to complete the table. Please see footnotes for additional information.

Year	0	1	2	3	4	5
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Revenue						
Anticipated Enrollment		10	12	14	16	18
Anticipated Per Student Tuition with an annual 1% increase		\$22,400.00	\$22,624.00	\$22,850.24	\$23,078.74	\$23,309.53
Total Tuition Revenue		\$224,000.00	\$271,488.00	\$319,903.36	\$369,259.88	\$419,571.54
Faculty and Staff Expenditures						
Program Development Costs	\$2,000.00					
Staff and Administrative Support .4		\$26,000.00	\$26,520.00	\$27,050.40	\$27,591.41	\$28,143.24
Contingent Instructors		\$32,400.00				
Full time visiting instructor			\$91,000.00	\$92,820.00	\$94,676.40	\$96,569.93
Total Salaries	\$2,000.00	\$58,400.00	\$117,520.00	\$119,870.40	\$122,267.81	\$124,713.16
Operating Expenditures						
Office Supplies/Printing/Mailing	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Program Expenses (orientation, materials, etc)	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Marketing/Recruiting	\$5,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Total Operating Costs	\$9,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00
Total Operating and Personnel	\$11,000.00	\$65,400.00	\$124,520.00	\$126,870.40	\$129,267.81	\$131,713.16
Net Surplus (Deficit)	-\$11,000.00	\$158,600.00	\$146,968.00	\$193,032.96	\$239,992.07	\$287,858.37

i. Identify the projected number of students *declared* in the new program for each of the first four years of the program.

This program will enroll a cohort every year. The target enrollment for each cohort is 15-20. That said, we anticipate enrollment to grow as follows:

- Year 1: 10
- Year 2: 12
- Year 3: 15
- Year 4 and beyond: 15-20

ii. Identify projected faculty FTE for each of the first four years of the program.

The number of new credits listed above is 20 or .833 FTE. This is stable across years.

iii. Identify the number of additional (new) faculty FTE (whether new or contingent) necessary to add in each of the first four years of the program.

The program represents 20 new credits at least 16 of which will be taught during the academic year. For the first year we plan to staff with contingent faculty or summer contracts for current tenure track faculty. Upon demonstration of sustainability, we will hire a 1.0 visitor for a 3 year contract. The additional 8 credits needed for a full time contract will be used to cover current classes being taught by one class contingents, clinical supervision of pre-service candidates, or support of FYEP, General Education, or IDIS programs.

- Year 1: .83 FTE (contingent)
- Year 2: 1.0 FTE (visitor)
- Year 3: No additional
- Year 4: No additional

iv. Identify average faculty salary in the proposed program in consultation with the Provost's Office.

The pay rate for contingent instructors is \$1350/credit hour. Should the position lead to a full-time faculty (with additional teaching responsibilities across School of Education Programs), the starting salary for the visiting position will be in the range of \$65,000 to \$70,000. The attached budget estimates \$70,000 plus benefits and includes a 2% annual increase.

v. Indicate the projected staff/administrator FTE for each of the first four years of the program.

To support this program, we will need a total of .4 staff/administrator FTE

vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first four years of the program.

.4 FTE will be added in year one.

vii. Indicate the average staff/administrator salary.

viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative.*

The services and purchases budget includes budget for development and distribution of program materials and ongoing office and program materials (e.g. program handbooks, orientation expenses). The budget also includes attendance for an additional member of the School of Education to attend the Educator Career Fair and for other recruiting and marketing activities.

ix. Estimate facilities and technology expenses for each of the first four years of the program.

NA

x. Estimate library expenses for each of the first four years of the program.

NA

xi. Estimate student services expenses

Not applicable specific to this program though SFS may need additional support as new programs are approved.

14. Risk management - Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

This is a low risk program. All candidates will already hold certifications or professional positions. The degree itself does not contain a clinical component.

15. Accountability and Exit Strategy:

- a. Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.

This MEd program is a 15 month program that will admit a new cohort every year. By the beginning of year two (Spring 2027) we will know whether a viable second cohort will be admitted. Enrollment goals for each cohort are 15-20 candidates. The attached budget conservatively estimates a first year cohort at 10. A cohort of 8 would still be profitable with \$113,000 or more in net revenue each year. The previously outlined assessments (Year-End Surveys, Course Evaluations, exit surveys) along with retention and completion data will be used to determine if the program is meeting stated outcomes.

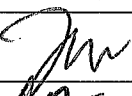
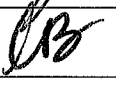
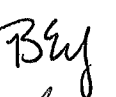
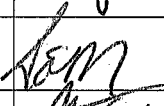
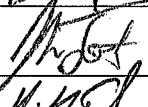
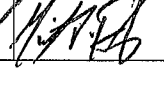
- b. Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.






If the program proves to be unviable, we can teach out the core courses with contingent faculty for the current cohort and then not admit a new cohort. We can also delay hiring the full time visiting position if needed and continue to fill the core courses with contingent or summer contracts for current faculty until more robust cohorts are admitted with regularity. Further, utilizing a full-time visitor, at least initially means we are not locked into a tenure track position.

- c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

Associate Dean, Dr. John Wright and Assistant Dean Dr. Mary Jo Larsen

16. Communications Checklist. The persons/offices listed below should be consulted as the proposal is prepared.

	Signature	Date	Level of Support: <ul style="list-style-type: none"> • Support • Undecided • Do not support
Chair: Associate Dean John Wright		10/28/25	Support
Dean: Cameron Bennett		10/28/25	Support
Associate Provost for Undergraduate or Graduate Studies, as appropriate: Bridget Yaden		10/28/25	Support
Accreditation Liaison Officer: Karen McConnell		10/28/25	Support
Director of the Library: Joe Toth		10/30/25	Support
Student Financial Services: Mike Frechette		10/28/25	Support

Director of Admission for Undergraduate or Graduate, as appropriate: Melody Ferguson		10/30/25	Support
Executive Director Center for Student Success: Kris Plaehn		10/30/25	
Vice President for Administrative Services: Shalita Myrick		10/30/25	Support
Director of Financial Operations		10/30/25	Support

March 2023

Pacific Lutheran University
EDUC 557—Interdisciplinary Pedagogy
4 credits

Description

This course explores the theoretical foundations and practical applications of teaching across disciplinary boundaries. Students will examine various models for integrating subject matter, focusing on how interdisciplinary approaches can foster deeper critical thinking, problem-solving skills, and a more holistic understanding of complex issues among diverse learners. The course emphasizes designing and implementing cohesive, standards-aligned interdisciplinary curricula and units of study appropriate for various educational settings. Participants will develop the skills necessary to collaboratively plan and assess learning experiences that connect traditionally separate fields of study.

Learning Outcomes

1. Cultivate a reflective practice by regularly evaluating their own teaching philosophies and methods, seeking feedback, and adapting to new challenges.
2. Demonstrate competency in Teacher and Principal Evaluation and Growth Program (TPEP) standards.
3. Effectively integrate content and skills from distinct subject areas to promote complex problem-solving and deep, connected learning among diverse student populations.

Topics Covered

1. Theoretical Models for Integration: Exploring different frameworks for connecting disciplines, such as the Connected, Shared, Webbed, or Integrated models, and examining the educational philosophy supporting each approach.
2. Curriculum Design and Backward Mapping: Focusing on the practical process of designing cohesive interdisciplinary units by using backward design (UbD) principles, starting with essential questions, enduring understandings, and disciplinary standards to create authentic, performance-based assessments.
3. Collaborative Planning and Team Teaching: Analyzing effective strategies for teachers from different subject areas to collaborate on planning, instruction, and assessment, addressing logistical challenges, communication protocols, and methods for shared instructional delivery (e.g., co-teaching models).

Texts (Instructor will select texts appropriate for weekly reading, including the following or similar):

Kim, J. & Zak, S. (2024). *Interdisciplinary Teaching and Teacher Education: Developing Teacher Competencies for Interdisciplinary Instruction*. Rowman & Littlefield.

Pacific Lutheran University
EPSY 593—Community and Justice in Practice
4 credits

Description

This course provides educators with the theoretical knowledge and practical skills necessary to effectively implement and evaluate SEL programs in diverse PreK-12 settings. Students will deeply explore the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, focusing on the five core competencies and their integration into both academic instruction and school culture. The course emphasizes evidence-based strategies for teaching SEL directly, embedding it into subject matter, and using data to assess student growth and program impact on overall well-being and academic success.

Learning Outcomes

1. Design and implement innovative, research-based instructional strategies that integrate social and emotional learning competencies to foster a safe, inclusive, and equitable learning environment for all students.
2. Demonstrate mastery of an advanced knowledge and specialized skill within their chosen concentration.
3. Articulate core values and model the guiding principles of the PLU education department and the profession, including: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives; commitment to increasing achievement for all students.
4. Demonstrate mastery of the CASEL framework and including measurable outcomes for student development in the five core competencies.

Topics Covered

1. Foundations and Frameworks of SEL: A deep dive into the theoretical models of social emotional development, primarily focusing on core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making
2. Universal SEL Curriculum and Instruction: Practical strategies for explicitly teaching SEL skills through dedicated lessons and integrating SEL into core academic subjects (e.g., math, science, ELA).
3. School-Wide SEL Systems and Climate: Examination of best practices for implementing SEL across a school or district, including how to engage staff, family, and community partners.
4. SEL Assessment and Evaluation: Methods for measuring student SEL growth (using both direct and indirect assessment tools) and evaluating the fidelity and impact of SEL programs on student outcomes, such as disciplinary referrals, attendance, and academic performance.

Texts (Instructor will select texts appropriate for weekly reading, including the following or similar):

Collaborative for Academic, Social, and Emotional Learning. (2024). *The CASEL framework*. Retrieved from <https://frankbuck.org/link-specific-page-part/>

Pacific Lutheran University
EDUC 567—Current Issues in Education
4 credits

Description

EDUC 567 provides a rigorous examination of contemporary challenges shaping national and state educational systems. Students will analyze complex, high-impact topics such as the intersection of Artificial Intelligence (AI) and pedagogy, the politics of funding and equity, and teacher retention and preparation, among other topics. The course emphasizes critical analysis of recent policy changes, relevant research, and journalistic coverage to develop informed perspectives and innovative solutions for the future of learning.

Learning Outcomes

1. Conduct and present descriptive research that demonstrates synthesis and application of learning.
2. Articulate core values and model the guiding principles of the PLU education department and the profession, including: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives; commitment to increasing achievement for all students.
3. Demonstrate the ability to frame contemporary educational issues within their historical, social, and political contexts.

Topics Covered

1. Equity, Policy, and Access: This topic examines systemic issues related to fairness in education, including disparities in school funding models, the impact of socioeconomic status on student outcomes, and policy debates surrounding school choice, desegregation, and access to advanced curricula.
2. The Future of Learning and Technology: This covers the rapidly evolving digital landscape, including the ethical and pedagogical implications of integrating Artificial Intelligence (AI) into teaching and learning, issues of digital divide/equity, and the shift toward blended or competency-based learning models.
3. Workforce Sustainability and Professionalism: Focused on the adult side of the system, this topic analyzes teacher and administrator recruitment and retention, the politics of teacher evaluation and compensation, and the challenges of ensuring high-quality, continuous professional development.

Texts (Instructor will select texts appropriate for weekly reading, including the following or similar):

This course will utilize contemporary writing on the trends and issues in public education, including journal articles from: *Current Issues in Education (CIE)*, the Washington State OSPI website, and the *Journal of Teacher Education (JTE)*, among others.

Pacific Lutheran University
EDUC 592—Advanced Data-based Decision Making
4 credits

Description

This course provides a rigorous examination of the methodological and ethical issues involved in using educational data to drive policy and instructional practice. The primary focus is on critically evaluating data quality and translating the findings into equitable and actionable recommendations for supporting student, teacher, and school improvement.

Learning Outcomes

1. Utilize advanced data collection and analysis to inform instruction and measure student growth
2. Demonstrate mastery of an advanced knowledge and specialized skill within their chosen concentration.
3. Demonstrate competency in Teacher and Principal Evaluation and Growth Program (TPEP) standards

Topics Covered

1. Instructional Decision-Making:
 - Using formative and summative assessment data
 - Employing Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) models
2. Equity and Achievement Gaps:
 - Disaggregating student data by key demographic factors
 - Applying an equity lens to data analysis to challenge biases
3. Holistic Student Outcomes:
 - Analyzing non-academic student data such as attendance rates, discipline and suspension records, and social-emotional learning (SEL) data.
4. Student Data Literacy and Agency:
 - Strategies for empowering students to understand and use their own data

Texts

Kowalski, T. J., & Lasley, T. J. (Eds.). (2009). *Handbook of data-based decision making in education*. Routledge.

Pacific Lutheran University
EDUC 594—Capstone
4 credits

Description

This course focuses on creating a culminating project that serves as a "capstone" to a student's academic journey in their chosen education concentration in the M.Ed. program at Pacific Lutheran University. It is a demonstration of their readiness for future endeavors in their chosen concentration.

Learning Outcomes

1. Cultivate a reflective practice by regularly evaluating their own teaching philosophies and methods, seeking feedback, and adapting to new challenges.
2. Synthesize and integrate concepts, theories, and research methodologies from multiple courses within the program to demonstrate a detailed understanding of their chosen educational concentration.

Topics Covered

1. This graduate-level capstone course is primarily a project-based seminar that shifts the focus from learning new material to synthesizing, integrating, and applying the knowledge gained across the entire program.

Texts (Instructor will select texts appropriate for weekly reading, including the following or similar)

Various course materials from previous courses and individually researched sources to add to the student's culminating project.

Applied Behavior Analyst Syllabi

SPED 540: Theory and Philosophy in Behavior Analysis (3)

SPED 541: Basic Principles of Behavior (3)

SPED 542: Measurement and Experimental Design (3)

SPED 545: Ethics in Behavior Analysis (3)

Pacific Lutheran University
SPED 540—Theory and Philosophy of Behavior Analysis
3 credits

Description

This course provides the introduction to the philosophical underpinnings of Applied Behavior Analysis and will include the history of the science behind ABA, the main core principles that guide all research, and how research translates into practice. It will also cover the fundamentals of experimental design in applied behavior analytic research. This is the first in a 3-part series that meets the VCS requirements for Behaviorism and Philosophical Foundations as well as Concepts and Principles. This course addresses the Test Content Standards 6th Edition.

Learning Outcomes

- Identify the goals of behavior analysis as a science,
- Explain the philosophical assumptions of the science of behavior analysis,
- Explain behavior from the perspective of radical behaviorism,
- Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis,
- Identify and describe dimensions of applied behavior analysis and
- Discuss terminology and application of experimental design and single case research.

Topics Covered

History of behavior analysis
Radical behaviorism
Key terms in behavior analysis
Experimental design

Texts

[BDS Modules](#)

Alberto, P.A., Troutman, A.C. & Axe, J. (2022). *Applied Behavior Analysis for Teachers*. 10th Edition. Pearson Publishing.

Cooper, J., Heron, T.E. & Heron, W.L. (2023). *Applied Behavior Analysis*. 3rd Edition. Pearson Publishing.

Pacific Lutheran University
SPED 541—Basic Principles of Behavior
3 credits

Description

This course is the first in a series of two that covers the Concepts and Principles section of the BACB Test Content Outline.

Learning Outcomes

- Define and apply concepts related to behaviors and response classes,
- Define and apply concepts related to stimulus and stimulus classes,
- Define and describe reinforcement and punishment procedures and contingencies,
- Define and describe social and automatically reinforced contingencies,
- Define and discuss conditioning as applied to reinforcement,
- Define and apply schedules of reinforcement and
- Define and discuss applications of extinction procedures.

Topics Covered

Behavior and response

Behavior stimuli

Reinforcement

Texts

[BDS Modules](#)

Alberto, P.A., Troutman, A.C. & Axe, J. (2022). *Applied Behavior Analysis for Teachers*. 10th Edition. Pearson Publishing.

Cooper, J., Heron, T.E. & Heron, W.L. (2023). *Applied Behavior Analysis*. 3rd Edition. Pearson Publishing.

Pacific Lutheran University
SPED 542—Measurement and Experimental Design
3 credits

Description

This course provides a complete and comprehensive overview of the measurement practices and principles used most in ABA. This course addresses the Test Content Standards 6th Edition.

Learning Outcomes

- Create operational definitions of behavior,
- Distinguish among direct, indirect, and product measures of behavior,
- Measure occurrence of behavior,
- Measure temporal dimensions of behavior (e.g., duration, latency, inter-response time),
- Distinguish between continuous and discontinuous measurement procedures,
- Design and apply discontinuous measurement procedures (e.g., interval recording, time sampling),
- Measure efficiency (e.g., trials to criterion, cost-benefit analysis, training duration),
- Evaluate the validity and reliability of measurement procedures,
- Select a measurement procedure to obtain representative data that accounts for the critical dimension of the behavior and environmental constraints,
- Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records),
- Interpret graphed data and explain to various constituents in meaningful ways and
- Select a measurement procedure to obtain representative procedural integrity data that accounts for relevant dimensions (e.g., accuracy, dosage) and environmental constraints.

Texts

[BDS Modules](#): You will be required to use the BDS modules and to post finished quiz sections as part of your grade. The BDS modules are also used elsewhere in the coursework. You do not need to purchase multiple copies (they are a program requirement).

Alberto, P.A., Troutman, A.C. & Axe, J. (2022). *Applied Behavior Analysis for Teachers*. 10th Edition. Pearson Publishing.

Cooper, J., Heron, T.E. & Heron, W.L. (2023). *Applied Behavior Analysis*. 3rd Edition. Pearson Publishing.

Pacific Lutheran University
SPED 545—Ethics in Behavior Analysis
3 credits

Description

This course is the first of two in a series designed to meet the VCS requirements for Ethics and Professionalism in ABA. This course will overview ethical behavior and requirements for BCBAs as well as how to conduct their practice as professionals. In particular, this course will address the four core principles of the [BACB Ethics Code](#).

Learning Outcomes

- Students will define each Ethics code and discuss examples relating to various areas of practice such as school, clinic, home and other care settings,
- Students will discuss Ethics scenarios and problem solve while considering ideal professional practice,
- Students will discuss and practice problem solving scenarios related to supervision of behavior technicians or practicum students
- Topics Covered

Topics Covered

- Section 1: Responsibility as a Professional
- Section 2: Responsibility in Practice
- Section 3: Responsibility to Clients and Stakeholders
- Section 4: Responsibility to Supervisees and Trainees
- Section 5: Responsibility in Public Statements
- Section 6: Responsibility in Research

Texts

There will be weekly required readings in Sakai (course LMS system) along with the following required textbooks. These can be purchased in paper or electronic versions.

Brodhead, M., Cox, D.J. & Quigley, S.P. (2022). *Practical Ethics for the Effective Treatment of Autism Spectrum Disorder*. 2nd Edition. Academic Press.

Cooper, J., Heron, T.E. & Heron, W.L. (2023). *Applied Behavior Analysis*. 3rd Edition. Pearson Publishing.

Educational Leadership Syllabi

EDUC 569 Current Issues in Inclusive Differentiation (3)

Pacific Lutheran University
EDUC 569—Current Issues in Inclusive Differentiation
3 credits

Description

This course is designed to assist candidates in becoming familiar with differentiation from a school leadership perspective. Using implementation science with a focus on all students, school leaders are prepared to be system leaders, fostering strong core instruction as an essential component of implementing multi-tiered systems of support (MTSS).

Learning Outcomes

Upon successful completion of this course, students will be able to:

- a) Describe the essential components of Tier 1, Tier 2, and Tier 3 MTSS-B implementation,
- b) Assess school readiness for MTSS-B implementation and be able to effectively plan for school system change,
- c) Problem-solve common barriers to teaming and ways to create collaboration between staff in the provision of services,
- d) Explore common areas that create access barriers for students as well as differentiation strategies to address these in the classroom, school, and in collaboration with others, and how to build capacity in the building,
- e) Define and explore the role of the principal or program leader in MTSS sustainability.

Topics Covered

- 1) The primary importance of the universal tier, core curriculum, and collaborative teams
- 2) The organizational structure of MTSS and its essential components
- 3) How to determine the effectiveness of universal instruction and interventions
- 4) The role of implementation science in successful school change and sustainability
- 5) How to evaluate ongoing implementations for ongoing system growth

Texts

Required Course Texts:

Gibbons, K., Brown, S. & Niebling, C. (2019). *Effective Universal Instruction: An action-oriented approach to improving tier 1*. The Guilford Press: New York, New York.

Recommended Additional Texts:

Mattos, M. & Buffum, A. (2015). *It's About Time: Planning Interventions and Extensions in Elementary School*. Solution Tree: Bloomington, Indiana.

Mattos, M. & Buffum, A. (2015). *It's About Time: Planning Interventions and Extensions in Secondary School*. Solution Tree: Bloomington, Indiana

Aguilar, E. (2020). *Coaching for Equity: Conversations that Change Practice*. Jossey-Bass: Hoboken, New Jersey.

Special Education Syllabi

- SPED 500: Foundations in Special Education (1)
- SPED 509: Current Topics in Serving Student with Disabilities (1)
- SPED 511: Students with Developmental Disabilities (2)
- SPED 514: Students with High Incidence Disabilities (3)
- SPED 515: Students with Emotional/Behavioral Disabilities (3)
- SPED 516: Students with Autism Spectrum Disorders (2)

Pacific Lutheran University
SPED 500—Foundations in Special Education
1 credits

Description

This is a foundational course designed to provide students with a baseline knowledge set of special education. The field of special education is founded on basic principles as well as legal mandates. This course will explore these and provide students with a deeper understanding of the IEP (Individualized Education Plan).

Learning Outcomes

Students will gain a beginning understanding of the following:

- Laws that are applicable to Special Education and students with disabilities, including ADA, 504 and IDEiA.
- The process by which students are made eligible for special education including timelines, actions, who is involved, their roles and potential outcomes.
- The components of an Individualized Education Plan (IEP) components.

Topics Covered

- Students with Disabilities
- Special Education 101
- Laws and Entitlements 101
- Basic Principles of IDEiA
- Overview of IEPS

Texts

Readings provided within the IRIS module

Pacific Lutheran University
SPED 509—Current Topics in Serving Students with Disabilities
1 credits

Description

This course is designed to look at some of the current topics, issues, “problems of practice” and most recent trends in special education and advance solutions and evidence-based practices, such as Universal Design for Learning (UDL), collaboration, inclusion, trauma informed practices, and culturally responsive teaching.

Learning Outcomes

Students in this course will engage in and learn the following:

- Students will learn and identify some of the current trends, issues, challenges, and problems of practice in special education.
- Students will engage with other students to work through problem solving strategies to mitigate current school and classroom issues in special education.
- Students will learn evidence-based practices that can mitigate issues and challenges for special education students and teachers such as Universal Design for Learning (UDL), multi-tiered systems of support (MTSS), positive behavior interventions and supports PBIS, culturally responsive teaching, trauma informed practices, and restorative practices.

Topics Covered

- Special Education as a system
- Disproportionality
- Inclusion and Student Support Models (UDL, MTSS, PBIS)
- Current topics or issues facing Special Education teachers

Texts

Articles updated each year based on current issues

Pacific Lutheran University
SPED 511: Students with Developmental Disabilities
2 credits

Description

This course is designed to develop baseline knowledge of various issues related to special education. You will learn about the children and young adults who are placed in related IDEA categories and the various strengths and challenges they bring to the educational table. The course explores the term “Developmental Disability” means (there are multiple meanings), variation among those with a disability, how to create access while teaching important skills, and collaboration to implement the least restrictive environment. This course addresses terminology that you will need to know in Special Education, including acronyms and process-related knowledge.

Learning Outcomes

Students in this course will:

- a) Identify, define and discuss key terms used in special education as related to children with developmental disabilities, including the category (DD 3-9) as well as the broader term,
- b) Explore the historical aspects of disability as it relates to education, access to education and legal landmarks such as 94-142 and other related laws,
- c) Explore personal beliefs about disability,
- d) Discuss parental experiences with respect to disability,
- e) Discuss and identify related disorders and possible IDEA Categories,
- f) Explore learning domains and how adverse educational impact is determined for each domain,
- g) Discuss the nature of barriers to inclusion in respect to this category,
- h) Discuss curriculum and instructional approaches, including inclusion tactics, curriculum modifications, assessment accommodations/modifications and skill instruction,
- i) Explore the concept of self-determination for older students,
- j) Discuss the roles of team members including the family in the special education process,
- k) Discuss the nature of diversity and cultural competence within special education,
- l) Discuss adaptations and modifications to curriculum necessary for access including classroom, district and statement assessment accommodations,
- m) Discuss collaboration with special education staff including paraprofessionals, ESA staff such as speech, occupational therapy and physical therapy, nurses, other/outside medical professionals, and other partners in support of each child’s education.

Topics Covered

- Developmental Disabilities
- IDEA Categories, Learning Domains, Interaction with AEI
- Focusing on Adaptive Behavior Skills
- IEP Goal Writing

Texts

Federal IDEA websites and resources
Research articles

Pacific Lutheran University
SPED 514—Students with High Incidence Disabilities
3 credits

Description

High-incidence disabilities make up 80% of the population of students with disabilities and are disabilities that are more commonly served in general education classrooms. This course focuses on developing understanding of perspectives on the learning, school, and classroom experiences of learners with high incidence disabilities. Topics include characteristics of students with high incidence disabilities such as specific learning disability, attention deficit/hyperactivity, mild intellectual disability, speech and language impairments, and emotional behavioral disorders, the development and implementation of individualized educational plans, instructional strategies and accommodations.

Learning Outcomes

- Students will understand what the high incidence disabilities are and how they may affect a student's academic and social skills
- Students will understand the principles of instructional practice that have evidence as benefiting students with high incidence disabilities.
- Students will understand some of the types of services students with high incidence disabilities may be provided.
- Students understand what constitutes “best” and “evidence based” practices and why they are so important in special education.

Topics Covered

- Who are students with High Incidence Disabilities?
- The general needs of students with high incidence disabilities?
- Accommodations for students with disabilities?
- Best practices in classroom management that support students with high incidence disabilities
- Relationships and student engagement?
- Lesson Design and Explicit Instruction
- Evidence based practices for supporting all students

Texts

Carnine, D. (2001). Why education experts resist effective practices (and what it would take to make education more like medicine). Fordham Foundation.

Clark, R., Kirschner, P. & Sweller, J. (Spring 2012). Putting students on the path to learning: The case for fully guided instruction. *American Educator*.

Rosenshine, B. (Spring 2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*.

Pacific Lutheran University
SPED 515—Students with Emotional/Behavioral Disabilities
3 credits

Description

This course is designed to provide students with an overview of working with students who have significant support needs surrounding emotional regulation and challenging behavior. In Washington State, the Emotional Disturbance category is referred to as Emotional Behavioral Disability ([EBD](#)). This course will address foundational strategies for supporting children with EBD, including behavior analytic approaches to increasing pro-social behaviors in school.

Learning Outcomes

- Explain the characteristics and Washington State legal definitions of Emotional Behavioral Disability (EBD) and how they affect a student's learning.
- Perform a basic Functional Behavior Assessment (FBA) to determine *why* a student is engaging in challenging behavior (e.g., the function of the behavior).
- Develop, implement, and evaluate a Behavior Intervention Plan (BIP) based on the function of the behavior and aligned with Positive Behavior Interventions and Supports (PBIS) principles.
- Adapt teaching methods and use accommodations to effectively instruct students with EBD and ensure they can access the general curriculum.

Topics Covered

- Characteristics of students with behavioral disabilities
- Classroom management and the learning environment
- Functions of behavior
- Positive Behavior Interventions and supports
- Behavior Intervention Plans (BIPs)
- De-escalation techniques
- Teaching and instructional strategies for students with behavioral disabilities
- Accommodations for students with behavioral disabilities

Texts

Case studies and articles

Pacific Lutheran University
SPED 516—Students with Autism Spectrum Disorders
2 credits

Description

This course is designed to assist you to become familiar with the various issues related to special education. You will learn about the children and young adults who are placed in this IDEA category and the various strengths and challenges they bring to the educational table. You will leave with a much better understanding of special education, this particular population and all of its inherent variability, and its nature as a part of education rather than a separate entity.

Learning Outcomes

- Understand the learning domains affected by ASD and the concomitant challenges as they may present themselves in school, this includes educational autism research,
- Discuss the nature of barriers to inclusion in respect to this category, and
- Discuss basic techniques for assisting children and young adults with ASD in the school setting

Topics Covered

- Understanding Autism Research
- Current topics of autism spectrum disorders
- AFIRM Modules

Texts

- Research articles identified by students
- AFIRM resources

English Language Learner Syllabi

- EDUC 540: Introduction to Bilingual/ESL Education (3)
- EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)
- EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)
- EDUC 543: Language Acquisition and Linguistic Foundations (3)

Pacific Lutheran University
EDUC 540—Introduction to Bilingual/ESL Education
3 credits

Description

This course builds a foundational understanding of the legal and policy development of Bilingual/ESL education through the rich history of state and federal litigation and current legal challenges faced in American public K-12 schools. The course assesses how differences in race/ethnicity, class, gender, and power affect education for culturally and linguistically diverse students in American public schools. Examines legal requirements for program identification and placements, as well as promotes critical uses, effectiveness, validity, and fairness in the testing of linguistically diverse populations. Provides first-hand experiences developing, selecting, reviewing, and adapting test materials as critical to making informed teaching decisions.

Learning Outcomes

- Identify the history and legal issues concerning education of culturally and linguistically diverse students.
- Increase ability to advocate for culturally and linguistically diverse students with demonstrations for future use with school staff.
- Know and understand the importance of advocating for culturally and linguistically diverse students. Develop understanding of issues related to culturally and linguistically diverse students' education.
- Know the effect of cultural identity on language learning and school achievement.
- Reflect on and explain aspects of an English dominant learning environment and institutional practices.

Topics Covered

Major historical periods in the trajectory of bilingual education
WIDA ELD Standards Framework

Texts

Wright, W. (2015 or any edition) Foundations for teaching English Language Learners; Research, theory, policy and practice. Philadelphia: Caslon Publishing.

Pacific Lutheran University
EDUC 541—Program Models for Culturally & Linguistically Diverse Students
3 credits

Description

This course examines current research on the academic effectiveness of various program models, philosophies and theoretical underpinnings of bilingual education. It includes the role of emerging research findings of asset-based models that support the academic, cognitive, linguistic and sociocultural aspects that lead to student success. Overview of federal and state mandates and resources related to program models will be addressed.

Learning Outcomes

- Reflect on and explain aspects of an English dominant learning environment and institutional practices
- Describe the specific design and academic effectiveness of various ESL/Bilingual program models
- Demonstrate understanding of the Prism Model
- Demonstrate critical understanding of the Thomas and Collier graph

Topics Covered

- Historical Perspectives – English dominant learning environment (deficit model) and asset-based research findings
- Language, culture and the effect on learning
- Program models
- Federal and State mandates
- Prism Model
- Thomas & Collier

Texts

Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice by Wayne E. Wright.

Pacific Lutheran University
EDUC 542—Culturally and Linguistically Relevant Pedagogy
3 credits

Description

This course prepares educators to serve as leaders in culturally and linguistically diverse settings. Topics include strategies for creating inclusive learning environments in the school setting, issues of identity, power, and privilege with an emphasis on English Learners.

Learning Outcomes

- Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of immigration status, socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.
- Candidates are able to articulate the benefits of and need for an additive perspective of language and culture that supports bi/multicultural identity development.
- Candidates can explain how her/his own ethnicity, culture, and socioeconomic status influence teaching practices.
- Candidates can distinguish between and communicate characteristics of typical language development (including consideration of cultural influences on learning behaviors), and potential special education needs by referencing appropriate research and resources.
- Candidates consistently engage in culturally responsive practices that empower students intellectually, socially, emotionally, and politically to develop knowledge, skills, and attitudes.

Topics Covered

- Preparing for Culturally Responsive Teaching
- Identity in Language and Literacy Education
- How Teachers of All Races and My Class Didn't Trump my Race
- Why we can't just tell you how to do multicultural education
- Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice

Texts

DiAngelo, R. J. (2006). My Class Didn't Trump My Race: Using Oppression to Face Privilege. *Multicultural Perspectives*, 8(1), 51–56. https://doi.org/10.1207/s15327892mcp0801_9

McKinney, Carolyn & Norton, Bonny. (2008). Identity in Language and Literacy Education. 10.1002/9780470694138.ch14.

Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. *Educational Researcher*, 41(3), 93–97. <http://www.jstor.org/stable/41477769>

Various case studies

Pacific Lutheran University
EDUC 543—Language Acquisition and Linguistic Foundations
3 credits

Description

Explores the orientations, theories, debates, and research findings in the areas of first, second, and bilingual language acquisition in addition to connecting the nature of linguistic development and performance to teaching and learning in the classroom. Topics include theory and research of language development, transference, language identity, translanguaging, and strategies to promote language acquisition and proficiency. Analysis of language proficiency standards, language domains and language acquisition stages will be examined with emphasis on application to classroom instruction.

Learning Outcomes

- Demonstrate an understanding of how language is learned and of the leading theories of second language acquisition
- Describe and apply the connections of the language proficiency levels and domains to content learning standards
- Demonstrate pedagogical application of linguistic knowledge in relationship to classroom instruction
- Demonstrate the ability to advocate for ELLs with demonstrations for future use with school staff; know and understand the importance of advocating for the ELL

Topics Covered

- Theories of language acquisition
- Translanguaging & Error Correction
- Phonology -spoken English
- Standards, Stages, Cummins BICS/CALP, Cognitive Quadrant

Texts

Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice by Wayne E. Wright.