Education Program

Graduate Student Handbook
2008-2009

Secondary Teacher Certification
Master of Education
Campus Resources

ASUWB Student Government  LBA  204  (425) 352-5363
Campus Media Center  LB2  218  (425) 352-5312
Career Services  LBA  102  (425) 352-3183
Cashier’s Office  UW1  176  (425) 352-3246
Computer Lab  UW1  102  (425) 352-5313
Counseling  LBA  105  (425) 352-5429
Disability Support Services, Veterans’ Services  LBA  106  (425) 352-5307  TDD (425) 352-5303  FAX (425) 352-5455
Education Planning Center  LBA  102  (425) 352-5457
Financial Aid  UW1  175  (425) 352-5326
Childcare Voucher Program
Information Systems (Help Desk)  UW1  080  (425) 352-5275
Library  LB1  (425) 352-5340
Ombudsman  UW1  380  (425) 352-5238
Public Safety  LB2  003  (425) 352-5359
Student Affairs  UW1  160  (425) 352-5000
Admissions  
Advising Center  
Registration  
Transcripts  
Quantitative Skills Center  UW2  134  (425) 352-3170
University Bookstore  LB2  102  (425) 352-3344
Writing Center  UW2  124  (425) 352-5253
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Welcome from the Faculty and Staff

On behalf of the faculty and staff in the Education Program, welcome to the Secondary Teacher Certification Master of Education Program at the University of Washington Bothell (UWB). Our graduate teacher certification program is designed to provide the academic foundations and professional credentials you will need to begin your career, take on leadership roles within the profession, and make significant contributions to children, youth, families, and communities. Program faculty members have outstanding expertise, a commitment to instruction excellence, and a dedication to meeting students’ academic and professional aspirations. Our enduring commitment is to support your academic growth and professional development as you complete your degree.

This handbook has been designed to serve as a reference guide to the graduate program requirements, procedures, and resources. It describes the courses and culminating projects leading to the Master of Education degree. A schedule of course offerings for the autumn, winter, spring, and summer quarters is available on the University Web site prior to each registration period. A second handbook, addressing the policies and procedures related to field experiences and certification will be available Spring quarter of the first year of your program.

We encourage you to take advantage of the many educational and professional development opportunities offered by the Education Program. Here at UWB you can attend focused summer institutes, take courses designed to enhance your professional development, and choose to pursue the Professional Certification. Students not currently enrolled in a degree program may pursue the ‘stand alone’ Professional Certification or pursue their academic interests by registering as a non-matriculated student. These options provide individualized opportunities to explore the many possibilities for personal growth and professional advancement that UWB offers.

We wish you every success as you pursue your academic and professional goals at the University of Washington Bothell.
Members of the University of Washington Bothell Education Program faculty have consistently been recognized for their professional contributions and quality instruction.

**Wortington Scholar Awards**

The Wortington Scholar Awards (formerly identified as the Wortington Distinguished Professor Awards) was established in 1996 as a permanent endowment with funding from Richard C. and Lois M. Wortington. This annual award is bestowed on outstanding faculty to reward and promote continued innovation and excellence in teaching, research, and scholarship at the University of Washington Bothell.

Applicants for this award must submit a proposal and complete an application. Only eligible faculty may review these projects and select the recipients.

Recipients of the WSA have included several faculty members of the UW Bothell Education Program.

- **2006** Jane Van Galen
- **2005** P. Taylor Webb
- **2004** Nancy Place, Jane Van Galen
- **2001** Jane Van Galen
- **2000** Cherry A. McGee Banks

**University of Washington Bothell Distinguished Teaching Award**

Since 1995 one member of the UW Bothell faculty has been recognized each year for providing a range of excellent teaching activities that stimulate active and continuous learning, inspire achievement of all students, and exemplify openness to a broad range of intellectual inquiry.

A Distinguished Teaching Award Committee, composed of representatives from the faculty, student body, and alumni, reviews the nominations from the UW Bothell community—students, alumni, faculty, and staff—and makes its recommendation to the UW Bothell Chancellor.

- **2007** David Goldstein  
  Interdisciplinary Arts and Sciences
- **2006** Ron Krabill  
  Interdisciplinary Arts and Sciences
- **2005** Carole Kubota  
  Education
- **2004** Alan Wood  
  Interdisciplinary Arts and Sciences
- **2003** Suzanne Sikma  
  Nursing
- **2002** Carol Zander  
  Computing and Software Systems
- **2001** Andrea Kovalesky  
  Nursing
- **2000** Bruce Kochis  
  Interdisciplinary Arts and Sciences
- **1999** Kevin Laverty  
  Business Administration
- **1998** Carol Leppa  
  Nursing
- **1997** Cherry A. McGee Banks  
  Education
- **1996** Jolynn Edwards  
  Liberal Studies
- **1995** Constantin Behler  
  Liberal Studies
- **1994** Michael Goldberg  
  Liberal Studies
Cherry A. McGee Banks, Professor
Ed.D., Seattle University, 1991
Educational Leadership and Public Administration

G. Thomas Bellamy, Professor
Ph.D., University of Oregon, 1975
Special Education

Susan Brown, Lecturer (Part-time)
M.A., University of Windsor (Canada), 1985
English and Creative Writing

Jean Eisele, Senior Lecturer
Ed.D., Seattle Pacific University, 1998
Education Curriculum and Instruction

Karen Gourd, Assistant Professor
Ph.D., University of Washington, 1998
Curriculum and Instruction

Pamela Bolotin Joseph, Senior Lecturer
Professional Certification Program Administrator
Ph.D., Northwestern University, 1978
Social Studies Education
Carole Kubota, Associate Professor, Retired
Ph.D., University of Washington, 1985
Education

Nancy Place, Associate Professor
Ph.D., University of Washington, 2000
Literacy, Assessment, and Teacher Education

Robin Rider, Assistant Professor
Ph.D., North Carolina State University, 2004
Mathematics Education

Antony Smith, Assistant Professor
Ph.D., University of Washington, 2006
Curriculum and Instruction, Literacy

Carrie Tzou, Lecturer Full-time
Ph.D., Northwestern University, 2006
Learning Sciences

Jane A. Van Galen, Professor
Ph.D., University of North Carolina at Chapel Hill, 1986
Social Foundations of Education

Linda Watts, Interim Director, Education
Professor, Interdisciplinary Arts & Sciences
Ph.D., Yale University, 1989
American Studies
Education Program Staff

Dana Bigham, Program Coordinator
Secondary Teacher Certification M.Ed.
Educational Leadership and Policy Studies

Amelia Bowers, Program Advisor
M.Ed., University of Washington, 1993
Life Sciences

Hayley Hillson, Program Manager
Graduate Program Assistant

Jon Howeiler, Program Officer for
Field Experiences and Certification
M.Ed., Seattle Pacific University, 1998
Educational Leadership

Bettina Katz, Office Assistant
M.A., Rutgers University
History

Kim McKay, Teacher Certification Program
Coordinator/Advisor
B.A., University of California at Berkeley, 1975
Dramatic Art
Mission

“The Education Program prepares innovative, ethical practitioners who are grounded in intellectual and professional communities and who are dedicated to educating diverse students.”
Engaging coursework, dedicated faculty and staff, state-of-the-art facilities, and a convenient location distinguish the educational experience provided by the Education Program at UW Bothell.

The Education Program also offers the Master of Education degree (M.Ed.) and the Professional Certification (Pro Cert) for experienced educators. Teachers may integrate the Professional Certification Program with the Master of Education degree program or complete it as a stand-alone program. All of these programs are designed to support the academic and professional goals of educators.

Coursework emphasizes research, writing, critical thinking and encourages program participants to think deeply about the complex nature of education. Collaborative learning helps participants build collegial relationships with other professionals who share common goals and commitments.

Secondary Teacher Certification
Master of Education Program

Candidates in the Secondary Education Program are able to select one of five endorsements available in Secondary Education: English Language Arts, Mathematics, Biology, History, and Social Studies. The seven-quarter program leads to a secondary residency-teaching certificate and an M.Ed. Students begin the program by engaging in graduate-level academic coursework designed to help them deepen their:

1. Expertise in adolescence development, teaching diverse students, and curriculum development. The mission of the Education Program is to prepare “innovative, ethical practitioners who are grounded in intellectual and professional communities and who are dedicated in educating diverse students.” Issues of race, class, and gender are woven into coursework throughout the program.

2. Knowledge of group process and human relations. Multicultural education serves as a theoretical foundation to help students better understand intercultural communication, dominance, and other aspects of group process.

3. Knowledge of disciplinary and interdisciplinary literacy and inquiry. Inquiry is a core component of the M.Ed. Program. M.Ed. courses provide opportunities for students to pose questions about classroom practice and engage in teacher research to answer their questions.

4. Expertise in content area teaching and technology. Students complete a three-credit course in technology. Faculty in the M.Ed. program model the use of Blackboard, PowerPoint, Catalyst tools, and other forms of technology in their courses. Students are encouraged to use technology to communicate findings from their inquiry projects, content knowledge that they use in their classrooms, as well as in their culminating class presentations.

5. Knowledge of secondary school classrooms and models of exemplary secondary schools

Educators use information from M.Ed. courses to better understand school and classroom cultures and to support student learning at the elementary, middle level, and secondary school classrooms to support student learning.

Fieldwork

Upon satisfactory completion of program prerequisites and academic coursework, teacher candidates can begin their fieldwork. The Program’s field experience is based on the idea that teaching is a clinical skill supported by deep content and academic knowledge. Teacher candidates enter the program with degrees or extensive coursework in their endorsement area. They spend the first year of the program engaged in graduate-level coursework designed to deepen their understanding of and ability to work effectively with secondary students.
During the field component of the program, teacher candidates work with a team composed of tenure-line and clinical faculty and cooperating teachers in the school(s). All of the team members are involved in modeling and teaching as they work together to provide opportunities for teacher candidates to learn in clinical settings.

Three clinical faculty members who have secondary school experience as well as doctorates and expertise in our endorsement areas will lead the team. Cooperating teachers will be active members of the team as they open their classrooms up for demonstrations of teaching strategies, content knowledge, and pedagogical skills. Those demonstrations will be followed with opportunities for teacher candidates to engage the entire team in discussions about what they saw in the classroom.

This rich environment will enhance the potential for teacher candidates to be able to collect, analyze, and be prepared to act upon information about student learning in classroom settings.

The field experience begins in the summer and is organized around summer day camps for middle level and high school students. The camps provide an opportunity for teacher candidates to engage in structured classroom observations, work with students with a diverse range of interests and skills, and develop integrated curriculum featuring the wetlands, which are located on the UW Bothell campus.

The fall placement is in a local high school where teacher candidates continue learning how to adapt instruction to individual student needs, develop lesson plans, and engage in reflective teaching and assessment decisions. Winter quarter teacher candidates begin student teaching full time.

Upon successful completion of their full-time student teaching placement, teacher candidates are eligible to be recommended to the Office of the Superintendent for Public Instruction to receive a Washington state secondary residency-teaching certificate. The new teachers will be able to begin student teaching at the end of winter quarter.

Spring quarter students return to the UW Bothell campus to complete their culminating projects. This is the last requirement for the M.Ed. Upon completion of their culminating projects, students will graduate at the end of spring quarter with an M.Ed. and a secondary teaching certificate.
The Secondary Teacher Certification Program at the University of Washington Bothell leads to a Master of Education degree including a Washington State Residency Certificate with endorsements available in three areas: Biology, English Language Arts, and Mathematics.

### Initial Requirements

To be accepted into the Secondary Teacher Certification M.Ed. program, all applicants must have successfully completed the following minimum requirements:

- Bachelor’s degree from an accredited institution
- Grade point average (GPA) of 3.00 (Calculate GPA from last 90 credits of upper-division graded coursework)
- Completion of appropriate college coursework in endorsement area(s).
- Basic Skills Test scores (WEST-B). Successful completion of all three sections: reading, writing, and math.
- 60 hours of work with youth, with at least 30 hours in a U.S. public high school classroom
- Endorsement Area Test scores (WEST-E). Successful completion endorsement area content knowledge test.

### Application Materials

In addition to the above minimum requirements, all applicants must provide the following materials for evaluation to formalize their application:

- Official Transcripts
- WEST-B exam scores
- Documentation of 60 hours work with youth
- WEST-E exam scores in endorsement area
- Admission Essay
- Current Résumé
- Letters of Recommendation

- Endorsement Area Transcript Review Form
- OSPI Character and Fitness Supplement form

All Official Transcripts must be submitted in original, sealed envelopes. Applicants must provide two copies for the undergraduate degree institution and one copy of post-baccalaureate and any graduate institutions attended.

**WEST-B Exam scores** should be authorized to be sent to the University of Washington Bothell at the time of registration for the WEST-B test using the institution code: “236.” An original copy of WEST-B exam score may be sent with your application.

**PRAXIS II/WEST-E Exam scores** must be authorized to be sent to the University of Washington Bothell at the time of registration for exam using the institution code: “RA4858.”

The Admission Essay should be no more than three typed, double-spaced pages. The content should address the following questions and ideas:

1. Why do you want to become a teacher? Describe three specific steps you have taken to prepare to become a teacher.

2. Discuss an experience in which your assumptions about someone from a background different from yours (e.g. ethnically, culturally, socio-economically, or gender) were challenged. How were you changed by this experience?

3. How do you know when you have learned something? Be specific in sharing an experience of learning and the details surrounding it.

A Current Résumé should include the applicant's contact information, education, employment history, special skills, and related activities.

Three Letters of Recommendation are required from every applicant, and the appropriate form is available online: http://www.uwb.edu/education/masters/Letter-Recsecondary.pdf
An Endorsement Area Transcript Review Form documenting the college coursework that meets the requirements for the desired endorsement area(s). A minimum grade of 2.5 in the coursework is required. Transcript Evaluation Forms are available online for each approved endorsement area:
http://www.uwb.edu/education/secondary/secondarychecklist.xhtml

The OSPI Character and Fitness Supplement form is available online:
http://www.k12.wa.us/certification/certapp/4020B.pdf

Application Process
To formally apply to the UW Bothell Secondary Teacher Certification Master of Education Program, applicants must complete an Graduate Admission online application, available on the following UW Web page:
https://www.grad.washington.edu/applForAdmiss

When completing the online application, applicants should identify the Department Code as V-B EDUC. The application fee is $50.00, which can be paid online with a credit card.

After the online application has been created, applicants may upload application material to the application file or submit hard copies of the material to the University of Washington Bothell Education Program:

Secondary Teacher Certification M.Ed.
University of Washington Bothell
Box 358531
18115 Campus Way NE
Bothell, WA 98011-8246

All application material must be submitted either electronically or mailed by the application deadline. Applicants may apply once a year for the program starting in autumn quarter. The Application Deadline is posted on the following UW Bothell Web page:
http://www.uwb.edu/education/secondary/secondaryapplication.xhtml

Application Interviews
Applications are processed and reviewed by a team of professional educators. Finalist will be interviewed in small groups by the Admissions Committee.

Admission Notification
Applicants will typically receive notification of admission within two weeks of the application interview. Accepted applicants must place a tuition deposit in order to secure their place in the program.

Completion of Application Requirements
At the discretion of the Admissions Committee, applicants may be accepted to the Secondary Teacher Certification M.Ed. program on a conditional basis. Conditional admission status will be indicated in the notification of admission and will include all of the outstanding requirements needed for admission.

Unconditional admission status must be met by the last day of Spring quarter the first year of the program. If a student is unable to meet the outstanding requirements for unconditional admission, they may petition for on-leave status from the program in order to meet those requirements.

Transcripts for coursework completed at any campus of the University of Washington during enrollment in the program, will be sent automatically to the department and will not need to be submitted by the student.

Students must communicate directly with the Program Coordinator if and when problems arise related to the endorsement coursework or if course approval is required. If unsure about a course meeting the academic breadth requirement, the student is responsible for getting prior approval.
Financial Aid

Graduate students with financial needs at the University of Washington Bothell may seek assistance with their educational costs through four basic types of aid: grants, scholarships, loans, and work study. Grants and scholarships do not have to be repaid. Loans, on the other hand, must be repaid after graduation or withdrawal from school. Interest rates vary between a fixed rate of 5% to variable rates with a maximum interest rate of 8 ¼%, depending on the program. The work study program gives students a chance to work part-time, either on- or off-campus.

Grants

Graduate students may be considered for need-based institutional grants. These kinds of grants may cover all or a portion of a student's tuition. To be eligible, students must have substantial financial need and attend school full-time. They must also file their Free Application for Federal Student Aid (FAFSA) by February 28 of the prior academic year of attendance, though all applicants are strongly encouraged to file by February 15.

Scholarships

Each year the UW Bothell offers scholarships endowed from individuals and organizations, and from the combined participation and contributions of UW Bothell alumni, businesses, and associations. These scholarships are available to students enrolled at UW Bothell. Updated information about these scholarships can be obtained from the following UW Bothell Web site:

http://www.uwb.edu/students/finance/scholarship/index.html

Graduate students applying for campus scholarships must submit an accurate, completed UW Bothell Scholarship Application and all additional specified application materials. Application forms and related materials are located in the lobby of Student Affairs, UW1.

Application materials must be received in the UW Bothell Financial Aid Office, Building UW1, Room 171, or postmarked by the deadline dates. For help with questions or assistance, applicants can contact the Financial Aid Office (425-352-5218 or scholarships@uwb.edu).

The deadline dates for UW Bothell campus scholarships will be approximately the same dates each year and will be updated by the beginning of each autumn quarter.

Tuition Merit Scholarships

The major purpose of this scholarship is to provide tuition assistance to deserving UW Bothell students. Interested students enrolled in the UW Bothell Master of Education program should inquire at the Education Program Office for the latest available information about these special departmental scholarships.

Loans

Graduate students may apply for loans to fund their educational needs. Most student loans are interest-free while the student is in school and during the grace period (six to nine months after leaving school). Interest begins to accrue during the repayment period, which may be deferred temporarily if the student joins the services, Peace Corps or other comparable volunteer organizations. Usually, a student has up to ten years to repay the loan.

Eligibility requirements differ among the various kinds of loans available. Some loan programs, such as the Perkins Loan, are considered ‘priority funding,’ and interested students must file a Free Application for Federal Student Aid (FAFSA) application by February 28 of the prior academic year of attendance to be considered. Others, such as the Federal Direct Stafford, are not priority funding, and FAFSA application forms do not need to be filed by the February 28 deadline. Graduate students considering the Stafford Loan program must be enrolled at least half-time (minimum of 5 credits), whereas most loan
programs require full-time enrollment, which is 10 credits for graduate students.

**Work Study**

The Federal Work Study and Washington-sponsored Work Study Programs are need-based financial aid programs that give students the opportunity to work part-time while going to school. Typically, the employer pays only 25% of the student’s wages; the rest is subsidized by federal or state funds.

Jobs may be located on-or off-campus with government agencies, non-profit organizations or private corporations. Many such organizations offer career-related or community service experience. For instance, the America Reads/America Counts programs offer paid reading and math tutoring jobs in local elementary and middle schools and family literacy programs.

To apply for Work Study, students must file the FAFSA form and submit it before February 28 to ensure consideration for funds. Though students must take the initiative in finding their Work Study employment, they can take advantage of the University of Washington Seattle resources for listings of possible on- and off-campus employers by visiting this UW Web page:

http://www.washington.edu/students/osfa/ws1.html

**Additional Resources**

For more information about all four major types of financial aid, application forms, and FAFSA information and forms, interested students should visit the UW Bothell Office of Student Affairs Web site:

http://www.uwb.edu/students/finance/fa

UW Bothell students who wish to discuss these options in further detail or need help with the financial aid process can meet with one of the UW Bothell Financial Aid Counselors. To set up a meeting, students should contact their offices at (425) 352-5000.
Once enrolled in the University of Washington Bothell Secondary Teacher Certification Master of Education Program, students should take full advantage of all the resources available to them on campus to maximize their personal and academic experiences. They will find that the Education Program staff and faculty are committed to addressing and serving their needs by welcoming any of their comments, concerns, and questions.

Education Program Office

Many nonteaching functions of the program are carried out by the Education Program Office. The office hours are 8:00 a.m. to 5:30 p.m., Monday through Thursday, and 8:00 a.m. to 5:00 p.m. on Fridays. (Summer hours may vary.) The office maintains files with University and program petitions, Human Subjects Review forms, and other University documentation and information. For information regarding the Education Program or Graduate School policies and procedures, program participants may contact Dana Bigham, Program Coordinator, Secondary Teacher Certification M.Ed. (425-352-3482 or dbigham@uwb.edu).

Communication

The Education Program faculty and staff communicate with students in several ways: class announcements, e-mail messages, letters, or telephone calls.

To insure timely communication, students should keep their e-mail address, personal address, telephone number, and other contact information current. They should update this personal information via MyUW and contact the Education Program Office.

Cross-Campus Enrollment

Students enrolled in the UW Bothell Master of Education Program may take a maximum of 12 credits toward their graduate degree at another UW campus, subject to two conditions:

- Approval from their faculty advisor and the Graduate Program Coordinator
- Available space in the course requested

For each requested course at another UW campus, students must submit a petition to their advisor and, if approved, to the Graduate Program Coordinator prior to registration, listing the academic reasons justifying enrollment in the requested course. This form, the Petition for Cross-Campus Enrollment, is available online:

http://www.uwb.edu/education/masters/campus_enroll.pdf

Students also have the option of taking graduate courses at institutions other than the University of Washington. Students must submit a petition to their advisor and Graduate Program Coordinator prior to registration, listing the academic reasons justifying enrollment in the requested course. A copy of the course description and syllabus must be included with the petition to determine that it meets the standards of a graduate level course.

This petition form is the same for those students who want to take courses at another UW campus or another institution and is available online:

http://www.uwb.edu/education/masters/campus_enroll.pdf
Academic Policies

The academic policies of the UW Bothell Education Program align with the academic policies of the Graduate School of the University of Washington.

Grading Scale for Graduate Students

Grades recorded below 1.7 are recorded 0.0 by the Registrar and do not count toward residency, total credit count, or grade and credit requirements. A minimum of 2.7 is required in each course that is counted toward a graduate degree. A minimum grade point average (GPA) of 3.00 is required for graduation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.9-4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.5-3.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.1-3.4</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.5-2.9</td>
</tr>
<tr>
<td>C</td>
<td>2.1-2.4</td>
</tr>
<tr>
<td>C-</td>
<td>1.7-1.9</td>
</tr>
<tr>
<td>E</td>
<td>0.0-1.6</td>
</tr>
</tbody>
</table>

Incomplete Grades

An Incomplete shall be given only when the student has been in attendance and has done satisfactory work to within two weeks of the end of the quarter. The student must also furnish proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.

Graduate students will complete the work necessary to convert an Incomplete into a passing grade no later than the last day of the following quarter. For Spring Quarter, the following quarter is considered to be Autumn Quarter. Courses graded Incomplete (I) will not be considered as indicating satisfactory progress toward completion of their graduate degree.

Change of Grade

Except in cases of error, no instructor may change a grade which he or she has turned in to the Registrar. However, if a student believes a grade is incorrect because of instructor or recording error, then the student should first discuss the matter with the instructor within ten days after the grade has been awarded.

A UW Bothell student who is not satisfied with the instructor’s response may submit, no later than ten class days after his or her discussion with the instructor, a written appeal to the Program Director, with a copy of the appeal to the instructor. (If the instructor is the Director, then the student should submit his or her complaint to the Vice Chancellor for Academic Affairs.) Within ten calendar days of the receipt of the appeal, the Program Director shall consult with the instructor to determine whether the evaluation of the student’s performance was fair and reasonable or whether the instructor’s conduct in assigning the grade was arbitrary or capricious. Should the Program Director believe the instructor’s conduct to be arbitrary or capricious and should the instructor decline to revise the grade, the Program Director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member (or members) of the faculty of the program to evaluate the student’s performance and assign a grade. The UW Bothell Vice Chancellor for Academic Affairs shall be informed of this action.

Repeating Courses

Graduate students may repeat any course. Both the first and second grades will be included in the cumulative grade point average (GPA). However, the number of course credits earned will apply toward degree requirements only once.

Satisfactory/Not Satisfactory

Graduate students earning grades of 2.7 or above receive a grade of S (Satisfactory), while 2.6 or below is recorded as NS (Not Satisfactory). With the approval of his or her graduate program advisor, a graduate student may elect to take any course for which he or she is eligible outside of
his or her major academic unit on an S/NS basis. Neither S or NS is included in the cumulative grade point average.

**Transfer Credits**

A student working toward the master’s degree may petition the Dean of the Graduate School for permission to transfer the equivalent of a maximum 6 credits of graduate level coursework taken while a registered graduate student in another recognized graduate school. These credits may not have been used to satisfy requirements for another degree. The petition must include an official transcript indicating completion of the coursework.

Approved transfer credits are applied toward total credit count for the master’s degree only. The minimum residency requirement of three quarters at the UW Bothell and 18 quarter credits of numerically graded coursework at the 500 and above level may not be reduced by transfer credit.

Credit by independent study through correspondence, distance learning, or advanced credit examinations is not transferable.
The University of Washington Bothell Secondary Teacher Certification Master of Education Program challenges students to think deeply and critically about the complex nature of education. The program encourages students to be thoughtful, innovative, and ethical as they research questions central to their professional growth. Students progress through the program as a cohort taking a series of coordinated courses. Throughout the program students interact and collaborate with peers and colleagues from across the region, receiving further stimulation, inspiration, and support as they study and learn together.

Program Design

The UW Bothell Master of Education Program consists of four major components:

- Core Courses
- Secondary Education Coursework
- Fieldwork
- Culminating Projects

Core Courses

All students in the Master of Education Program take a series of three Core Courses (B EDUC 501, 502, and 504) in which they explore issues related to educational inquiry, professional leadership, processes of change, and understanding of self as teacher. Students engage in projects that help them reflect upon their own personal and professional growth.

Secondary Education Coursework

Students in the Secondary Teacher Certification M.Ed. program progress through a series of graduate level courses as a cohort. The first three of these courses provide a strong foundation in Education theory and research and are framed in the context of the day-to-day classroom environment. These are followed by content area methodology courses that require students to examine the ways their subject area is taught and how they will implement their lessons to facilitate student learning.

These classes are:

- Adolescent Development
- Education and Technology
- Curriculum Studies and Classroom Practice
- Curriculum Instruction and Assessment: Math and Science I & II
- Curriculum Instruction and Assessment: English/ Language Arts I & II
- Curriculum Instruction and Assessment: Social Studies/History I & II

Fieldwork

Field Experiences within the University of Washington, Bothell Teacher Certification Program are intended to achieve the following objectives:

- To provide interns with teaching and learning experiences in a community site and a U.S. public high school.
- To provide field experiences that bring interns into the life of schools and classrooms.
- To provide opportunities for interns to deepen their understanding to the extent and the ways in which learning takes place both in and out of school.
- To provide opportunities for interns to observe, apply principles, practice skills, and refine ideas discussed in Secondary Teacher Certification M.Ed. program seminars and courses. University course content and assignments will be integrated with field work.
- To provide interns with opportunities to demonstrate sensitivity to and an understanding of the needs of learners from diverse racial, ethnic, cultural, and social class groups.
- To provide interns with opportunities to demonstrate interpersonal, ethical, and professional behavior and a nonjudgmental stance.
- To provide an authentic context in which interns will be observed and receive feedback from field instruction staff and master/cooperating teachers.

All Field Experiences will take place on the University of Washington Bothell campus and within
the Everett School District. All contacts regarding placements with schools are handled through the Program Officer at the University of Washington, Bothell. Students may not contact schools to inquire, set-up, or arrange placements. The UW Bothell Education Program has a partnership with the Everett School District. Students are placed in groups in each school, therefore school preferences are not always possible to honor. Students are not placed where their child or children currently attend school.

Each intern is under the direct supervision of university clinical faculty and a cooperating teacher. University clinical faculty are assigned to each intern from the beginning of summer quarter through the full-time teaching internship ending in March.

The clinical faculty work closely with the interns, the cooperating teacher, University course instructors, and the building principal. S/he assists and guides the intern and consults with the cooperating teacher regarding various aspects of the field experience.

Course instructors in the Secondary Teacher Certification M.Ed. program include assignments in their regular coursework that interns must complete in the field. In addition, interns draw on the principles, skills, and knowledge learned in coursework to demonstrate interpersonal, ethical, and professional behavior in the field.

The Washington State Patrol/FBI fingerprinting clearance must be received and filed before beginning the summer quarter fieldwork experience. Students will be provided with fingerprint cards and instructions on how to complete the process. OSPI charges a $60.25 fee for processing completed fingerprint cards. The fee that local agencies charge to get fingerprinted ranges from $10-$25. It is the responsibility of the student to complete the entire process in the spring before summer quarter. Students must also have their fingerprint clearance on file (and current) before they can be recommended for certification at the end of their program. All questions about the fingerprint process and clearance should be directed to Program Coordinator, Dana Bigham.

Students are charged a $250 student teaching fee each of their last three quarters of the program. This fee is subject to change for the 2008-09 school year.

There is a fee of $35 for Washington State certification payable to the Puget Sound Educational Service District (ESD). This is payable during the final quarter of the program. This fee is subject to change.

**Culminating Projects**

As students near the end of their program of study when all the Master of Education coursework has been completed, they select their final Culminating Project from three possible options:

- Inquiry Project
- Academic Paper
- Professional Portfolio

The **Inquiry Project** (B EDUC 597, 598, and 599; three successive quarters, variable credit) requires that students play an informed, instrumental role in introducing change into an educational setting and engage in critical reflection on the processes of this change with the support of program faculty and peers.

Students begin their Inquiry Project by naming and framing an educational issue or question, a curriculum/instruction project, or an education project responding to a community need. Using their professional judgment based on a review of the literature, students determine what information to gather and analyze. They then write a proposal that is grounded in the broader professional research surrounding their chosen issue or project.
During the second quarter, students implement their proposed project, monitoring their progress and collecting data.

Once the project study is finished, students use their final quarter to reflect, systematically and critically, on the processes they experienced during the project implementation and analyze the gathered information. Students articulate this analysis and reflection in a final paper.

Because of the intensity and time structure of the Inquiry Project, students who choose this Culminating Project should meet early with their advisor to discuss course selection, the development of the Literature Review, and the preparation of Human Subjects Review documents when required.

Projects involving human subjects will be reviewed by faculty in the Education Program using a Certification of Exemption form. A copy of this form can be downloaded from the UW Human Subjects Division Web site:

http://www.washington.edu/research/hsd/forms.php

Complete guidelines for the Inquiry Project can be found in the Inquiry Project Handbook, which is posted online:

http://www.uwb.edu/education/masters/forms.xhtml

The **Academic Paper** (B EDUC 596; two quarters, 6 credits), is a professional paper completed under the advisement of a faculty member following submission and approval of a formal proposal description. The paper does not involve classroom implementation but does involve a review of the literature and careful analysis of a complex issue that has multiple perspectives, such as the politics of the “No Child Left Behind Act,” the use of technology in classrooms, the challenges of “character education,” the impact of increasing student diversity on formation of classroom communities, and other such topical issues.

A public presentation of the completed work is required. Students may present their professional paper at a conference or submit their paper for publication.

This Academic Paper is offered every quarter. Students planning to do this particular Culminating Project must find a faculty member who will serve as advisor on the project, submit to that faculty member a description of the proposed project.

The **Professional Portfolio** (B EDUC 595; two quarters, 6 credits) is one of two Portfolio Culminating Projects students may select as their final project. The Professional Portfolio provides an opportunity for students to reflect on their learning and professional growth through the construction of a culminating portfolio. It serves to document and deepen the students’ understanding of the competencies they have gained as a result of their participation in the Master of Education program of studies.

The Professional Portfolio is completed within the context of two formal courses currently offered winter and spring quarters. A public presentation of the portfolio is required.

**Culminating Project Requirements**

Specific requirements for each of the Culminating Projects are described at this UW Bothell Web site:

http://www.uwb.edu/education/masters

**Courses Outside of Education**

Students may elect to take appropriate courses in other academic programs, especially where such coursework will contribute to the development of the Culminating Project.

Students may take up to 12 credits of coursework at another University of Washington campus. Among the rich possibilities at the University of Washington Seattle are courses in the Arts or Sci-
ences or various special programs for teachers.

**Advisor Consultations**

During the course of their graduate program, students must meet with their advisors. These required advisor consultations benefit students in several ways. Students’ skills, needs, and goals become better known and thus better addressed. Student performance and progress is reviewed so that upcoming courses of study are closely coordinated to ensure quality of time and program. Advisors can direct students to relevant resources and mentors and assist them in finding the appropriate faculty member and second reader for their Culminating Project.

Students are strongly encouraged to meet with their advisors as needed during the academic year. Ultimately, frequent regular communication with the advisor will reduce unnecessary program delays or missteps and enrich and expand the student’s learning experiences.
Performance and Progress Policies

Admission to the Secondary Teacher Certification Master of Education Program allows students to continue graduate study at the University of Washington Bothell only as long as they maintain satisfactory performance and progress toward completion of their graduate degree program. Standards for satisfactory performance and factors that can lead to termination are identified and discussed below.

General Expectations for Student Performance and Progress

Upon admission to the University of Washington Bothell Secondary Teacher Certification M.Ed. Program, students are expected to demonstrate satisfactory performance and progress toward fulfillment of the degree requirements. In evaluating student performance and progress, Education Program faculty will review (1) grade reports, (2) performance during coursework and seminars, (3) research capability, progress, and performance, and (4) any other information relevant to graduate program academic requirements. Student progress and performance is determined (but not limited) by the following criteria:

- Performance in the fulfillment of degree program requirements
  
  Satisfactory Scholarship. Students will maintain a minimum grade point average of 3.0. (See section titled “Low Scholarship,” p. 25.)

  Satisfactory Progress Toward Completion of Graduate Degree. Students will enroll in and satisfactorily complete one or more classes each quarter, unless “on-leave status” request has been filed, and satisfactorily complete all other Education Program and Graduate School requirements.

  Incomplete Grade. Students will complete the work necessary to convert any Incomplete into a passing grade no later than the last day of the following quarter. Courses graded Incomplete (I) will not be considered as indicating satisfactory progress toward completion of their graduate degree.

- Performance during informal coursework and seminars

  Attendance and Participation in Classes. Students will consistently attend classes and participate in class activities. (See section titled “Participation in Classes,” p. 25).

  Academic Performance. Students will demonstrate, in their written and oral work, the ability to analyze, synthesize, apply, and evaluate information. (See section titled “Academic Performance,” p. 24.)

  Professional Standards. Students will demonstrate academic and professional integrity. (See section titled “Professional Conduct and Character,” p. 25.)

- Research capability, progress, and achievement

  Students will demonstrate through their coursework and classroom discussions and activities that they have the skills and knowledge necessary to conceptualize and produce an acceptable Culminating Project.

Academic Performance

Students are expected to demonstrate, in their written and oral work, satisfactory academic performance. Satisfactory academic performance is indicated by these behaviors:

- Analyzing and conceptualizing clear and concise ideas
- Synthesizing relationships among ideas and concepts
- Demonstrating understanding of educational theories
- Applying theories to class assignments and discussions
- Conceptualizing and organizing well-written papers
Participation in Classes

Students are expected to contribute to class discussions and consistently and appropriately participate in class activities. Attendance and participation are required so students can fully benefit from the UW Bothell Education Program. Classes in the Education Program frequently include cooperative learning, small group discussions, and other activities that require collaboration. These kinds of activities cannot be made up. When these collaborative activities are missed, the student and the student’s colleagues are put at a disadvantage.

Students are expected to arrive for class on time and remain in class for the entire session. Students who consistently arrive late for class or leave class early can disrupt the class as well as miss important information and experiences. Punctuality and responsibility are indicators of professionalism, commitment, and dedication to the field of education.

At the end of each quarter, faculty may review a student’s participation in class to determine whether the student demonstrated a pattern of participation below that expected of graduate students. Level of participation in class, instances of absences and tardiness may be considered in assessing the student’s pattern of participation. After discussing information on participation, the UW Bothell Education Program Graduate Faculty, in accordance with the Suggested Guidelines for Change of Status Action, will prepare a recommendation for each student who does not, in the faculty’s professional opinion, demonstrate satisfactory participation.

Professional Conduct and Character

Students are expected to conduct themselves as professionals at the University of Washington Bothell. As such, they should not engage in behavior that could negatively affect the learning environment of peers or interfere with a faculty member’s ability to perform his or her responsibilities.

Students are expected to work collaboratively with peers, participate in classroom activities, and remain attentive during class. Students must demonstrate professional attitudes and attributes of good character in the classroom and in all practicum settings.

Students are expected to avoid all situations that might call their academic or professional integrity or good character into question. Academic and professional integrity and good character require that students maintain high standards of ethical behavior and honesty in all written work and in communication with faculty and administrators.

Low Scholarship

Students whose cumulative or quarterly grade point average (GPA) falls below a 3.0 will be reviewed quarterly. Each quarter, the UW Bothell Education Program Director will review the Low Scholarship Report and report his or her findings to the UW Bothell Education Program Graduate Faculty. Faculty will discuss each student and respond according to the Suggested Guidelines for Change of Status Action. In evaluating each student, faculty will consider the student’s grades in reference to the student’s actions:

- Progress toward fulfillment of program degree requirements, i.e., consistent enrollment in and completion of one or more classes each quarter
- Number of times the student has been listed on the Low Scholarship Report
- Completion of Graduate School requirements for continuation (See UW General Catalog)

Suggested Guidelines for Change of Status Action

Recommendations for change in status will be based on the nature and severity of a student’s performance or lack of progress. The Graduate School will be notified when conditions warrant
that a student will be warned, placed on probation, placed on final probation, or dismissed. All recommendations for unsatisfactory performance and progress will be accompanied by (1) a well-documented statement of the circumstances involved, (2) an outline of the steps the student must take to maintain his or her graduate student status in good standing, and (3) a timeline for remediation. Students will receive written notification of the action and information regarding the steps that must be taken to maintain their graduate student status in good standing.

Status changes resulting in “No Action” and “Warning” will not appear on the student’s permanent record. Those status changes resulting in probation, final probation, or dismissal will be reviewed by the Dean of the Graduate School and will be recorded by the Registrar on the student’s permanent record.

The Dean of the Graduate School will inform students by letter of any change in their status. Depending on the nature of the status change, students will receive notification of one of the following five possible actions:

**No Action**
- Conditions indicate unsatisfactory performance or progress as determined by the UW Bothell Education Program Graduate Faculty
- Problems are minimal
- Problems are being addressed by the student

If unsatisfactory performance or progress does not improve within one quarter, the student may be placed in Warning status.

**Warning**
- Conditions indicate unsatisfactory performance or progress as determined by the UW Bothell Education Program Graduate Faculty
- Cumulative GPA drops slightly below 3.0 (2.99-2.95)
- Course grade is slightly below a 3.0 (2.99-2.95)
- Incomplete (I) grade is not removed after one quarter

**Probation**
- Conditions indicate unsatisfactory performance or progress as determined by the UW Bothell Education Program Graduate Faculty
- Cumulative GPA drops below 3.0
- Course grade is below a 3.0
- Incomplete (I) grade is not removed after one quarter
- Deficiency that caused a previous warning action has not been corrected
- Sudden and substantial departure from the UW Bothell Education Program’s requirements for satisfactory performance and progress

Probationary status will be no less than one quarter and no more than two quarters. Removal of the student from probationary status will depend upon the student’s performance given the established timeline.

The UW Bothell Education Program Graduate Faculty will review the records of students who received a warning or were placed on probation the previous quarter to determine if satisfactory progress was made. If satisfactory progress was not made, the students will be placed on final probation and the Graduate School will be so notified by the Director of the Education Program.

**Final Probation**
- Previous condition(s) that resulted in a warning or probationary status have not been corrected within the time limit specified by the UW Bothell Education Program
- Demonstrated unsatisfactory performance or progress as determined by the UW Bothell Education Program Graduate Faculty
- Sudden and substantial departure from the UW Bothell Education Program’s requirements for satisfactory performance and progress

Once placed on Final Probation, the student will be dismissed if satisfactory progress is not made by the end of the quarter. A student will be carried on final probation status for one quarter before being changed to another status.
**Dismissal**

- Previous condition(s) that resulted in a warning, probationary, or final probationary status has not been corrected within the time limit specified by the UW Bothell Education Program
- Sudden and substantial departure from the UW Bothell Education Program’s requirements for satisfactory performance and progress

A dismissal recommendation is a final action and means immediate dismissal from the University of Washington Bothell Master of Education Degree Program.

**Appeals**

Students may appeal change of status directly to the University of Washington Bothell Education Program Director and then to the Vice Chancellor for Academic Affairs of the University of Washington Bothell. Appeals must be filed in writing within four weeks after the notification of status change is mailed to the student. Appeals beyond the University of Washington Bothell Vice Chancellor should follow the process outlined in the *Graduate School Memorandum No. 33, Academic Grievance Procedure*.

(The above information is based on the requirements for continuation and termination specified in *Graduate School Memorandum No. 16*.)
Curriculum Listing

The following is a listing of all the courses that can be taken for graduate level credit from the University of Washington Bothell Education program.

UW Bothell Master of Education Curriculum List

B EDUC 501 Inquiry in Education
B EDUC 502 Teachers' Self-Understanding
B EDUC 503 Situating Teaching in Social, Historical, Political, and Professional Dimensions
B EDUC 504 Theories of Organizational Change and School Reform
B EDUC 517 Working with Struggling Readers Grades 3-8
B EDUC 518 Observing and Describing Children and Their Work
B EDUC 519 Classroom Discourse
B EDUC 520 Current Issues in Multicultural Education
B EDUC 521 Using Multicultural Literature in the Classroom
B EDUC 522 Education and the American Dream
B EDUC 523 Improving Human Relations in Schools
B EDUC 525 Evaluating Curricula, Program and Institutions
B EDUC 527 Educational Theorists and Reformers
B EDUC 530 Current Issues in Curriculum Integration
B EDUC 531 Current Issues in Teaching
B EDUC 533 Computers in the Classroom: Issues and Uses
B EDUC 534 Current Issues in Literacy Research
B EDUC 536 Teacher Leadership: Renewing, Revitalizing, Reframing
B EDUC 537 Assessment
B EDUC 542 Professional Certification: Pre-Assessment Seminar
B EDUC 546 Professional Certification: Professional Growth Seminar
B EDUC 548 Professional Certification: Culminating Seminar
B EDUC 555 Building Partnerships: Home, School and Community
B EDUC 556 Adolescent Development
B EDUC 557 Curriculum Studies and Classroom Practice
B EDUC 558 Curriculum, Instruction, and Assessment in Secondary Social Studies and History
B EDUC 559 Curriculum, Instruction, and Assessment in Secondary Science and Mathematics I
B EDUC 560 Curriculum, Instruction, and Assessment in Secondary Science and Mathematics II
B EDUC 561 Education and Gender
B EDUC 563 Curriculum, Instruction, and Assessment in Secondary English
B EDUC 564 Field Experience in Secondary Schools
B EDUC 565 Student Teaching
B EDUC 566 Education and Technology
B EDUC 569 Educational Policy, School Politics and Teacher Power
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>B EDUC 570</td>
<td>Problems in Qualitative Research Methodology</td>
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<tr>
<td>B EDUC 587</td>
<td>Science, School Knowledge, and Contemporary Social Issues</td>
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<tr>
<td>B EDUC 591</td>
<td>Special Topics in Education</td>
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<tr>
<td>B EDUC 592</td>
<td>Independent Study</td>
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<td>B EDUC 595</td>
<td>Professional Portfolio</td>
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<td>B EDUC 596</td>
<td>Professional Paper</td>
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<td>B EDUC 598</td>
<td>Project Implementation</td>
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<td>B EDUC 599</td>
<td>Culminating Project</td>
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<td>B EDUC 452</td>
<td>Service Learning Practicum in Education</td>
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<td>B EDUC 456</td>
<td>Adolescents in School and Society</td>
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<td>Educational Implications of Gender Inequality</td>
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<td>B EDUC 475</td>
<td>Global Perspectives on Diversity and Citizenship Education</td>
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<td>B EDUC 480</td>
<td>Life and Learning in the Middle School</td>
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<td>Special Topics in Education</td>
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<td>B EDUC 493</td>
<td>Environmental Education</td>
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Course Descriptions

CORE COURSES

B EDUC 501  Inquiry in Education (5)
Introduces tools to help students examine their own classrooms and professional practice and explores professional questions through the gathering of information, collegial discussions with peers, and readings that offer several perspectives of the questions at hand. REQUIRED of all M.Ed. students. Must be taken before the completion of 18 credits.

B EDUC 502  Teachers’ Self-Understanding (5)
Examines key concepts in multicultural education through the use of readings and autobiographical writings as a basis for creating the reflective space necessary for teachers to better understand how personal elements of their lives, formed historically and culturally, influence their teaching and relationships with students. REQUIRED of all M.Ed. students. Must be taken before the completion of 18 credits.

B EDUC 504  Theories of Organizational Change and School Reform (5)
Explores theories of organizational change and school reform while emphasizing practical strategies and practicum projects to help students gain insight on how to be comfortable with and facilitate change in their own educational situations. REQUIRED of all M.Ed. students. Must be taken before the completion of 18 credits.

SECONDARY TEACHER CERTIFICATION REQUIRED COURSES

B EDUC 556  Adolescent Development (3)
Provides an in-depth examination of specific theories, concepts, and methods related to the period of adolescence. Explores a wide range of topics including: cognitive development, moral development, identity formation, gender role, social relationships, and the effects of culture and schooling on adolescent development.

B EDUC 557  Curriculum Studies and Classroom Practice (3)
Introduces the field of curriculum studies including curriculum theory and interdisciplinary study of the educational experience. Explores dominant ideas and alternative practices. Focuses on how curriculum and schools are manifestations of culture and how historical and contemporary premises about curriculum influence the culture of classrooms and schools.

B EDUC 558  Curriculum, Instruction, and Assessment in Secondary Social studies and History (3)
Explores standards and critical areas of social studies and history. Discusses how to design learning objectives, plan for instruction, use resources, evaluate student learning, and teach social studies and history as integrated and interdisciplinary subjects. Historical, political, and social issues that affect classroom teaching are analyzed.

B EDUC 559  Curriculum, Instruction, and Assessment in Secondary Science and Mathematics I (3)
Examines ways to teach science and math in a way that makes the content both rigorous and accessible. Develops an understanding of how the world of the student and the worlds of the science and math intersect. Participates in best practices of science and math teaching and reflects on this practice.

B EDUC 560  Curriculum, Instruction, and Assessment in Secondary Science and Mathematics II (3)
Emphasizes the complexity of teaching and learning science and mathematics. Works closely with expert teachers to develop and teach a unit of instruction. Gains practice in designing, conducting, and reflecting on formative and summative assessments in the school setting.

B EDUC 563  Curriculum, Instruction, and Assessment in Secondary English (3)
Helps prospective teachers of English become more thoughtful about the aims, theories, and research methods for teaching English in secondary schools. Encourages reflective thought in the development of materials and plans for implementing secondary English lessons and units that can facilitate student learning.

B EDUC 564  Field Experience in Secondary Schools (3)
Provides field experiences to reflect on teaching and learning in the secondary schools. Overlap with discipline specific methods course.
B EDUC 565  Student Teaching (10)
Students assume all facets of the teaching role in a full-time placement. Prerequisite: satisfactory completion of required secondary endorsement course work.

B EDUC 566  Education and Technology (3)
An analysis of issues related to the uses of technology in the classroom. Class participants will be introduced to advances in educational technology and will critique the pedagogical and epistemological implications of increased reliance upon information technologies in the classroom and the broader society.

ELECTIVES

B EDUC 503  Situating Teaching in Social, Historical, Political, and Professional Dimensions (3)
Explores historical, political, and social issues that affect classrooms and schools as well as the nature of historical and political analysis.

B EDUC 517  Working with Struggling Readers Grades 3-8 (3)
Develops the strategies and understandings necessary for effective assessment and instruction of struggling readers in grades 3-8. Focuses on classroom-based assessments and their benefits for informing individual or whole class reading instruction.

B EDUC 518  Observing and Describing Children and Their Work (3)
Focuses on the observation and description of children and their work. Students learn the skills of observation as well as a process of systematic collaborative inquiry that validates teachers’ knowledge of their students while also generating new knowledge. Studies the work of teacher researchers who base their work on thoughtful observations of children.

B EDUC 519  Classroom Discourse (3)
Addresses the question: What discourse is present in classrooms and how can it be best used to facilitate teaching and learning to help students gain understanding about how classroom talk creates and conveys multiple and complex notions of self, roles, status, learning, and subject matter. Combines in-depth classroom experiences, theory, and coursework.

B EDUC 520  Current Issues in Multicultural Education (3)
Advanced course in current issues in the field of Multicultural Education. Variable topics. May be repeated for credit.

B EDUC 521  Using Multicultural Literature in the Classroom (3)
Examines multicultural literature and reviews and compiles bibliographies of multicultural books that can be used in the classroom. Discusses and reflects on concepts such as essentialism and representation to guide selection, evaluation, and infusion of multicultural content into the curriculum.

B EDUC 522  Education and the American Dream (3)
Considers tensions inherent in the deep American belief that individuals can reach unlimited potential through success in school. Looks at ways in which the American educational system has been created within American beliefs in equal opportunity based on merit, yet remains an institution that sorts individuals for very unequal futures.

B EDUC 523  Improving Human Relations in Schools (3)
Addresses issues related to teaching in a pluralistic society. Explores the historical foundations of intergroup education and theories supporting the human relations approach. Teaches strategies, materials, and assessment that can be used to improve human relations.

B EDUC 525  Evaluating Curricula, Programs and Institutions (3)
Helps educators better understand the extent to which their curricula, programs, and institutions are effectively meeting their objectives. Examines terminology, models, standards, and practices in program evaluation from a perspective useful to practicing teachers and other professionals. Discusses political realities, social demands for accountability, and ethical considerations in program evaluation.

B EDUC 527  Educational Theorists and Reformers (3)
Provides an in-depth study of the work of prominent educators whose contributions have significantly impacted the understandings and nature of learning, teaching, and schooling.

B EDUC 530  Current Issues: Integrated Curriculum (3-5; max. 10)
Advanced course in current issues in the field of Integrated Curriculum. Variable topics. May be repeated for credit.
B EDUC 531 Current Issues in Teaching (1-6; max. 25)
Explores, shares, and expands through highly interactive seminars many current, “cutting edge” issues: new assessment methods, classroom management, collaborative learning, Washington State Essential Academic Learning Requirements, national standards in mathematics and science, and more.

B EDUC 533 Computers in the Classroom: Issues and Uses (3)
Examines issues of equity, disengagement, and the quality of learning and knowing in a diverse, complex, and technological society. Uses current technology to help students enhance their computer skills so they can create and evaluate quality learning experiences.

B EDUC 534 Current Issues in Literacy Research (3)
Explores current research examining issues of literacy development and instruction. Considers research design, data analysis, study findings, and classroom implications from a critical practitioner-oriented perspective.

B EDUC 536 Teacher Leadership: Renewing, Revitalizing, Reframing (3)
Develops and promotes in teachers the knowledge, skills, and “conditions of the heart” necessary to be a teacher leader. Presents premise that teachers need to be active participants in the formation of a future that positively impacts the lives of students and professional community of schools.

B EDUC 537 Assessment (3)
Explores authentic assessment, portfolios, minds-on activities, standardized testing, and quizzes to determine what students know. Explores how assessment fits into the larger picture of social justice issues including schools as society’s sorting mechanism. Asks students to critically examine suggested practices and theoretical implications while addressing assessment in their own classroom.

B EDUC 555 Building Partnerships: Home, School and Community (3)
Examines the forms of collaboration, contention, and controversy in the relationships between schools, the families of students, and local communities from historical, sociological, and political perspectives.

B EDUC 561 Education and Gender (3)
Examines emergent epistemological perspectives in feminist theory, including stratification in labor, sex differences in cognitive abilities, cultural systems of representation that serve to emancipate or subordinate women, and racial and social class stratification.

B EDUC 569 Educational Policy, School Politics and Teacher Power (3)
Helps students understand teachers’ (K-12) and policymakers’ roles in school politics and develop frameworks from which to base the responsible exercise of autonomy in schools.

B EDUC 570 Problems in Qualitative Research Methodology (3)
Examines on a rotating basis a specific qualitative research methodology, which may include action research, archival studies, biography, case study, classroom observation, ethnography, feminist studies, grounded theory, histography, narrative studies, phenomenological studies, policy research or sociolinguistics.

B EDUC 587 Science, School Knowledge, and Contemporary Social Issues (3)
Explores the impact of science on society as well as the vision for the teaching of science currently being advocated by those involved with science education reform. Discusses contemporary social issues, such as the ethical dilemmas presented by scientific advancements and science education reform issues.

B EDUC 591 Special Topics in Education (3-5 credits; max. 10)
Specially designed course offerings intended to respond to faculty and student interests and needs. Topics will vary. REQUIRED: Permission of the instructor for enrollment. May be repeated for credit.

B EDUC 592 Independent Study (1-6; max. 12)
Faculty-supervised readings and research in areas of special interest for individual students. REQUIRED: Permission of the instructor and program director for enrollment.

B EDUC 452 Service Learning Practicum in Education (2; max. 6)
This optional practicum may be taken concurrently with designated 3-credit UW Bothell Education courses and requires approximately 40 hours of service learning in a school and/or other appropriate setting approved by the course instructor.

B EDUC 456 Adolescents in School and Society (5)
Discusses some of the transformations of consciousness that occur in adolescence and examines
how social structures, particularly formal schooling, help shape those transformations.

**B EDUC 461  Educational Implications of Gender Inequality (5)**

Examines the historical foundations of gender inequality in education, discusses gender as a factor in access to education, and explores recommended classroom practices designed to reduce gender inequality.

**B EDUC 475  Global Perspectives on Diversity and Citizenship Education (3)**

Explores the relationship between diversity and citizenship education in a select group of nation-states. Discusses challenges experienced by citizens in those nation-states and how they respond to diversity while trying to maintain national cohesion.

**B EDUC 480  Life and Learning in the Middle School (3)**

Addresses the development and needs of young adolescents, the organizational structure and foundations of the middle school, and instructional practices of young adolescents.

**B EDUC 491  Special Topics in Education (1-5, max. 15)**

**B EDUC 493  Environmental Education (3)**

Analyzes various environmental programs and prepares an individualized project. Helps students learn how to apply ecological concepts in the classroom and teach about various environmental education programs.

**PROFESSIONAL CERTIFICATION SEMINARS**

**B EDUC 542  Professional Certification: Pre-Assessment Seminar (2)**

Examines the requirements for the Professional Growth Plan (PGP) and related performance indicators necessary to meet the standards for the Washington State Professional Certification. Provides theoretical frameworks and conceptual foundations to help students design and organize a written plan for completing the PGP requirements. First in five-seminar sequence. REQUIRED for all Pro Cert participants.

**B EDUC 546  Professional Certification: Professional Growth Seminar (1-2; max. 6)**

Supports participants in developing and implementing concrete strategies and tools for meeting the performance indicators contained in the professional growth plan. Examines and analyzes research-based practical aspects of curriculum design and instructional environments. Uses and communicates student achievement data for instructional improvement and increased family involvement. Provides options for ongoing professional growth activities. Second, third, and fourth in five-seminar sequence. REQUIRED for all Pro Cert participants.

**B EDUC 548  Professional Certification: Culminating Seminar (1-2 ; max. 6)**

Supports students as they refine and prepare for submission all materials necessary to fulfill requirements for Washington State Professional Certification as specified in the Professional Growth Plan (PGP). Guides and engages students in deep reflection, thoughtful analyses, constructive feedback, and final revisions of PGP portfolio prior to submission. Last in five-seminar sequence. REQUIRED for all Pro Cert participants.

**CULMINATING PROJECT OPTIONS**

**B EDUC 595  Professional Portfolio (3-5; max. 10; C/NC)**

Provides an opportunity for students to reflect on learning and professional growth through the construction of a culminating portfolio, which serves to document and deepen understanding of the competencies gained as a result of participation in the program. PREREQUISITE: Completion of all M.Ed. coursework.

**B EDUC 595  National Board Portfolio (3-5; max. 10; C/NC)**

Provides an opportunity for students to reflect on learning and professional growth through the construction of a culminating portfolio, which serves to document and deepen understanding of the competencies gained as a result of participation in the program. PREREQUISITE: Completion of all M.Ed. coursework and three successful years of classroom teaching.

**B EDUC 596  Professional Paper (Academic Paper) (2-5; max. 10; C/NC)**

Supports and guides students as they complete their Professional Paper under the advisement of a faculty member in the program following submission and approval of a description of the proposed paper. Two-quarter sequence; completed work presented publicly. PREREQUISITE: Completion of all M.Ed. coursework.
**B EDUC 597  Proposal Writing (1-6; max. 15; C/NC)**

Focuses on change in an educational setting with students applying and extending the theory and research studied and generated in the master's degree program. First in a three-course sequence. Student collaboration with faculty advisors. **PREREQUISITE:** Completion of all M.Ed. coursework.

**B EDUC 598  Project Implementation (2-5; max. 15; C/NC)**

Supports students as they implement their Culminating Project, designed to create change in an educational setting. Second in a three-course sequence. **PREREQUISITE:** Completion of all M.Ed. coursework and a minimum 3 credits of B EDUC 597.

**B EDUC 599  Culminating Project (2-5; max. 15; C/NC)**

Assists students as they present the formal analysis and synthesis of their practicum experience. Last in a three-course sequence. **PREREQUISITE:** Completion of all M.Ed. coursework and a minimum 3 credits each of B EDUC 597 and 598.
## Important Dates to Remember

### Autumn Quarter 2008
- September 24: Classes Begin
- November 11: Veterans Day Holiday (Observed)
- November 27-28: Thanksgiving Day Holiday
- December 5: Classes End
- December 8-12: Final Examinations

### Winter Quarter 2009
- January 7: Classes Begin
- January 21: Martin Luther King, Jr. Holiday
- February 18: Presidents’ Day Holiday
- March 14: Classes End
- March 17-21: Final Examinations

### Spring Quarter 2009
- March 31: Classes Begin
- May 26: Memorial Day Holiday
- June 6: Classes End
- June 9-13: Final Examinations
- June 14: Commencement

### Summer Quarter 2009
- June 23: Term A & Full-term Classes Begin
- July 4: Independence Day Holiday
- July 23: Term A Classes End
- July 24: Term B Classes Begin
- August 22: Term B and Full-term Classes End

### Autumn Quarter 2009
- September 30: Classes Begin
- November 11: Veterans Day Holiday (Observed)
- November 26-27: Thanksgiving Day Holiday
- December 11: Classes End
- December 14-18: Final Examinations

### Winter Quarter 2010
- January 4: Classes Begin
- January 18: Martin Luther King, Jr. Holiday
- February 15: Presidents’ Day Holiday
- March 12: Classes End
- March 15-19: Final Examinations

### Spring Quarter 2010
- March 29: Classes Begin
- May 25: Memorial Day Holiday
- June 4: Classes End
- June 7-11: Final Examinations
- June 13: Commencement
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- **Quarter Begins**: start of each quarter
- **Quarter Ends**: end of each quarter
- **Holiday**: holiday dates
Appendix

Charts

UW Bothell Pathway: Secondary Teacher Certification
Master of Education Degree
University of Washington Bothell (UW Bothell)
Education Program

UW Bothell Pathway: Secondary Teacher Certification Master of Education Degree

First Year
(21 credits)

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<td>B EDUC 502</td>
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<tr>
<td>B EDUC 566</td>
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Summer Quarter
(6 credits)

B EDUC 559 OR B EDUC 563 OR B EDUC 558 AND B EDUC 564

Second Year
(28 credits)

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<td>B EDUC Culminating Project</td>
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<td>B EDUC Professional</td>
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Culminating Project
(6 credits)

Inquiry Project
(9 credits)
B EDUC 597, 598, 599 OR Academic Paper
(6 credits)
B EDUC 596 (x2) OR Professional Portfolio
(6 credits)
B EDUC 595 (x2)
Contact Information

Education Program

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<tr>
<th>Name</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Cherry A. McGee Banks, Professor</td>
<td>352-3482</td>
<td>UW1 244</td>
<td>camb@u</td>
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<tr>
<td>G. Thomas Bellamy, Professor</td>
<td>352-3572</td>
<td>UW1 311</td>
<td>tbellamy</td>
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<tr>
<td>Dana Bigham, Program Coordinator</td>
<td>352-3481</td>
<td>UW2 317</td>
<td>dbigham</td>
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<tr>
<td>Amelia Bowers, Program Advisor</td>
<td>352-5274</td>
<td>UW1 184</td>
<td>bowersam@u</td>
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<tr>
<td>Susan Brown, Lecturer, Part-time</td>
<td>352-3520</td>
<td>UW2 304</td>
<td><a href="mailto:sbrown9710@comcast.net">sbrown9710@comcast.net</a></td>
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<tr>
<td>Jean Eisele, Senior Lecturer</td>
<td>352-5278</td>
<td>UW1 138</td>
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<tr>
<td>Karen Gourd, Assistant Professor</td>
<td>352-5214</td>
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<tr>
<td>Hayley Hillson, Manager &amp; Graduate Program Assistant</td>
<td>352-5331</td>
<td>UW2 305A</td>
<td>hhillson</td>
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<tr>
<td>Jon Howeiler, Field Coordinator/Certification Officer</td>
<td>352-5231</td>
<td>UW2 309</td>
<td>jhoweiler</td>
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<tr>
<td>Pamela Bolotin Joseph, Senior Lecturer/Pro Cert Program Administrator</td>
<td>352-3401</td>
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<td>Bettina Katz, Office Assistant</td>
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<td>Carole Kubota, Associate Professor</td>
<td>352-5273</td>
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<td>352-5230</td>
<td>UW2 305</td>
<td>kmckay</td>
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<td>Nancy Place, Associate Professor</td>
<td>352-5374</td>
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<td>Robin Rider, Assistant Professor</td>
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<td>Jane Van Galen, Professor</td>
<td>352-5331</td>
<td>UW1 141</td>
<td>jvangalen</td>
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Student Affairs – Admissions/Advising/Development

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<th>Name</th>
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<tr>
<td>Hung Dang, Director</td>
<td>352-5305</td>
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<tr>
<td>Rosa Lundborg, Counselor/DSS/Veterans/International</td>
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<tr>
<td>Danette Lyall, Asst. Director Financial Aid/Scholarship</td>
<td>352-5326</td>
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Office of the Chancellor

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<tr>
<td>Kenyon Chan, Chancellor</td>
<td>352-5221</td>
<td>UW1 260G</td>
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<tr>
<td>Linda Taylor, Executive Assistant to Chancellor</td>
<td>352-5221</td>
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Public Safety

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<th>Phone</th>
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<td>352-5359</td>
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Information Systems

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Library

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<td>352-5340</td>
<td>LB1</td>
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<tr>
<td>352-5241</td>
<td>LBA 320</td>
<td>ventas@u</td>
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Campus Media Center

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<tr>
<td>352-5312</td>
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Writing Center

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<tr>
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<td>LBA 308</td>
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University Bookstore

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<tr>
<td>352-3344</td>
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Student Government

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<tr>
<td>352-5363</td>
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<td>asuwb</td>
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NOTE: Unless otherwise noted, use the following pattern for all e-mail addresses: name@uw.edu
Names followed by an “@u” use a different pattern: name@u.washington.edu