

SCHOOL OF EDUCATION

SCHOOL OF EDUCATION PROGRAMS

Matt Neves, Dean

The Educator Preparation Program is currently accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) and approved by the Utah State Board of Education. Successful completion of the Bachelor of Arts in Elementary Education or completion of requirements for Secondary Licensure leads to a Utah Professional Educator License.

Undergraduate Majors

The School offers Bachelor of Arts degrees in [Educational Studies](#), [Elementary Education](#), and [Outdoor Education & Leadership](#).

Undergraduate Minor

The school offers an undergraduate minor in [Teaching English to Speakers of Other Languages \(TESOL\)](#).

Endorsement Program

The school offers a program that leads to a state endorsement in [English as a Second Language](#) instruction. Students may enroll in this program for an endorsement-only undergraduate minor or as part of the Master of Education (MED).

Faculty

- **Margaret (Peggy) Cain**, Professor and Director of MED, MACOL, and Educational Studies programs
- **Marilee Coles-Ritchie**, Professor
- **Shawn Coon**, Assistant Professor
- **Kellie Gerbers**, Associate Professor and Director of OEL program
- **Lowell Oswald**, Associate Professor and Educator Preparation Program (EPP) Director
- **Rebecca Penerosa**, Associate Professor
- **AJ Verkouw**, Assistant Professor

EDUCATIONAL STUDIES

Faculty

- Peggy Cain (Chair)

Program Goals

- Develop skills in educating effectively in teaching, instructional design, coaching/mentoring, training, program planning and administration, and/or experiential educational settings
- Develop understanding of how people learn
- Develop understanding of how learning is shaped by settings, structures, and dynamics in ways which support students' achievement of the university-wide learning goal of Global Responsibility
- Develop written, oral, and visual communication skills
- Develop critical thinking skills
- Prepare leaders who engage collaboratively with learners and relevant publics to build a shared vision and supportive professional culture focused on student learning
- Demonstrate creativity by combining or synthesizing new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking

Objectives

The program offers an academic major leading to a Bachelor of Arts degree in Educational Studies, as well as an academic minor. Graduates will be prepared to educate in one or more non-formal educational settings such as:

- Educational policy and research centers
- English-language programs in the US and in other countries
- Residential programs
- After-school and summer programs
- Transitional school to work programs
- Corporate training and education-related governmental agencies and nonprofit organizations
- Higher education/student life
- Non-formal settings such as museums, visitors' center, etc.
- Educational programs for elders
- Libraries
- Private or nonprofit tutoring and educational coaching programs
- Educational software or gaming companies
- Experiential education including internship programs and service learning

Graduates will be prepared for a variety of types of educational work that may include:

- teaching
- coaching/mentoring/facilitating
- instructional design
- facilitation of experiential education processes
- program planning and evaluation
- administration of non-formal educational programs
- assessment of student learning
- family service work
- research
- policy-making

Students can select to complete foundations courses in Children/Youth or Adult Learning. All students complete foundations coursework, electives in a concentration/emphasis, and a Senior Thesis/Project. NOTE: This major does not meet requirements for teacher licensure for K-12 school teaching. (See Elementary Education Major or Accelerated MAT for teacher licensure.)

Program Requirements

All students must maintain a 2.75 cumulative GPA overall, a 3.0 cumulative GPA in education courses, and have a minimum grade of C+ in all education courses. Education courses may only be repeated once. Students considering the major are encouraged to meet with the program advisor as early as possible in their studies so that a program plan of coursework can be mapped.

Students must meet the university-wide graduation requirements:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

Educational Studies Major

Requirement Description	Credit Hours	Prerequisites
I. Required Foundation Courses	7	
Take either: EDUC 302 EDUC 370 Foundations of Education in a Diverse Society Adult Education: Foundations & Futures	4 4	
Take either: EDUC 313 EDUC 315 Theories of Adult Learning Learning Theories	3 3	
II. Senior Thesis or Project	12	
EDUC 495 Senior Thesis/Project	4	EDUC 390 or pre-/co-requisite: EDUC 440
Take either: EDUC 440 or DATA 150 and EDUC 390 or DATA 220 and EDUC 390 Coop/Education Internship Data and Society Educational Research Methods Intro to Statistics Educational Research Methods	8 4 4 4 4	
III. Electives	37	
Students select courses from this list, from other EDUC, TESOL, and/or OEL courses, or courses from other programs with approval of advisor.		
Education		
EDUC 200/300 Special Topics (with advisor approval)	1-4	
EDUC 206 How to Change the World?	3	
EDUC 207 Don't Give Up on Us: Promoting Hope and Resilience in the Face of Childhood Trauma	4	
EDUC 252 Developmentally Appropriate Teaching and Learning	4	
EDUC 301 Educational Policy	3	

Requirement Description	Credit Hours	Prerequisites
EDUC 305 Classroom Management	3	EDUC 302
EDUC 307 Globalization of Education	3	
EDUC 309 Advocacy Under the Dome	4	
EDUC 312 Specialized Education Services	3	
EDUC 313 Theories of Adult Learning	3	
EDUC 315 Learning Theories	3	
EDUC 322 Serious Games, Gamification, and Beyond	3	
EDUC 334 Teaching Adults	3	EDUC 313
EDUC 335 Adult Education Program Planning and Evaluation	3	
EDUC 352 Management of Nonprofit Organizations	4	
EDUC 355 Literature-based Reading Instruction	3	
EDUC 356 Online Teaching and Learning	3	
EDUC 373 Juvenile Justice	3	
EDUC 374 Popular Culture as Pedagogy	4	One Writing Emphasis course
EDUC 375 Indigenous Knowledge and Lifeways	4	One Writing Emphasis course
EDUC 401 Directed Study	1-4	
EDUC 440 Coop/Education Internship	1-8	Junior or senior standing, consent of program director and Director of Cooperative Education
Teaching English as a Second Language		
TESL 320 English Learners, Family, and Community	3	
TESL 321 Foundations of TESL	3	
TESL 322 Language Acquisition and Development	3	
TESL 323 Instructional Methods for Diverse Language Learners	3	TESL 322
TESL 324 Content Area Instruction for Diverse Language Learners	3	TESL 322
TESL 325 Assessment for Diverse Language Learners	3	TESL 322
Outdoor Education and Leadership		
OEL 110 Foundations and Techniques of OEL	4	
OEL 120 Outdoor Leadership	4	
OEL 225 Curriculum Design for OEL	3	
Other		
LMW 310 Theory and Teaching of Writing	3-4	
JUST 221 Community Justice	3	
WCSBS 110 Immigration, Education, and Equality	4	
WCSBS 130 Restorative Justice	4	
Total Hours for the Educational Studies Major	56	

Recommended Plan of Study

	Fall Semester	Spring Semester
Year 1		
Year 2	EDUC 313 or 315 Electives	EDUC 302 or 370 Electives
Year 3	DATA 150 or DATA 220 Electives	Electives
Year 4	EDUC 390 or 440 Electives	EDUC 495 Electives

Educational Studies Minor

Requirement Description	Credit Hours	Prerequisites
I. Required Foundation and learning Theory Courses	7	
Take either: EDUC 302 EDUC 370 Foundations of Education in a Diverse Society Adult Education: Foundations & Futures	4 4	
Take either: EDUC 313 EDUC 315 Theories of Adult Learning Learning Theories	3 3	
II. Electives	17	
Students select elective courses from EDUC, TESOL, and/or OEL in consultation with their program advisor.		
Total Hours for the Educational Studies Minor	24	

ELEMENTARY EDUCATION

Faculty

- Lowell Oswald (Chair)
- Marilee Coles-Ritchie

Mission Statement

The School of Education uses rigorous, authentic, and integrated learning experiences to foster student learning in content, skills, and attributes critical to success in the program. We emphasize the joining of theory and practice, through meaningful inquiry, exploration, and critical reflection. We strive to grow students' abilities to build on student and community assets, reduce structural and societal inequalities, and strengthen democratic processes. These holistic and integrated approaches are designed to enable all students to succeed as effective teachers and practitioners in educational and community settings.

School of Education Standards

The School of Education has adopted the Utah Effective Teaching Standards for the Elementary Education program. Students must satisfy these ten standards to complete the program and be recommended for a teaching license. These standards are education-specific manifestations of university-wide learning goals.

Utah Effective Teaching Standards

- **Standard 1: Learner Development**
 - The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.
- **Standard 2: Learning Differences**
 - The teacher understands individual learner differences and cultural linguistic diversity.
- **Standard 3: Learning Environments**
 - The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.
- **Standard 4: Content Knowledge**
 - The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

- **Standard 5: Assessment**
 - The teachers uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
- **Standard 6: Instructional Planning**
 - The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.
- **Standard 7: Instructional Strategies**
 - The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.
- **Standard 8: Reflection and Continuous Growth**
 - The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.
- **Standard 9: Leadership and Collaboration**
 - The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.
- **Standard 10: Professional and Ethical Behavior**
 - The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

Admission to the Program

All students who wish to pursue the undergraduate elementary education licensure program must make formal application for admission to the program. EDUC 252 is the course where students apply for admission.

Students who enter Westminster as freshmen are encouraged to meet the Program Director before registering for EDUC 252. Students who apply for admission to the School of Education as transfer students are encouraged to contact the Westminster University's Admissions Office at least one semester before they plan to transfer. The program admissions process includes the following steps:

1. While enrolled in EDUC 252, students complete an admissions packet for the School of Education, which includes:
 - Declaration of Intent form and letter
 - Background Check and fingerprints
 - A transcript demonstrating a 3.0 cumulative GPA
 - Three letters of recommendation
 - Submit the Major/Minor/Education Advisor Recommendation form
2. While enrolled in EDUC 252, students will meet with the Program Director and appropriate advisor in the minor to complete a program plan.

Students are admitted Fall/Spring semesters and acceptance or denial to the program is based upon the review of applications by the Program Director.

The following courses may be taken prior to formal admission to the Elementary Education Program: EDUC 220, 221, 252, 300, 302, 312, and TESL 324.

Students may not enroll in other education classes without being admitted to the program.

Note: All upper division, education transfer courses must be approved by the Program Director. Transfer courses in content areas (i.e., academic and/or teaching majors and minors) will be reviewed by content area advisor to assure that they meet Westminster degree requirements and State of Utah teacher licensure requirements.

Student Teaching

To student teach, students must have been admitted to the Elementary Education program and must complete the requirements listed below.

- Submit the completed Request for Student Teaching form in early March to student teach in the fall or by early October to student teach in the spring.
- Submit the Major/Minor/Education Advisor Recommendation and audit forms.
- Be approved to student teach by the SOE Program Director.
- Obtain a Student Teaching License on the USOE website.
- Submit a signed Graduation Application form to the Registrar's Office.
- Pass the *Foundations of Reading Assessment* the semester before Student Teaching.
- Pass the *Praxis® Performance Assessment for Teachers* (PPAT) during Student Teaching.

Appeal Process: A student has the right to appeal a decision denying admission to the Elementary Education program or denying the opportunity to student teach. The student has four weeks after receiving a denial letter to petition the Dean, in writing, for reconsideration.

Note: Formal admission to the Elementary Education program does not guarantee a recommendation for licensure. Recommendation for licensure is made upon development of teaching competence in designated areas after successful completion of the student's specific teacher education program and completion of state approved licensure tests.

Program Requirements

All students must maintain a 3.0 cumulative GPA overall, a 3.0 cumulative GPA in education courses, and have a minimum grade of C in all education courses. In credit/no credit education courses, students must perform work at the level of C or higher to receive credit. Education courses may only be repeated once.

Students must meet the university-wide graduation requirements:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

Degree-Seeking Students

All degree-seeking students must satisfy general program requirements listed above and must also satisfy requirements detailed under the Elementary Education program. Students seeking secondary education licensure are encouraged to consider the accelerated Master of Arts in Teaching program.

Elementary Education (Grades K–6) Program Requirements (ELED)

Students who are seeking their first licensure must take a minimum of 30 credit hours in education at Westminster University and must also meet the university's residency requirements. All coursework must be planned with the student's advisor. Elementary Education majors must have an academic or teaching content minor.

Acceptable academic or teaching minors and acceptable transfer academic or teaching minors must be approved by program director.

Requirement Description	Credit Hours	Prerequisites
I. Admission to the Program	0	
Completion of Teacher Education Program Admission		
II. Cultural Awareness	0-4	
<p>While the themes of diversity and cultural awareness run throughout the program, a specific cultural awareness requirement is also included to help our students become better teachers of the diverse student populations in Utah and the U.S. This requirement may be met by successfully completing one of the following:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in a second language: <ul style="list-style-type: none"> • Complete a second semester university-level language course • Receive a passing score on a Level 1 CLEP language exam • Receive a passing score on a 102-level BYU language proficiency exam • Provide evidence of another language as your first language • A May term study experience approved by the School of Education • A semester of study abroad approved by the School of Education • Student teaching in another country or other alternate placement approved by the School of Education 		
III. Prerequisite Courses	8	
MATH 144 Functions Modeling Change	4	MATH 101 or equivalent
PSYC 105 Bust that Psychology Myth	4	
IV. Required Courses	56	
EDUC 220† Math for K–6 Teachers I	3	MATH 141 or MATH 144
EDUC 221† Math for K–6 Teachers II	3	MATH 141 or MATH 144
EDUC 252† Developmentally Appropriate Teaching and Learning	4	
EDUC 302† Foundations of Education in a Diverse Society	4	
EDUC 305 Elementary Classroom Management	3	EDUC 302
EDUC 312† Specialized Education Services	3	
EDUC 342* Science Methods	3	
EDUC 344* Creative Arts Methods	3	EDUC 302
EDUC 346* Social Studies Methods	3	EDUC 302
EDUC 359 Assessment to Improve Teaching	2	
EDUC 362 Physical Education Methods	1	EDUC 302
EDUC 363* Literacy Foundations, Assessment and Instruction	3	EDUC 252; co-requisite EDUC 369
EDUC 364* Reading and Language Arts	3	EDUC 252 or EDUC 302
EDUC 368* Math Methods for K–6 Teachers	3	EDUC 220 and EDUC 221
EDUC 369 Literacy Assessment & Intervention	1	Co-requisite EDUC 363
EDUC 418 Student Teaching Seminar	2	

Requirement Description	Credit Hours	Prerequisites
EDUC 480 Elementary Student Teaching	10	
TESL 324 Content Instruction for DLL	3	
† May be taken prior to admission to the program.*Students are required to spend fifteen clock hours in a field placement.		
Total Hours for the Elementary Education Major	50-68	

Completion of an approved academic or teaching minor is required (see individual program listings for details).

Recommended Plan of Study for Elementary Education (K-6)

	Fall Semester	Spring Semester
Year 1	WCore Courses MATH 144	WCore Courses PSYC 105
Year 2	EDUC 220 WCore Courses EDUC 252	EDUC 221 WCore Courses EDUC 302
Year 3	TESL 324 EDUC 342 EDUC 346 EDUC 368	EDUC 305 EDUC 362 EDUC 363 EDUC 369
Year 4	EDUC 312 EDUC 344 EDUC 359 EDUC 364	EDUC 418 EDUC 480

Secondary Education (Grades 6-12)

Westminster undergraduates interested in secondary education are encouraged to consider the **Accelerated Master of Arts in Teaching Secondary Program**, open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies:

- EDUC 302 Foundations of Education in a Diverse Society (3)
- EDUC 312 Specialized Education Services (3)

This program allows students who have completed a bachelor's degree in a teaching subject to complete the requirements for a master's degree and a secondary teaching license in one year after graduation. Students who choose this program will take only the two Education courses listed above as undergraduates, allowing them to focus on preparation in their teaching discipline. Students who are considering applying for the Accelerated MAT Secondary program should meet with the program director early in their undergraduate career, preferably before their junior year.

OUTDOOR EDUCATION AND LEADERSHIP

Faculty

- Kellie Gerbers (Chair)
- AJ Verkouw

Program Goals

- Students will demonstrate the ability to effectively teach diverse learners in front and backcountry settings.
- Students will graduate with an understanding of diversity, equity, and inclusion in the field of outdoor education and recreation.
- Students will become experienced leaders with the ability to facilitate successful group experiences and foster leadership in others.
- Students will demonstrate competence in specific outdoor skills at a level where they can model, teach, and manage novices.
- Students will integrate natural science, cultural history, land management, literature, and Environmental studies into impactful place-based outdoor programming.
- Students will understand and articulate the transference of outdoor education & leadership skills to other disciplines and will graduate highly qualified to work professionally in the outdoor field.

Objectives

The Outdoor Education and Leadership program offers an academic major leading to a Bachelor of Arts degree as well as an academic minor. The Outdoor Education & Leadership academic degree provides students the opportunity to develop leadership, technical, and critical thinking skills through field-based, experiential, and integrated learning. The OEL major curriculum explores the concept of place, not only in our natural environment but also in the historical, cultural, political, and social connections and implications within these spaces.

The Outdoor Education & Leadership academic degree provides students the opportunity to develop leadership, technical, and critical thinking skills through field-based, experiential, and integrated learning. The OEL major curriculum explores the concept of place, not only in our natural environment but also in the historical, cultural, political, and social connections and implications within these spaces.

Students will engage in the field of outdoor education, understanding how diversity, equity, and inclusion are critical to the philosophy and transformative possibilities of outdoor education. Students will learn how to work with diverse groups of learners and develop strong community relationships through outdoor education. Graduates will be prepared to work in the outdoor education profession in one or more settings, including:

- Expedition-based outdoor education programs
- Guiding
- Non-profit management
- Adventure/outdoor program administration
- Adventure therapy
- Environmental education and interpretation
- Public land management
- Camp programs
- Community recreation programs
- Programs specializing in working with people with disabilities

Program Requirements

All students must maintain a 2.75 cumulative GPA, a 3.0 GPA in OEL courses, and have a minimum grade of C in all OEL coursework. OEL courses may only be repeated once.

Students can select coursework to emphasize in a particular discipline. All students complete foundations coursework, Engaging the World coursework, WCore coursework, electives, and an internship.

Students considering the major are encouraged to meet with the program advisor as early as possible in their studies so that a program plan of coursework can be mapped.

In addition to major or minor requirements, students must meet these university-wide graduation requirements in order to obtain the OEL major or minor:

- 124 total hours
- 30 upper-division hours
- WCore or Honors College requirements

Major Requirements

Requirement Description	Credit Hours	Prerequisites
I. Required Lower-Division Courses	23-24	
OEL 110 Foundations and Techniques of Outdoor Education and Leadership	4	
OEL 120 Outdoor Leadership	4	
OEL 210 Wilderness Education	4	OEL 120
OEL 220 Adventure Programming	4	OEL 110
OEL 230 Instruction and Facilitation	4	
OEL 240 Skills Practicum	2	
OEL 245A/245B Wilderness First Responder	1-2	
II. Required Upper-Division Courses	20	
OEL 301 Outdoor Program Management	4	
OEL 351 Land Management Policy	4	
OEL 410 Seminar in Outdoor Education and Leadership	4	
OEL 440 Internship	8	
III. OEL Electives	6-7	
Complete 6-7 credit hours of OEL courses from the following:		
OEL 250 Desert Writing	3	
OEL 251 Therapeutic Uses of Recreation	3	
OEL 252 Adventure Media	3	

Requirement Description	Credit Hours	Prerequisites
OEL 253 Western Rivers: An Expedition	3	
OEL 254 History of U.S. Outdoor Recreation	3	
OEL 255 Curriculum Design for Outdoor Education	3	
OEL 300 Special Topics in OEL	1-4	
OEL 352 Avalanche Ecology	3	
OEL 401 Directed Studies in OEL	1-4	
IV. OEL Skill Electives	8	
Complete 8 credit hours of OEL Skills courses from the following:		
OEL 150 Indoor Rock Climbing	2	
OEL 151 Introduction to Outdoor Rock Climbing	2	
OEL 153 Indoor Rock Climbing Level II	2	
OEL 154 Introduction to Route Setting	2	
OEL 155 Introduction to Canyoneering	2	
OEL 160 Introduction to Backcountry Touring	2	
OEL 161 Backcountry Touring Level II	2	OEL 160
OEL 162 Avalanche Level I	2	
OEL 163 Snow Camping	2	
OEL 164 Introduction to Mountaineering	2	
OEL 165 Introduction to Ice Climbing	2	
OEL 170 Introduction to Flyfishing	2	
OEL 171 Introduction to Whitewater Paddling	2	
OEL 172 Introduction to Packrafting	2	
OEL 173 Teaching Practicum in Outdoor Education and Leadership	2	
V. Other Electives	6-7	
Complete 6-7 credit hours of OEL courses from the following:		
EDUC 206 How to Change the World?	3	
COMM 250 Introduction to Human Communication	4	
EDUC 302 Foundations of Education in a Diverse Society	4	
EDUC 305 Classroom Management	3	EDUC 302
EDUC 315 Learning Theories	3	PSYC 105
EDUC 348 Environmental Education	3	
EDUC 352 Management of Nonprofit Organizations	3	
ENVI 370 Theories of Nature	4	ENVI 101
PHIL 307 Environmental Ethics	4	PHIL 102
PLSC 327 Environmental Politics and Policy	4	
PSYC 305 Adolescent Development	4	PSYC 203 or PSYC 270

Requirement Description	Credit Hours	Prerequisites
Total Hours for the OEL Major	63-65	

Recommended Plan of Study

	Fall Semester	Spring Semester
Year 1	OEL 120 Outdoor Leadership OEL Skills Elective	OEL 110 Foundations & Techniques OEL Skills Elective
Year 2	Field Semester OEL 210 Wilderness Education OEL 220 Adventure Programming OEL 230 Instruction and Facilitation OEL 240 Skills Practicum OEL 245 Wilderness First Responder	OEL Elective Other Department Elective
Year 3	OEL 301 Outdoor Program Management OEL Elective Other Department Elective	OEL Elective Skills Elective
Year 4	OEL 440 Internship	OEL 410 Senior Seminar

Minor Requirements

Students must maintain a minimum 2.3 GPA in all courses required for the Minor.

Westminster University requires all participants of activity-based classes and trips to carry personal health insurance. In the case of an accident, injury, or illness, your personal health insurance will be the primary provider and Westminster University insurance will be secondary if necessary. Up to 4 credit hours of other courses may be used in the elective category as approved by a program advisor. Six to Seven elective credits *may not* be skills-based courses.

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	8	
OEL 110 Foundations and Techniques of OEL	4	
OEL 120 Outdoor Leadership	4	
II. OEL Electives	9-10	
Complete 9-10 credit hours of OEL courses from the following:		
OEL 250 Desert Writing	3	
OEL 251 Therapeutic Uses of Recreation	3	
OEL 252 Adventure Media	3	
OEL 253 Western Rivers: An Expedition	3	
OEL 254 History of U.S. Outdoor Recreation	3	
OEL 255 Curriculum Design for Outdoor Education	3	
OEL 300 Special Topics in OEL	1-4	
OEL 351 Land Management Policy	4	
OEL 352 Avalanche Ecology	3	
OEL 401 Directed Studies in OEL	1-4	
OEL 410 Seminar in Outdoor Education and Leadership	4	
OEL 440 Internship	8	
III. OEL Skill Electives	4	
Complete 4 credit hours of OEL Skills courses from the following:		

Requirement Description	Credit Hours	Prerequisites
OEL 150 Indoor Rock Climbing	2	
OEL 151 Introduction to Outdoor Rock Climbing	2	
OEL 153 Indoor Rock Climbing Level II	2	
OEL 154 Introduction to Route Setting	2	
OEL 155 Introduction to Canyoneering	2	
OEL 160 Introduction to Backcountry Touring	2	
OEL 161 Backcountry Touring Level II	2	OEL 160
OEL 162 Avalanche Level I	2	
OEL 163 Snow Camping	2	
OEL 164 Introduction to Mountaineering	2	
OEL 165 Introduction to Ice Climbing	2	
OEL 170 Introduction to Flyfishing	2	
OEL 171 Introduction to Whitewater Paddling	2	
OEL 172 Introduction to Packrafting	2	OEL 120
OEL 173 Teaching Practicum in Outdoor Education and Leadership	2	
OEL 245A Wilderness First Responder	2	
OEL 245B Wilderness First Responder Recertification	1	
OEL 245C Wilderness First Aid	1	
Total Hours for the OEL Minor	21-22	

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Faculty

- Marilee Coles-Ritchie

Objectives

This program leads to a state endorsement in Teaching English to Speakers of Other Languages (TESOL) at the early childhood, elementary, or secondary level. The program may be taken as an undergraduate minor.

Teaching English to Speakers of Other Languages Minor Requirements

Students must meet the university-wide graduation requirements in addition to the TESOL Endorsement program:

- 124 total hours
- 30 upper division hours
- WCore or Honors College requirements

Completion of the following courses for endorsement.

Requirement Description	Credit Hours	Prerequisites
I. Teaching English to Speakers of Other Languages Endorsement (TESOL)	18	
TESL 320 Diverse Language Learners, Family, and Community	3	
TESL 321 Foundations of Multilingual Education	3	
TESL 322 Language Acquisition and Development	3	

Requirement Description	Credit Hours	Prerequisites
TESL 323 Instructional Methods for Diverse Language Learners	3	pre or co-requisite: TESL 322
TESL 324 Content Instruction for Diverse Language Learners	3	TESL 322
TESL 325 Assessment for Diverse Language Learners	3	TESL 322
II. Elective Courses	3-4	
All undergraduate students must complete one of the classes listed below. Students may elect to count a May Term Study Experience for this category but must contact the Registrar's Office to be properly credited. Any world language 4 COMM 365 Intercultural and Global Communication LMW 310 Theory and Teaching of Writing EDUC 313 Adult Learning EDUC 375 Indigenous Knowledge and Lifeways WCSBS 103 Communicating Across Cultures WCSBS 110 Immigration, Education, and Equality WCSBS 113 The Nature of Language	4 3-4 3 4 4 4 4	two WCFAH courses and one WE or HON 202 one WE course
Total Hours for the TESOL Endorsement As An Undergraduate Minor	21-22	

Recommended Plan of Study

	Fall Semester	Spring Semester
Year 1	TESL 320 TESL 321	TESL 322 TESL 323
Year 2	TESL 324 TESL 325	