



Master of Education for Practicing Educators

Our program is designed as a part-time program of study. Generally, the core and study-option courses are completed in the first year; students complete their elective courses and culminating experience the second year. The program allows students to embed endorsements into degree programs, should they desire to do so. To meet the needs of students who are employed during the weekday, most courses follow an evening schedule.

Teaching English Language Learners M.Ed. Study Option & Endorsement

Description: Prepares current teachers and administrators in grades K-12 to understand the theoretical and instructional issues on English Language Learning.

Student Learning Goals: Upon completion of the program students will be able to

- Analyze the complex connections among language, culture, and society.
- Understand the empirical literature in oral language and literacy development of English language learners.
- Develop knowledge about teaching English through the content areas of mathematics and science.
- Understand the social context, validity, and the administration of English language assessment.
- Conduct an action research project on English language learners.

Course Requirements	Course	Credits	Quarters Offered	Course Title
Core Courses (12 Credits)	Courses required for all M.Ed. Candidates in all Study Options			
	T EDUC 501	3	WIN/SUM	Foundations of Education: Policy, Ethics, & Philosophy
	T EDUC 502	3	AUT/SUM	Learning about Learning
	T EDUC 503	3	WIN/SUM	Educational Measurement
	T EDUC 504	3	AUT/SPR/SUM	Understanding Educational Research
Study Option Courses (18 Credits) *100% online	Required (9 credits):			
	T EDUC 519*	3	SUMMER	Linguistics for Teachers
	T EDUC 563*	3	WINTER	Cultural and Linguistic Contexts for Instructing ELL
	T EDUC 564*	3	AUTUMN	Methods and Curricula in Literacy Instruction for ELL
	T EDUC 565*	3	SPRING	Research & Methods in Math & Science Instruction for ELL
	T EDUC 569*	3	SUMMER	Testing and Evaluation for ELL
Elective (3 credits)				
Elective: Complete a relevant graduate course within Education (e.g., Multicultural Education) or in a related field such as psychology or social work. Students work with their advisor and faculty in the selection of this elective.				
Culminating Experience (6 Credits)	Winter Quarter: TEDUC 599 ~ Culminating Project Spring Quarter: TEDUC 599 ~ Culminating Project Final project designed in collaboration with faculty as an application of the program's theory and research.			
Total Credits	36 Credits			
Endorsement Requirement	Passing score on the English Language Learner WEST-E (051)			

Teaching English Language Learners Endorsement

M.Ed. Study Option Course Descriptions

T EDUC 501 Foundations of Education: Policy, Ethics, and Philosophy

Provides in-depth examination of current issues in public schools focusing on the life decisions of professional education practice in classrooms, schools, and communities. Describes K-12 schools governance at all levels, ethical decision making in the system, and philosophical issues including the purpose of schools in contemporary society.

T EDUC 502 Learning About Learning

Explores behaviorist, cognitive, constructivist, and sociocultural theories of learning. Analyzes and critiques each theory as it applies to classroom teaching. Focuses on the psychological and socio-psychological contexts within which students conduct the educational process.

T EDUC 503 Educational Measurement

Introduces elements of measurement essential to good teaching. Emphasizes critical thinking about assessment instruments, evaluation of assessment instruments, innovative curricula, and other instructional materials. Focuses on initial knowledge and skills in the evaluation of published research (e.g., qualitative, quantitative, action, program evaluation) that are more fully developed in T EDUC 504.

T EDUC 504 Understanding Educational Research

Introduction to research in the behavioral and social sciences relevant to study of education. Emphasizes the evaluation of research literature and the applicability of research findings. Prerequisite: T EDUC 503.

T EDUC 519 Linguistics for Teachers

Prepares pre-service teachers to understand the structure of language, language acquisition, and language learning to inform and facilitate research-based instructional practices. Examines developmental models of language-acquisition and linguistic theories while focusing on language acquisition in respect to native and bilingual language speakers.

T EDUC 563 Cultural and Linguistic Contexts for Instructing English Language Learners

Examines research on the social contexts of learning and teaching English as a second language. Analyzes multidisciplinary studies on culture in applied linguistics, sociolinguistics, and language policy. Understands how educational environments impact second language learners' attitude and identities as well as teachers' instructional approaches.

T EDUC 564 Methods and Curricula in Literacy Instruction for English Language Learners

Focuses on research finding related to oral language, literacy, and academic achievement for English language learners in the United States. Examines the theoretical underpinnings and research-based principles of various methods and curricula.

T EDUC 565 Research and Methods in Mathematics and Science Instruction for ELL

Examines mathematics and science instruction for English learners by drawing upon theories and research finding in mathematics/science education, bilingual education, second language acquisition, and multicultural education. Examines, critiques, and develops effective instructional practices (e.g. curriculum, instruction, and assessment) that promote K-12 student advancement in mathematics and science.

T EDUC 569 Testing and Evaluation for English Language Learners

Focuses on the research on language assessment. Examines the debates about the socially situated nature of language and the skill-based individualistic focus in current conceptualizations of language proficiency.

T EDUC 599 Culminating Project

Final project designed in collaboration with faculty as an application of the program's theory and research. Prerequisites: T EDUC 501; T EDUC 502; and T EDUC 504