



Master of Education for Practicing Educators

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

Social Emotional Learning Study Option

Description: The Social-Emotional Learning (SEL) study option emphasizes multi-tiered prevention through the promotion of resilience and well-being for both educators and their students. This study option addresses important topics often overlooked in educational areas of study such as mindfulness/mindset, systems change, and collaboration.

Our students include practicing teachers, community college instructors, educational consultants, school support personnel, instructional and behavioral coaches, after school program coordinators, and advisors.

Student learning goals: Upon completion of this study option, graduates will have the ability to:

- Self-regulate (e.g., manage stress) through enhanced self-awareness and emotional intelligence;
- Facilitate the healthy social, emotional, and behavioral development of students;
- Engage in mindful, inclusive, and effective collaborations for the benefit of students;
- Serve as judicious, systemic change agents for the promotion of social justice.

Course Requirements	Course	Credits	Quarter Offered	Course Title
Core Courses (12 Credits)	Courses required for all M.Ed. Candidates in all Study Options			
	T EDUC 501	3	WIN/SUM	Foundations of Education: Policy, Ethics, & Philosophy
	T EDUC 502	3	AUT/SUM	Learning about Learning
	T EDUC 503	3	WIN/SUM	Educational Measurement
	T EDUC 504	3	AUT/SPR/SUM	Understanding Educational Research
Study Option Courses (18 Credits)	Required (15 credits):			
	T EDUC 540	3	AUTUMN	Systems of Prevention and Strategic Support
	T EDUC 542	3	WINTER	Structuring the Classroom for Success
	T EDUC 545	3	WINTER	Social and Emotional Learning
	T EDUC 546	3	SPRING	Collaborative Consultation
	T EDUC 556	3	AUTUMN	Social and Emotional Learning
	Elective (3 credits)			
Elective: Complete a relevant graduate course within Education (e.g., Multicultural Education) or in a related field such as psychology or social work. Students work with their advisor and faculty in the selection of this elective.				
Culminating Experience (6 Credits)	Winter Quarter: TEDUC 599 ~ Culminating Project Spring Quarter: TEDUC 599 ~ Culminating Project			
Total Credits	36 Credits			

Social Emotional Learning Study Option

Course Descriptions

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

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

T EDUC 502 Learning About Learning

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

T EDUC 503 Educational Measurement

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

T EDUC 504 Understanding Educational Research

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

T EDUC 540 Systems of Prevention and Strategic Supports Seminar

Emphasizes the roles teachers play in the academic, social, emotional, and behavioral development of students. Focuses on best practices in sustainable, systems change through collaborative problem solving. Includes critical components of multitier supports and proactive data-based decision making.

T EDUC 542 Structuring The Classroom For Success

For teachers of at-risk/mainstreamed students. Focuses on how a well-managed classroom and school environment supports students' personal growth and promotes academic success. Examines alternative delivery systems and strategies for meeting individual needs.

T EDSP 545 Introduction to Emotional Behavioral Disabilities

Examines the theories relative to teaching children and youth with emotional behavioral disorders. Discusses factors such as family, biological, school, and other environmental influences. Addresses specific classroom strategies based on student assessment and evaluation, including functional behavior assessment and positive behavior intervention plans.

T EDSP 546 Collaborative Consultation

Focuses on the need for collaboration between general and special educators brought on by current changes in both instructional delivery systems for students with disabilities, and in the law.

T EDSP 556 Social and Emotional Learning

Prepares teacher to meet the social and emotional needs of primary and secondary students. Provides in-depth exploration of theory and practice including evidence-based assessment and supports across the universal, targeted, and intensive levels of prevention.

T EDUC 599 Culminating Project

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