About the School
The School of Education engages in the preparation and continuing development of competent professionals in education. It offers undergraduate students of the university a minor in Education Studies. The Education Studies minor is grounded in a social justice perspective with many courses that engage students in working in local public schools. Students wishing to pursue Teacher Certification should contact the School of Education or Office of Admission for information on the Master of Arts in Teaching program. The School of Education also offers the Master of Education degree in Counseling that qualifies graduates for the Educational Staff Associate Certificate in school counseling and/or work in social service and mental health agencies. Programs leading to professional certification of teachers and school counselors are approved by the Professional Educator Standards Board. Information on these programs appears in the Graduate Programs Bulletin.

Master of Arts in Teaching
The School of Education offers teacher certification as part of a Master of Arts in Teaching (MAT) program for students who have completed a liberal arts baccalaureate program. Students preparing to enter the MAT program for secondary teaching should major or minor in an endorsable area (see list of endorsements in this section). All students preparing to enter the MAT program should complete the following prerequisite courses: EDUC 419 and EDUC 420. Teacher certification is not offered at the undergraduate level.

University of Puget Sound Education Studies minors and/or Bachelor of Music in Education majors in good standing will be reviewed through a streamlined admission process. These applicants should submit only the application (leave essay questions blank) and supplemental testing requirements described in the Graduate Programs bulletin. Additional admission materials may be requested by the School of Education admission committee at its discretion.

Master of Education in Counseling
The School of Education offers a Master of Education program designed for those wishing to enter the counseling profession in one or more settings. The school counseling track leads to the K-12, Educational Staff Associate (ESA) Certificate in Washington State. Coursework in the mental health track can be used to begin the certification process as a mental health counselor in Washington State.

Endorsements
Students interested in teaching should complete a major or minor or five units of coursework for an endorsement in a teaching field. Students are strongly encouraged to acquire a second endorsement through a minor or additional study. Information on essential areas of study in each endorsement is available through the School of Education, academic departments, Office of Admission, or Office of Academic Advising.

The following is a list of available endorsements offered by the University of Puget Sound and approved by the state of Washington.

Students must have a cumulative grade point average of 2.5 or higher in each endorsement area.

For information concerning graduate programs in Education, including teacher certification, see the Graduate Programs Bulletin.

Title II Reporting
Institutional information required by Section (f)(2) of Title II of the Higher Education Act is available from the School of Education.

Education Studies Minor
Advisory Committee: Terence Beck, Education; Tim Beyer, Psychology; Dexter Gordon, African American Studies; Frederick Hamel, Education; Robin Jacobsen, Politics and Government; Margi Nowak, Sociology and Anthropology; Amy Ryken, Education

About the Program
The Education Studies minor is grounded in social justice and teaches students to question their own biases and social location and inequalities that shape individuals, interpersonal interactions, and institutions, in order to acknowledge the full humanity of students, families, educational personnel and other stakeholders. Students experiencing the Education Studies minor use theory and experience to critically consider how educational policy and classroom practices materially impact the learning opportunities available to P-12 students. The Education Studies minor is appropriate for students who want to explore the possibilities in educational careers or who hope to pursue careers in social work, community activism, or providing training in various settings.

General Requirements for the Minor
General university degree requirements stipulate that 1) three units of the minor be taken in residence at the University of Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the minor; and 3) all courses taken for the minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the minor degree requirements listed below.

Requirements for the Minor Completion of at least 5.5 units to include:
1. Any two of EDUC 290, 292, 294, 296, and 298 (0.5 units)
2. EDUC 419 and 420 (2.0 units)
3. EDUC 493* (1 unit)
4. At least two units from among the following courses:
   AFAM 201 Methods in African American Studies
   AFAM 346 African American’s and the Law/Constitution
   AFAM/COMM 370 Communication and Diversity
   AFAM 401 Narratives of Race
   PG 304 Race and US Politics
   PG 314 US Public Policy
   PG 346 Race in the American Political Imagination
   PSYC 220 Development Psychology: Prenatal through Childhood
Education

PSYC 221 Development Psychology: Adolescence through the End of Life
PSYC 222 Lifespan Development (cannot be taken with PSYC 220 or 221)
PSYC 225 Social Psychology
REL 307 Prisons, Gender, and Education
REL 211 Islam in America
SOAN 301 Power and Inequality
SOAN 305 Heritage Language and Language Policies
SOAN 310 Critiquing Education
SOAN 370 Disability, Identity, and Power

Notes
*Prior to 2018-19, this course/requirement was offered differently, as 491/492.

For Requirement 4, students may choose to take both courses in the same department or select courses across departments. Students are encouraged to take more than two courses from the list as a way of broadening their perspectives on educational issues.

Streamlined Admission Process to Master of Arts (MAT) in Teaching Program
University of Puget Sound Education Studies minors, Bachelor of Music in Education majors, and majors in other areas, see information in the Graduate Bulletin about the streamlined admission process for students in good standing.

Streamlined Admission Process to Master of Education in Counseling (MEd) Program
University of Puget Sound graduates should review information in the Graduate Bulletin about the streamlined admission process for students in good standing.

Course Offerings
EDUC 290, 292, 294, 296, and 298 rotate over a three-year period with one offered each semester. EDUC 419 and 420 are offered each semester of the academic year. The capstone sequence course EDUC 493 is offered in the Spring term only.

Seminars in Scholarly Inquiry. See Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).

SSI 2 117 Coming Out! The Gay Liberation Movement

290 Making Men: Schools and Masculinities 0.25 unit Schools teach students much more than academics. Schools also teach right from wrong, and they send messages about who students are and who they can be. This course examines the nature of schooling and the socializing power of schools, using masculinity as its lens. Through readings, writing, discussion, and time spent in schools, students examine the hidden and official curriculum schools use to teach about gender and what it means to be a man. Successful completion of this course requires a commitment to spend regular time in schools, participating in the formal curriculum, and observing the hidden curriculum. Offered every other year.

292 Literacy in Schools: An Introduction 0.25 unit Teaching students to read is a fundamental task of teachers in every class and grade level. This course examines the nature of reading and provides an introduction to well-balanced reading instruction in grades K–12. Through readings, writing, discussion, and time spent in schools, students are introduced to the nature of reading, how young people learn to read, and instruction that fosters lasting literacy. Successful completion of this course requires a commitment to spend regular time in schools, participating in the teaching of reading or writing. Offered every other year.

294 Schools & Poverty 0.25 unit Educating children living in poverty poses significant challenges to schools and teachers. This course is designed to allow individuals interested in schools to develop a greater understanding of poverty and to examine what teachers can do to provide the best possible education for students experiencing poverty. This course examines and confronts the American stories of rugged individualism and of the United States as a place where class and race are irrelevant, while maintaining a focus on what teachers can do for the children with whom they work and the society in which they live. Successful completion of this course requires a commitment to spend 14 hours outside of class interacting in educational settings with students living in poverty. Offered every other year.

296 Using Children’s and Young Adult Literature to Teach for Social Justice 0.25 unit Teaching reading has never been politically neutral because reading instruction, when it is done well, requires that we read something. Underlying this course is an assumption that the selection of what students read should consider the promotion of American ideals of liberty and justice for everyone. Together students think about the messages children’s and young adult books send and how to select books that promote social justice. Students read children’s and young adult books that include people from different racial groups, and books that open up ideas of gender and sexuality. Students consider how to best use such books with pre-college students.

Successful completion of this course requires a commitment to spend regular time working with youth. Offered every other year.

298 Using Primary Sources to Teach for Social Justice 0.25 unit Teaching about the past tells us where we came from and provides a narrative that communicates who “we” are. Using primary sources with K-12 students is often touted as one of the best ways to shape inclusive narratives while developing reading, writing, and critical thinking. And yet, primary sources are rarely used at the pre-college level. This class is designed to introduce students to using primary documents to help K-12 students understand alternative perspectives of the past. While many perspectives are marginalized in K-12 classrooms, few experience the silence that surrounds LGBTQ people. By using the Archive of Sexuality and Gender, students learn about LGBTQ history and discover valuable primary sources for use with K-12 students, and create a plan for using these sources with K-12 students. Successful completion of this course requires a commitment to spend regular time working with youth in a volunteer setting. Offered every other year.

419 American Schools Inside and Out This course focuses on the ways in which educators, politicians, and the public view the state of American schools. This course contrasts central issues of schooling as seen from the “outside” political domain and the “inside” experience of students. In particular, the course addresses how issues of race and social as well as economic inequality surround current debates over the best way to improve schools in the 21st century. This course is intended both for prospective teachers and for students interested in examining critically the policies that shape one of the key institutions in American society. Required for the Education Studies minor and for admission to the MAT program. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered each semester.

420 Multiple Perspectives on Classroom Teaching and Learning The central topic of this course is the ways teachers view learning, in-
struction, classroom organization, and motivation. This course takes a micro-analytical approach focusing on classroom interactions and how a teacher plans for a range of student interests, experiences, strengths, and needs. Students in the course consider 1) how the teacher inquiry cycle of planning, teaching, and reflecting supports teacher identity development and improves instruction, and 2) how the interactions between teachers and students, and amongst students, are located at the intersections of issues of knowledge, identity, and power. Satisfies the Knowledge, Identity and Power graduation requirement. Offered each semester.

493 Teacher Research Practicum  This is a required, school-based placement that students typically take in their senior year. Students are placed in classrooms with a teacher who is examining a "problem of practice". Students assist the teacher by gathering data related to the teacher's question(s), analyzing the data, and presenting what they find to the teacher. The School of Education builds off of decades of contacts with local districts to individually tailor placements. Students meet on a regular basis to discuss their placements and their work in the schools. Offered spring term only.