

# TEACHER EDUCATION

**Department Website: Teacher Education** (<https://www.gonzaga.edu/school-of-education/undergraduate/community-culture-language/>)

In the spirit of Gonzaga's Catholic and Jesuit mission the Teacher Education Department prepares individuals to be reflective practitioners committed to servant leadership and social justice. We have been educating students since 1928, offering a thorough preparation in academic subject matter and professional teaching. As a reflective learning community faculty, staff, and students form supportive relationships that encourage service for others, reflective practice, and critical thinking skills.

## Bachelor of Education in Community, Culture, and Language

The B.Ed in Community, Culture, and Language (CCL) (our primary pathway to elementary certification) with an endorsement in English Language Learners (ELL) provides students with a deep understanding of the ways in which cultures, languages, and literacies shape communities. The program builds a deeper understanding of and ability to navigate cultural and linguistic differences, as well as the tools to build and support community for the benefit of all. The guiding philosophy of this interdisciplinary degree is rooted in the Jesuit principle of living as men and women for others. In order to be men and women for others we must understand how our cultural and linguistic behaviors shape and are shaped by our worldviews and those of our respective communities. By developing cultural humility, we can develop alongside individuals from diverse linguistic and cultural backgrounds.

Students will choose one of two concentrations: the Elementary Education concentration, or the Community Education concentration. The major prepares students for potential employment as an elementary educator or in Non-Governmental Organizations, Non-Profit Organizations, and any businesses or organizations with a global focus.

To earn a Washington State K-8 teaching certificate, students in the elementary concentration take additional specialized courses in the teacher certification program. Students can also add the Reading Endorsement. Students choosing the community concentration take the core CCL major requirements along with courses in the social sciences preparing them for professional service in a variety of nonprofit, nongovernmental, and global organizations.

## Elementary and Secondary Teacher Certification Programs

The Teacher Education Department offers a distinctive certification program that prepares educators with the knowledge, skills and dispositions to support K-12 learners. Students have an opportunity to obtain initial (residency) certification within the state of Washington at the Elementary (K-8) or Secondary (5-12) level with reciprocity throughout the United States. The Department is advised by a Professional Education Advisory Board (PEAB) composed of area teachers and school administrators. The certification programs also meet the standards specified by the Washington Professional Educator Standards Board (PESB). It is important to note that certification is not a major. Students pursue a major field of study in the School of Education or from another school or college at the University while also taking teacher certification

courses. Students must also fulfill all the University core curriculum requirements.

Teacher certification students have a primary and a secondary advisor. The primary advisor (assigned when students are admitted to the University) advise students regarding degree and core curriculum requirements. Teacher certification students are assigned a secondary advisor from the Teacher Education Department who guides teacher certification candidates throughout the certification program.

Students who want to serve as elementary school teachers pursue Elementary certification allowing them to teach grades K-8 as generalists in a self-contained classroom. The department of Teacher Education offers elementary add-on endorsements in ELL and Reading. Those wanting to teach at the middle or high school level (5-12) pursue secondary certification. Secondary candidates choose a specific content/endorsement area to teach. The Teacher Education Department offers Secondary certification in the following endorsement areas:

Biology	Chemistry
English Language Arts	French
Mathematics	Music
Physics	Social Studies
Spanish	Theatre Arts

## Admission to Teacher Certification Program Requirements:

The following criteria are the admission requirements for the teacher certification program:

1. 10 credits of education coursework successfully completed (EDTE 101, EDSE 150, and EDTE 221E, including one field experience, EDTE 221L).
2. Cumulative GPA of 2.50 or higher across GU courses.
3. B- or better in all EDTE, EDSE, and MTSL courses.
4. Candidate has taken the basic skill assessment in each of the following categories: Reading, Writing, and Math in either the WEST B, SAT, ACT or test.
5. Current Washington State Pre-Residency Clearance.
6. Current FBI/Washington State Patrol Fingerprint Clearance on file.
7. No unresolved documented dispositional concerns.

## Admission to Student Teaching Requirements:

1. All certification and endorsement course work must be completed prior to student teaching.
2. Cumulative GPA of 2.5 or higher in all GU courses.
3. B- or better in all EDTE, EDSE, and MTSL courses.
4. Has taken the basic skill assessment in each category: Reading, Writing, and Math with minimum scores in either the WEST B, SAT, ACT
5. Current Washington State Pre-residency clearance.
6. Current FBI/Washington State Patrol Fingerprint Clearance on file.
7. No unresolved and/or ongoing documented dispositional concerns.
8. WEST E or NES taken prior to Student Teaching. Meeting the state's established minimum score on the WEST E or NES endorsement test is required for certification.
9. Candidate must apply for student teaching the year prior.

## Optional Endorsements offered within the School of Education

Teacher certification students (elementary and secondary) can also earn an English Language Learner (ELL) and/or Reading Endorsement. These are not stand-alone endorsements but optional endorsements that enhance the skills of Elementary and Secondary candidates.

### English Language Learner (ELL) Endorsement (14 credits): Reading Endorsement (17 credits):

Washington state certification requirements may change. Students are responsible to stay current by checking with their School of Education advisor and the Director of Certification.

### Community, Culture and Language (B.Ed) Major

## Program Requirements

Code	Title	Hours
<b>Lower Division</b>		
EDTE 101	Social and Cultural Foundations of Education	3
EDTE 200	Language, Society, and Power	3
EDTE 204	Community Languages and Language Acquisition	3
EDTE 206	Community and Place-Based Education	3
<b>Upper Division</b>		
MTSL 304	Immigrant & Refugee Perspect	3
EDTE 321	Social-Emotional Learning in the Classroom and Community	3
EDTE 432	CIS: (Policy and Advocacy)	3
<b>Total Hours</b>		<b>21</b>

Choose one of the following two concentrations:

## Community Education Concentration

Code	Title	Hours
<b>Required Courses</b>		
MTSL 401	Theory & Prac of Lang Teaching	3
MTSL 480	TESOL Field Experience	1
EDTE 494	Special Project	3
<b>Electives</b>		
Select two of the following:		6
EDTE 202	Community and Ethnography	
ENGL 306	Special Topics in Writing	
ENGL 480	Critical Theory: Literature and Cultural Study	
SOCI 388	Sociology of Education	
<b>Total Hours</b>		<b>13</b>

## Elementary Education Concentration

Code	Title	Hours
<b>Required Courses</b>		
EDTE 221E	Elementary Differential Instruct and Assess	3
EDTE 221L	Field Experience (Elementary)	1
EDTE 306	Critical Pedagogical Issues in American Education	3
EDTE 466	Literacy for English Language Learners	3
<b>Electives</b>		
Select one of the following:		3

MTSL 401	Theory & Prac of Lang Teaching	
MTSL 480	TESOL Field Experience	
SOCI 388	Sociology of Education	
<b>Total Hours</b>		<b>13</b>

## Elementary Education Certification Program Requirements:

Code	Title	Hours
EDTE 101	Social and Cultural Foundations of Education	3
EDSE 150	Psychology of Children with Exceptionality	3
Select one of the following:		
EDTE 213	Since Time Immemorial	
EDTE 306	Critical Pedagogical Issues in American Education	
EDTE 221E	Elementary Differential Instruct and Assess	3
EDTE 221L	Field Experience	1
EDTE 231	Instruct Methods: Reading, Writing, and Communication I	3
EDTE 315E	Classroom Assessment for Elementary Teachers	3
MATH 104	Elements of Algebra and Statistics	3
HIST 108	Introduction to Pacific Northwest History	3
BIOL 181L	Biological Systems Lab	1
EDTE 304	Concepts in Science	3
EDTE 331	Instruct Methods: Reading, Writing, and Communication II	3
EDTE 331L	Field Experience	1
EDTE 400	Elementary Methods: Music	1
EDTE 401	Elementary Methods: Mathematics	3
EDTE 401L	Field Experience	1
EDTE 402	Elementary Methods: Social Study	3
EDTE 403	Elementary Methods: Art	1
EDTE 404	Elementary Methods: Science	3
EDTE 415	Elementary PE Methods	1
EDTE 416	Elementary Health Methods	1
EDTE 460E	Classroom Management and Communication Elementary	3
EDTE 496E	Elementary Student Teaching	12
EDTE 495	Student Teaching Professional Seminar	2
EDSE 450	Special Education Seminar	1

## Optional English Language Learner (ELL) Endorsement

Code	Title	Hours
MTSL 304	Immigrant & Refugee Perspect	3
MTSL 401	Theory & Prac of Lang Teaching	3
MTSL 408	Prin of Sec Lang Acquisition	3-4
EDTE 466	Literacy for English Language Learners	3
MTSL 450	Language Awareness	1
MTSL 480	TESOL Field Experience	1

## Optional Reading Endorsement

Code	Title	Hours
EDTE 231	Instruct Methods: Reading, Writing, and Communication I	3

EDTE 331	Instruct Methods: Reading, Writing, and Communication II	3
EDTE 331L	Field Experience	1
EDTE 461	Reading Diagnosis	3
EDTE 462	Child and Adol Literature	3
EDTE 464	Practicum-Reading	1
EDTE 466	Literacy for English Language Learners	3

## Secondary Certification Program Requirements:

Code	Title	Hours
EDTE 101	Social and Cultural Foundations of Education	3
HIST 108	Introduction to Pacific Northwest History	3
EDSE 150	Psychology of Children with Exceptionality	3
EDTE 213	Since Time Immemorial	1
Must be taken as a block:		
EDTE 221S	Secondary Differential Instruct and Assess	3
EDTE 221L	Field Experience	1
EDTE 241	Teaching in the Middle School	3
Must be taken as a block:		
EDTE 315S	Classroom Assessment for Secondary Teachers	3
EDTE 418	Multilit in the Scndry Clsrm	3
EDTE 418L	Field Experience	1
One methods course is required for each endorsement area (Fall Only):		
EDTE 454D	Secondary Methods: Theater Arts	3
EDTE 454E	Secondary Methods-English	3
EDTE 454F	Secondary Methods: Social Study	3
EDTE 454M	Secondary Methods-Math	3
EDTE 454S	Secondary Methods-Science	3
EDTE 454T	Secondary Methods-World Lang	3
Music Education and Physical Education majors will take methods in their degree program		
EDTE 454L	Field Experience	1
EDTE 455L	Field Experience: Additional Endorsement ((Required for additional endorsements))	1
EDTE 460S	Classroom Management Secondary	3
EDTE 496S	Secondary Student Teaching	12
EDTE 495	Student Teaching Professional Seminar	2
EDSE 450	Special Education Seminar	1

## Optional English Language Learner (ELL) Endorsement

Code	Title	Hours
MTSL 304	Immigrant & Refugee Perspect	3
MTSL 401	Theory & Prac of Lang Teaching	3
MTSL 408	Prin of Sec Lang Acquisition	3-4
EDTE 466	Literacy for English Language Learners	3
MTSL 450	Language Awareness	1
MTSL 480	TESOL Field Experience	1

## Optional Reading Endorsement

Code	Title	Hours
EDTE 231	Instruct Methods: Reading, Writing, and Communication I	3
EDTE 331	Instruct Methods: Reading, Writing, and Communication II	3
EDTE 331L	Field Experience	1
EDTE 461	Reading Diagnosis	3
EDTE 462	Child and Adol Literature	3
EDTE 464	Practicum-Reading	1
EDTE 466	Literacy for English Language Learners	3

## Courses

### EDTE 101. Social and Cultural Foundations of Education. (3 Credits)

This course provides an overview of the teaching profession. It is designed as an exploration of teaching as a career choice, serving as an introduction to various philosophical positions regarding education, the laws that affect students and teachers, the global and historical background of our current educational systems, and the issues concerned with recognizing, accepting, and affirming diversity.

### EDTE 190. Directed Study. (1-4 Credits)

May be repeated for credit.

Topic to be decided by faculty.

### EDTE 193. FYS:. (3 Credits)

### EDTE 200. Language, Society, and Power. (3 Credits)

This course introduces students to foundational concepts in linguistics, with particular emphasis on how language, culture, and society intersect and how linguistic choices reinforce or undermine power relations in society. Students will develop and understanding of what constitutes language and how languages create and maintain identities within communities.

### EDTE 202. Community and Ethnography. (3 Credits)

Using a variety of frameworks and tools, students will investigate the language and culture of carefully selected communities. Students will learn how to describe events without interpretation and work collaboratively to formulate possible hypotheses about cultures.

**Prerequisites:** EDTE 200 with a minimum grade of D

**Equivalent:** MTSL 202

### EDTE 204. Community Languages and Language Acquisition. (3 Credits)

This course is an introduction to first and additional language acquisition through the lens of an introductory course in two of the languages and writing systems used in the Spokane region. The purpose of the course is to introduce students to the languages and cultures of minority groups and to explore the ways in which the worldviews of these groups differ from those of the dominant culture. The course will also introduce students to the principal theories of first and second language acquisition.

### EDTE 206. Community and Place-Based Education. (3 Credits)

This course introduces students to foundational concepts in community and place-based education practices, with particular emphasis on theories and strategies that support the co-creation of K-12 and community-based educative experiences anchored in the unique contextual elements of place. Students will investigate and engage in local collective impact efforts that reflect a unique community context.

**EDTE 213. Since Time Immemorial. (1 Credit)**

The purpose of this course is to prepare future teachers with a basic pedagogical orientation to Pacific Northwest history focusing on the complexity, diversity, richness, and resiliency of Native peoples in this region. Students will also become familiar with the content and purpose of Washington state's Since Time Immemorial curriculum resources.

**EDTE 221E. Elementary Differential Instruct and Assess. (3 Credits)**

This course is designed to integrate the planning, implementation, and assessment of instruction across content areas at the elementary level with a special emphasis on diversity. The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds.

**Prerequisites:** EDTE 101 with a minimum grade of D

**Corequisites:** EDTE 221L

**EDTE 221L. Field Experience. (1 Credit)**

**May be repeated for credit.**

Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. Candidates also gain pedagogical practice by working with students and teaching a lesson. Teacher candidates are required to submit a Field Experience Request form to the Field Experience Office a minimum of a month prior to the semester they are taking the course. This form can be found on Blackboard under Teacher Certification & Field Experience Materials Course. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

**Prerequisites:** EDTE 101 with a minimum grade of D and (EDTE 221E (may be taken concurrently) with a minimum grade of D or EDTE 221S (may be taken concurrently) with a minimum grade of D)

**EDTE 221S. Secondary Differential Instruct and Assess. (3 Credits)**

This course is designed to integrate the planning, implementation, and assessment of instruction across content areas at the secondary level with a special emphasis on diversity. The major focus of this course will be meeting the learning needs of a diverse population which includes students from different racial, ethnic, ability, socio-economic status, language and sexual orientation backgrounds.

**Prerequisites:** EDTE 101 with a minimum grade of D

**Corequisites:** EDTE 221L, EDTE 241

**EDTE 231. Instruct Methods: Reading, Writing, and Communication I. (3 Credits)**

The primary purpose of this course is to provide opportunities for teacher candidates to understand theoretical constructs related to reading, writing, and communication in classroom curriculum. Teacher candidates will develop pedagogy from an analysis of the processes of natural learning, language acquisition, multiple intelligence, and learning styles. This knowledge will become the framework for instructional methodology for reading, writing, and communication skills.

**EDTE 241. Teaching in the Middle School. (3 Credits)**

The purpose of this course is to help the prospective middle level/secondary teacher candidate develop in-depth knowledge and understanding of early adolescents. The middle school reform movement and the developmental characteristics and needs of adolescents provide a framework for this course.

**Prerequisites:** EDTE 101 with a minimum grade of D

**Corequisites:** EDTE 221L

**EDTE 304. Concepts in Science. (3 Credits)**

This course presents earth, physical, and space science concepts for elementary teacher candidates. Spring only.

**EDTE 305. Intercultural Competence Devel. (3 Credits)**

This course addresses social justice by introducing students to a developmental process of acquiring cultural self-awareness, developing knowledge and skills that build intercultural competence, and engaging in meaningful reflective self-evaluation. Intercultural Competence involves a set of cognitive, affective, and behavioral skills and characteristics that support appropriate and effective interaction in a variety of cultural contexts (Bennett, J., 2008). This process begins with recognizing new perspectives about personal cultural beliefs, values, and assumptions; and exploring others' cultures and worldviews. The opportunity to understand the worldviews of others will occur through reading and discussion, learning from speakers representing a variety of cultural backgrounds, refugee simulation at World Relief Refugee Resettlement, and reflection.

**EDTE 306. Critical Pedagogical Issues in American Education. (3 Credits)**

This course is designed to examine issues in education from the perspective of Native American students, and to provide educators with knowledge and skills that will increase their comfort level, competency and ability to work in schools where American Indian children and other diverse students are educated. Course content will include an overview of important historical and cultural factors, the study of current methods based on research and experiences of practitioners in the field, and a practicum in the development of effective educational strategies and materials, specifically the Washington State Since Time Immemorial curriculum.

**EDTE 315E. Classroom Assessment for Elementary Teachers. (3 Credits)**

This course will introduce and practice the processes of assessing whether students are meeting desired classroom outcomes, addressing the question, "How do we know our students learned the material?" Multiple methods and types of classroom assessments will be analyzed and evaluated for the purposes of creating a systematic framework that implements, collects, and reviews assessment data. The following assessment components will be discussed, applied and evaluated: timely and appropriate feedback; formative, summative and diagnostic methodologies; classroom assessment instruments; self-assessment applications; clear criteria; scoring guides and rubrics; student voice; and content-specific assessment practices. Fall.

**Prerequisites:** EDTE 221E with a minimum grade of D and EDTE 221L with a minimum grade of D

**EDTE 315S. Classroom Assessment for Secondary Teachers. (3 Credits)**

This course will introduce and practice the processes of assessing whether students are meeting desired classroom outcomes, addressing the question, "How do we know our students learned the material?" Multiple methods and types of classroom assessments will be analyzed and evaluated for the purposes of creating a systematic framework that implements, collects, and reviews assessment data. The following assessment components will be discussed, applied and evaluated: timely and appropriate feedback; formative, summative and diagnostic methodologies; classroom assessment instruments; self-assessment applications; clear criteria; scoring guides and rubrics; student voice; and content-specific assessment practices. Spring.

**Prerequisites:** EDTE 221S with a minimum grade of D and EDTE 221L with a minimum grade of S

**Corequisites:** EDTE 418, EDTE 418L



**EDTE 321. Social-Emotional Learning in the Classroom and Community. (3 Credits)**

This course offers candidates the opportunity to learn communication and intervention skills that can be used within any instructional setting. Supportive behavior and resource management techniques are addressed that result in logical consequence, assisting the student in accepting responsibility for behavior. This course focuses on a multitude of methods and modalities in order to address various learning styles and reduce non-academic stressors. There is a focus on mastery of social and emotional skills in addition to academic ones, as well as adverse childhood experiences (ACEs) and a trauma-sensitive learning environment. This course meets the RCW 28A.410.035 and WAC 181-79A-200 requirement (issues of abuse) for CCL Elementary majors only as of Fall 2023.

**EDTE 331. Instruct Methods: Reading, Writing, and Communication II. (3 Credits)**

The purpose of this course is twofold: one, to prepare teacher candidates to create appropriate lesson plans for literacy instruction and assessment in order to provide opportunities for children to become involved with literacy in a purposeful and meaningful manner. Second, to prepare teacher candidates to become aware and utilize available literary resources, including technology for teaching. An emphasis of this course will be the compatibility of methods of instruction and assessment with regard to Washington State Standards/Common Core Standards. Fall and Spring.

**Corequisites:** EDTE 331L

**EDTE 331L. Field Experience. (1 Credit)**

Teacher candidates will have the opportunity to explore first-hand Literacy instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. The course will enable the teacher candidate to observe and participate in instructional decision making, strategies for differentiation, and various assessment modes. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

**Prerequisites:** EDTE 221L with a minimum grade of S

**Corequisites:** EDTE 331

**EDTE 390. Directed Study. (1-4 Credits)**

**May be repeated for credit.**

Topic to be decided by faculty.

**EDTE 400. Elementary Methods: Music. (1 Credit)**

This course presents theories and techniques appropriate to teaching Music in the elementary school.

**Prerequisites:** EDTE 221E with a minimum grade of D

**EDTE 401. Elementary Methods: Mathematics. (3 Credits)**

This course is designed to prepare or teacher candidates for teaching Mathematics in an elementary classroom. Candidates will learn and apply content specific pedagogy, understand the mathematical practices, plan assessment to monitor student learning and foster a mathematical learning environment within the classroom.

**Prerequisites:** EDTE 221E with a minimum grade of D and MATH 104 with a minimum grade of D

**Corequisites:** EDTE 401L

**EDTE 401L. Field Experience. (1 Credit)**

**May be repeated for credit.**

Teacher candidates will have the opportunity to explore first-hand mathematical instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. The course will enable teacher candidate to observe and participate in instructional decision-making, strategies for differentiation, and various assessment modes. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

**Corequisites:** EDTE 401

**EDTE 402. Elementary Methods: Social Study. (3 Credits)**

This course presents theories and techniques appropriate to teaching Social Studies in the elementary school.

**Prerequisites:** EDTE 221E with a minimum grade of D and HIST 108 with a minimum grade of D

**EDTE 403. Elementary Methods: Art. (1 Credit)**

This course presents theories and techniques appropriate for teaching Art in the elementary school.

**Prerequisites:** EDTE 221E with a minimum grade of D

**EDTE 404. Elementary Methods: Science. (3 Credits)**

This course is designed to prepare teacher candidates for teaching Science in an elementary classroom. Candidates will understand how students learn and develop scientific knowledge, learn and apply content specific pedagogy, plan assessments to monitor student learning, and foster inquiry in the classroom learning environment. Spring only.

**Prerequisites:** EDTE 221E with a minimum grade of D and EDTE 304 with a minimum grade of D and BIOL 181L with a minimum grade of D

**EDTE 415. Elementary PE Methods. (1 Credit)**

This course will provide students both theoretical and practical experience in learning how to design and implement a physical education program at an elementary level. It will introduce the students to objectives of physical education, activities that can be implemented at specific grade levels, general fitness concepts, and techniques of teaching in a physical activity environment, assessment protocol, and the importance of physical education as an integral part of general education. An experimental and cross disciplinary approach will be taken to developing and implementing effective learning experiences in physical education for K-8 students.

**Corequisites:** EDTE 416

**EDTE 416. Elementary Health Methods. (1 Credit)**

This course provides an in-depth student to a variety of teaching styles and strategies, curriculum planning and evaluation methods appropriate for teaching health education.

**Corequisites:** EDTE 415

**EDTE 418. Multilit in the Scndry Clsrm. (3 Credits)**

This course presents theory and practice for developing multiliteracies in secondary classrooms, including the structure and development of language and its expression in specific disciplines. In particular, students gain competencies in working with texts, supporting academic language development, and adapting instruction to make it accessible to multilingual learners. All of this is considered in the context of 21st century literacies and an ever-changing technological landscape.

**Prerequisites:** EDTE 221S with a minimum grade of D or EDTE 221L with a minimum grade of D

**Corequisites:** EDTE 418L

**EDTE 418L. Field Experience. (1 Credit)****May be repeated for credit.**

Teacher candidates will have the opportunity to explore the instruction, assessment, and technology practices that are at work in schools. Teacher candidates are required to submit a Field Experience Request form to the Field Experience office a minimum of a month prior to the semester they are taking the course. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

**Corequisites:** EDTE 315S, EDTE 418

**EDTE 432. CIS:. (3 Credits)**

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

**Prerequisites:** Prerequisites exist. Refer to Zagweb.

**EDTE 454D. Secondary Methods: Theater Arts. (3 Credits)**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

**Corequisites:** EDTE 454L, EDTE 460S

**EDTE 454E. Secondary Methods-English. (3 Credits)**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

**Corequisites:** EDTE 454L, EDTE 460S

**EDTE 454F. Secondary Methods: Social Study. (3 Credits)**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

**Prerequisites:** EDTE 469 (may be taken concurrently) with a minimum grade of D

**Corequisites:** EDTE 454L, EDTE 460S

**EDTE 454L. Field Experience. (1 Credit)****May be repeated for credit.**

Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. This course will aid the teacher candidate to focus and integrate learning by observing, teaching, reflecting, and analyzing instructional events occurring at the school site. This course will enable teacher candidates to observe and participate in instructional decision-making, strategies for differentiation, and various assessment models. Teacher candidates are required to submit a Field Experience Request form to the Field Experience office a minimum of a month prior to the semester they are taking the course. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and . In addition, current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file. Fall Only.

**Prerequisites:** EDTE 454F (may be taken concurrently) with a minimum grade of D or EDTE 454M (may be taken concurrently) with a minimum grade of D or EDTE 454S (may be taken concurrently) with a minimum grade of D or EDTE 454E (may be taken concurrently) with a minimum grade of D or EDTE 454T (may be taken concurrently) with a minimum grade of D

**Corequisites:** EDTE 460S

**EDTE 454M. Secondary Methods-Math. (3 Credits)**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

**Corequisites:** EDTE 454L, EDTE 460S

**EDTE 454S. Secondary Methods-Science. (3 Credits)**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

**Corequisites:** EDTE 454L, EDTE 460S

**EDTE 454T. Secondary Methods-World Lang. (3 Credits)**

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

**Corequisites:** EDTE 454L, EDTE 460S

**EDTE 455L. Field Experience: Additional Endorsement. (1 Credit)****May be repeated for credit.**

This is a lab course which will accommodate teacher candidates who add-on an additional endorsement. This course must be taken concurrently with an EDTE 454 Discipline Specific Methods course. The field experience requires a minimum of 30 hours in the classroom and travel by car may be required. In addition, current fingerprint clearance from the WSP and FBI throughout the semester and a Character and Fitness form on file is required. Fall only.

**Prerequisites:** EDTE 454E (may be taken concurrently) with a minimum grade of D or EDTE 454F (may be taken concurrently) with a minimum grade of D or EDTE 454D (may be taken concurrently) with a minimum grade of D or EDTE 454M (may be taken concurrently) with a minimum grade of D or EDTE 454S (may be taken concurrently) with a minimum grade of D or EDTE 454T (may be taken concurrently) with a minimum grade of D

**EDTE 460E. Classroom Management and Communication Elementary. (3 Credits)**

Teacher candidates are provided with strategies to manage the elementary classroom to create a motivated classroom climate, to communicate with teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations, management, instructional approaches, and corrective measures. Teacher as leader will be the primary metaphor which requires candidates to investigate the role of power and communication in teaching. Fall only.

**Prerequisites:** EDTE 221E with a minimum grade of D and EDTE 221L with a minimum grade of D

**EDTE 460S. Classroom Management Secondary. (3 Credits)**

Teacher candidates are provided with strategies to manage the secondary classroom, to create a motivated classroom climate, to communicate with student teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations, management, instructional approaches, and corrective measures. Teacher as leader will be the primary metaphor which requires candidates to investigate the role of power and communication in teaching. Fall only.

**Prerequisites:** EDTE 221S with a minimum grade of D and EDTE 221L with a minimum grade of D and EDTE 241 with a minimum grade of D

**Corequisites:** EDTE 454L

**EDTE 461. Reading Diagnosis. (3 Credits)**

This course provides teacher candidates with the in-depth knowledge and skills to identify and diagnose reading strengths and deficiencies of K-12 students. Appropriate instructional strategies for remediation and extension are developed. This class incorporates field experience components. Spring only.

**EDTE 462. Child and Adol Literature. (3 Credits)**

This course surveys classical and contemporary literary works for children and youth, preschool-early adolescent. Assessment and teaching strategies for the utilization of literature across the K-12 curriculum are presented. Fall only.

**EDTE 464. Practicum-Reading. (1 Credit)**

This course creates and applies literacy instruction and assessment strategies in a K-12 classroom setting. A school location is arranged. Practicum requires completion of a form, and department permission and cannot be registered for via Zagweb. 1 credit = 30 contact hours.

**EDTE 466. Literacy for English Language Learners. (3 Credits)**

This course provides literacy knowledge related to working with English Language Learners. Teacher candidates will create classroom materials for K-12 learners to support their literacy and language development. Students will develop knowledge translated into practical application through the creation of lesson plans, instructional materials and tutoring.

**EDTE 469. The Five Themes of Geography. (3 Credits)**

This course is an introduction to the five themes of geography, location, place, human environment interaction, movement, regions. This course fulfills the geography requirement for a Social Studies endorsement. Spring only.

**EDTE 490. Directed Reading. (1-4 Credits)**

**May be repeated for credit.**

Directed Reading requires completion of a form, and Department permission.

**EDTE 491. Directed Study. (1-3 Credits)**

**May be repeated for credit.**

Individualized study that is designed by the professor. Student teacher candidates follow a prescribed course outline.

**EDTE 492. Independent Study. (1-4 Credits)**

**May be repeated for credit.**

Individualized study that is designed by the student teacher candidate in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource.

**EDTE 494. Special Project. (1-6 Credits)**

**May be repeated for credit.**

Individualized study that is project-based. The study results in a practical application of educational theory. The project or a written report of the project is submitted to the professor for evaluation.

**EDTE 495. Student Teaching Professional Seminar. (2 Credits)**

**Prerequisites:** EDTE 496E (may be taken concurrently) with a minimum grade of D or EDTE 496S (may be taken concurrently) with a minimum grade of D

**EDTE 496E. Elementary Student Teaching. (12 Credits)**

This is a culminating 16 week capstone experience in which the teacher candidate assumes the full responsibility of an elementary teacher under the direction of a University supervisor and a co-operating teacher. Seminars are provided for student interaction, problem solving, certification requirements, and informational support. Current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

**Prerequisites:** Prerequisites exist. Refer to Zagweb.

**Corequisites:** EDTE 495

**EDTE 496S. Secondary Student Teaching. (12 Credits)**

This is a culminating 16 week capstone experience in which the teacher candidate assumes the full responsibility of a secondary teacher under the direction of a University supervisor and a co-operating teacher. Seminars are provided for student interaction, problem solving, certification requirements, and informational support. Current fingerprint clearance from the WSP and FBI throughout the semester and Pre-Residency Clearance is on file.

**Prerequisites:** Prerequisites exist. Refer to Zagweb.

**Corequisites:** EDSE 450, EDTE 495

**MTSL 200. Language, Society, and Power. (3 Credits)**

This course introduces students to foundational concepts in linguistics, with particular emphasis on how language, culture, and society intersect and how linguistic choices reinforce or undermine power relations in society. Students will develop and understanding of what constitutes language and how languages create and maintain identities within communities.

**MTSL 202. Community and Ethnography. (3 Credits)**

Using a variety of frameworks and tools, students will investigate the language and culture of carefully selected communities. Students will learn how to describe events without interpretation and work collaboratively to formulate possible hypotheses about cultures.

**Prerequisites:** EDTE 200 with a minimum grade of D or MTSL 200 with a minimum grade of D

**MTSL 204. Community Languages and Language Acquisition. (3 Credits)**

This course is an introduction to first and additional language acquisition through the lens of an introductory course in two of the languages and writing systems used in the Spokane region. The purpose of the course is to introduce students to the languages and cultures of minority groups and to explore the ways in which the worldviews of these groups differ from those of the dominant culture. The course will also introduce students to the principal theories of first and second language acquisition.

**MTSL 304. Immigrant & Refugee Perspect. (3 Credits)****May be repeated for credit.**

Designed for students interested in sociocultural perspectives on identity and language and their intersection in diverse cultural communities, this course looks at the experience of immigrant populations in the USA and in the Spokane area, through the lens of their cultural and linguistic adjustment. An average of one hour of service per week is expected of all participants in this course.

**Course Fee:** 40

**MTSL 401. Theory & Prac of Lang Teaching. (3 Credits)**

This course investigates current theories in second language acquisition and ESL/EFL methodology. Students learn how to apply these methods to the specific needs of language learners while observing, assisting and teaching. The summer offering is an intensive 4 week course where students apply specific methods during a TESOL Field Experience co-requisite course (MTSL 480).

**MTSL 404. Intro to Sociolinguistics. (3 Credits)**

This course will examine how communication in ESL education shape relationships with non-members and members of a community. In particular, it will examine how the control of communication in bilingual and ESL education affects cognitive, social-cultural, affective, and linguistic development in bilingual and ESL classrooms. Theories studied in this course will help build an understanding of how to observe and analyze the effects of communication patterns on learning opportunities for ESL students.

**MTSL 408. Prin of Sec Lang Acquisition. (3-4 Credits)**

This course will investigate some of the major theoretical concepts that have developed in the field of second language learning and teaching with emphases on the concepts of interaction, learner strategies, routines, negotiating meaning, motivation and developmental processes within sociocultural contexts.

**MTSL 414. Literacy & Engl Lang Learner. (3 Credits)**

This course will involve discussion and review of relevant research in second-language reading and writing. It also includes a critical investigation of research to implementation in the language classroom.

**MTSL 450. Language Awareness. (1 Credit)**

This course will cover the basics of syntax along with the common metalanguage that enables teachers to talk about grammar, as well as broader issues of language structure in general.

**MTSL 480. TESOL Field Experience. (1 Credit)****May be repeated for credit.**

An integral feature of the Theory and Practice of Language Teaching course (MTSL 401) is the TESOL Field Experience which provides a unique opportunity for its participants to work with ESL students of various ages, nationalities, and proficiency levels. Included in this enhanced hands-on experience are opportunities for observation, teaching, and participation in social activities with ESL students.

**Course Fee:** 25

**MTSL 490. Independent Study. (1-6 Credits)****May be repeated for credit.**