



Education and Psychology Summer Session Courses

Summer 2023



Walla Walla University

SEVENTH-DAY ADVENTIST HIGHER EDUCATION

2023 Education and Psychology Summer Session Courses

The School of Education and Psychology welcomes you to summer session at Walla Walla University! We offer courses that meet Adventist Certification requirements, courses toward a Master of Initial Teaching, and an MEd with four areas of concentration: Educational Leadership; Literacy Instruction; Special Education; Teaching and Learning; and the opportunity to explore an Individualized Area. This year we also offer a special professional development course through attendance and participation at the NAD Educators' Convention. We are looking forward to learning with you this summer session!

Don't see a course that you need? Have questions about courses offered this summer? Email us at edpsyc@wallawalla.edu.

Registration details: wallawalla.edu/teacher-continuing-ed

NAD Educators' Convention Professional Development Course

Professional Development: Educators' Convention (EDFB 530; 1-3)

With the opportunity to achieve 1-3 credits, teachers can attend and document a specific number of sessions at the convention for 1 credit. Add additional research and reflection to reach 2 and 3 credits. Course can be used as elective in MEd programs. This course runs at \$50 per credit for all teachers.

Introduction to Graduate Study (All students)

Introduction to Graduate Study (EDUC 503; 0 credits)

This short, asynchronous course is a required orientation for all summer students taking courses from the School of Education and Psychology. It introduces the Walla Walla University learning management system and other technology requirements, research and writing expectations and resources, as well as the departmental lesson plan used across methods courses. Course is to be completed within the first week of summer session.

Education Courses for Initial Certification and Renewal

Intro to Special Education Inclusive Classrooms (SPED 510; 4)

A survey of 14 disability categories with an emphasis on preparing educators to identify characteristics of learners who require special educational support. Teaches practical strategies for providing classroom accommodations to identified needs. [Meets requirements for Exceptional Child in Classroom]

Psychology of Learning and Development (PSYC 217/EDUC 517; 3)

An introduction to evidence-based theories that inform instructional planning and delivery. [Meets requirements for Developmental and Educational Psychology]

Multigrade Education (EDUC 497; 2)

This course explores the multiple roles and responsibilities of teachers in small, multigrade schools, considering the benefits of multigrade, multiage educational experiences, and best practices for teaching in this unique environment. Course readings explore private and public schools, including those in rural environments. [Meets requirements for Multigrade Instruction]

Teaching K-12 Religion (EDUC 381/EDCI 581; 3 credits)

An exploration of the curricula, media, and interdisciplinary strategies used in teaching in elementary and secondary classrooms. This course places an emphasis on building and maintaining relationships in an environment which nurtures the student's spiritual growth. Includes North American Division Encounter Bible Curriculum training for elementary and secondary. Note: Teachers needing Encounter training should register for EDUC 381, while those who have completed this already should register for EDCI 581. [Meets requirements for Elementary and Secondary Religion methods]

Inclusive Literacy I & II (EDUC 560 & EDUC 561; 8)

A two-course sequence exploring theory and practice in the instruction of reading and writing. Focusing on recent research and practical strategies, we will explore and apply components of the science of reading, the management of classroom literacies resources, and composition pedagogy. [Meets requirements for Elementary Reading and Language Arts Methods]

Educational Technology I (EDUC 315/EDUC 515; 3)

An introduction to integrating technology into classroom teaching. [Meets requirements for Technology in the Curriculum]

Cultural Diversity in Education (EDUC 444; 3)

This course addresses concepts such as race, ethnicity, and culture with the aim of preparing educators to engage in culturally responsive practices. Emphasis on strategies for multicultural education and social-emotional learning. [Meets requirements of Multicultural Education; Renewal]

Legal and Ethical (EDUC 425; 2)

Considers issues of law and ethics with direct application to the teaching profession, including educational structure and governance, church/state relations, students' rights, teachers' rights and responsibilities, and tort liability. [Renewal]

Religion Courses

History of Adventism (RELH 457; 3) 7-17 to 8-4, Synchronous Online [Meets SDA Church History]

Christian Beliefs (RELT 202; 4) 6-20 to 8-11, Online Asynchronous [Meets SDA Bible Doctrines]

Prophetic Inspiration (RELT 417; 3) 6-26 to 7-14, Synchronous Online [Meets Spirit of Prophecy]

Compassion and Wholeness (RELT 508; 3) 6-20 to 8-11, Online Asynchronous

Courses Toward Washington State Certification

Seminar in Washington State Social Sciences Resources (EDUC 386; 1)

This course introduces, and provides instruction in the use of, two key Washington State social science resources and curriculum requirements – Since Time Immemorial: Tribal Sovereignty in Washington State, and Washington State Holocaust Education Best Practices. This course is designed to be taken alongside HIST 386, Cultures of the Pacific Northwest.

Cultures of the Pacific Northwest (HIST 386, 4)

This course explores the culture and history of the Pacific Northwest and its inhabitants from the time before Euro-American contact with the Native Peoples to the present, with an emphasis on the region's geographical, environmental, economic, political, racial, and cultural boundaries. [7-3 to 8-25, asynchronous online]

Master of Education Courses

Introduction to Education Research (EDUC 561; 4)

This course, designed to be taken at the beginning of one's graduate degree, introduces principles and methods of research in education to provide the background needed to engage in the synthesis and evaluation of research in education. The course addresses quantitative, qualitative, and mixed-methods approaches.

Intro to Special Education Inclusive Classrooms (SPED 510; 4)

A survey of 14 disability categories with an emphasis on preparing educators to identify characteristics of learners who require special educational support. Teaches practical strategies for providing classroom accommodations to identified needs.

Psychology of Reading (SPED 531; 3)

A study of the psychological, perceptual, developmental, and physiological aspects of reading.

Reading Diagnosis and Remediation (EDUC/SPED 535; 3)

This course offers options for assessing children's reading abilities and providing intervention in the five dimensions of reading. It seeks to align students' needs with explicit, systematic reading instruction. Participants will be guided in understanding and effectively administering a detailed Informal reading inventory.

Functional Behavioral Assessment (SPED 540; 3)

As part of a positive behavior management approach, this course teaches participants the skills required to conduct a Functional Behavior Assessment, and plan and implement a Behavior Intervention Plan for students with problem behaviors.

Supervision of Instruction, K-12 (EDAD 539; 4)

Designed for superintendents, principals, supervisors, and teachers concerned with instructional improvement through professional supervision. Course studies the role, aims, principles, and techniques of instructional supervision.

School Law (EDAD 550; 4)

Course explores the legal basis for public and parochial school operation in the United States. Considers such issues as governmental relations, separation of church and state, board operations and procedures, contractual obligations, student control, and tort liability.

Writing Theory (WRIT 589; 3)

A study of composition theory and the writing process. Requires reflection on writing practice and the teaching of writing, reading current research, and critiquing contemporary theory.

General Education Courses

General Psychology (PSYC 130; 4)

Survey emphasizing the scientific bases of psychological investigation. Introduction to the fundamental vocabulary, methodologies, established facts, and sound principles of psychology.

Developmental Psychology (PSYC 215; 4)

An overview of the individual development across the lifespan. Emphasis is placed on biosocial, cognitive, and psychosocial development of the individual.