Disclaimer
Lewis & Clark College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective when approved and shall apply not only to prospective students but also to those who are matriculated in Lewis & Clark College at the time. The contents of this catalog are based on information available to the administration at the time of publication.

Nondiscrimination Statement
Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans With Disabilities Act of 1990, and their implementing regulations.

ADA Statement
Lewis & Clark is committed to serving the needs of its students with disabilities and learning differences. Professional staff in Student Support Services ensure that students with disabilities receive the benefits of a comprehensive selection of services as outlined under the Americans With Disabilities Act (1990) and Section 504 of the National Rehabilitation Act of 1973. A formal student disability grievance procedure provides prompt and equitable resolution of any complaints related to ADA or Section 504.

To view the full text of Lewis & Clark’s disability policy, visit go.lclark.edu/student/disability/policy.
Please route undergraduate and graduate student requests for accommodations through Student Support Services at www.lclark.edu/offices/student_support_services.

Security
The security of all members of the campus community is of vital concern to Lewis & Clark. Information about safety, the enforcement authority of the Office of Campus Safety, policies concerning the reporting of any crimes that may occur on campus, and crime statistics (Clery) for the most recent three-year period is available at www.lclark.edu/about/campus_safety. You may also request this information from the Office of Campus Safety at 503-768-7855.

Accreditation
Lewis & Clark is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Lewis & Clark is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Northwest Association of Private Colleges and Universities. Lewis & Clark is on the approved lists of the American Chemical Society and the American Association of University Women.

Graduate programs in education and counseling psychology are approved and accredited by the appropriate associations and agencies including:

- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- National Association of School Psychologists (NASP)
- National Council for Accreditation of Teacher Education (NCATE)
- Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT)
- Oregon Teacher Standards and Practices Commission (TSPC)

All NCATE accredited institutions are required to include the following statement in their publications: The Graduate School of Education and Counseling at Lewis & Clark College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) covers Professional Mental Health Counseling (formerly Community Counseling) and Professional Mental Health Counseling—Addictions (formerly Addiction Studies) programs, which are currently accredited under the 2001 standards for Community Counseling Programs.

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Educational Administration

Lewis & Clark’s Educational Administration programs seek to prepare confident school administrators who embrace the challenges facing our public and private schools. The liberal arts traditions of scholarship, inquiry, and self-knowledge serve as the foundation for our courses and individual programs. Candidates who successfully complete program requirements understand and demonstrate the knowledge and skills necessary to be learners, collaborators, leaders, and innovators. As our license candidates assume positions of responsibility, the school and district organizations they lead create the conditions for learning where all children achieve.

Courses are taught by professionally active faculty and are designed as small, intensive seminars. Lewis & Clark offers educational administration and leadership programs approved by the Oregon Teacher Standards and Practices Commission (TSPC) and National Council for Accreditation of Teacher Education (NCATE).

In addition to on-campus courses, Lewis & Clark offers administrative licensure programs in central Oregon, eastern Oregon, and the south coast regions.

Also note that Special Student status is available for individuals wanting to enhance their leadership skills, update knowledge in specific areas, or complete outstanding coursework for a degree or licensure program. With Special Student status, individuals may take degree-applicable credit prior to formal admission to a graduate school program. See Program-Specific Admission Information for Educational Leadership for more information.

Master of Education in Educational Administration with Initial Administrator License

The M.Ed. program combines the requirements for an Initial Administrator License with a master’s degree and is designed for aspiring administrators.

Degree Requirements
A minimum of 38 semester hours, distributed as follows:

Required Courses
The 18 semester hours required for the Initial Administrator Licensure Program.
ED 500/ED 615 Educational Research 2
EDAD 533/EDAD 633 Professional Development for Instructional Leaders 2
ED 509/ED 624 Master's Project Seminar 2

Elective Courses
A minimum of 12 semester hours in subject-area electives (e.g., ESOL, Special Education, Education, School Counseling)

Graduate Core Requirement
A minimum of 2 semester hours of Core courses and participation in the Core convocation.

Educational Specialist in Administration with Initial and Continuing Administrator Licenses

The Educational Specialist degree in Administration is intended for students who have earned master’s degrees and are seeking the Oregon Initial (IAL) and Continuing Administrator (CAL) licenses. This advanced degree is positioned between a master’s and doctoral degree, and allows those holding an Oregon Teaching License to complete both administrative licenses within a five-year period of time. Students are able to complete a unique post-master’s degree course of study without earning a doctorate. Together, the IAL and CAL programs of study help aspiring and new-to-profession educational leaders grow into seasoned professionals with the knowledge, values, skills, and courage to improve teaching and learning in schools. By addressing issues of equity and focusing on best practices for effective leadership, students exit the Ed.S. program ready to practice reflectively, think critically, and use data and research to advance learning and achievement for all students. The Ed.S. program is aligned with the approved Oregon Administrative standards and is designed to be responsive to the changing nature of schools and the work of educational leaders.

A capstone/culminating project requires students to synthesize and integrate their learning and leadership growth across the two licensure programs into a written report and public demonstration.

Degree Requirements
Passing scores on both sections of the ORELA administrator examination
Passing scores on the ORELA exam, “Protecting Student and Civil Rights in the Educational Environment”
A minimum of 37 semester hours, distributed as follows:

Track I Required Courses
For students who have not yet completed an Initial Administrator License program:
The 18 semester hours required for the Initial Administrator License Program
The 18 semester hours required for the Continuing Administrator License Program
EDAD 576/EDAD 676 Integrated Administrative Seminar 1

Track II Required Courses
For students who have earned an Initial Administrator License from an institution other than Lewis & Clark:
10 hours of transfer credit from an initial license program at another institution
8 hours of elective credit chosen from Lewis & Clark Continuing Administrator License coursework
The 18 semester hours required for the Continuing Administrator License Program
EDAD 576/EDAD 676 Integrated Administrative Seminar 1
Initial Administrator License

This program is designed for certified teachers and/or personnel service providers who wish to become K-12 administrators.

Licensure Program Requirements

A minimum of 18 semester hours, distributed as follows:

Required Courses

- EDAD 501/EDAD 610 Leading and Managing for Teaching and Learning 2.5
- EDAD 502/EDAD 612 Instructional Leadership 2.5
- EDAD 504A/EDAD 614A Practicum for Administrators I 2.5
- EDAD 504B/EDAD 614B Practicum for Administrators II 2.5
- EDAD 507/EDAD 617 Budgeting for School Equity 1.5
- EDAD 560/EDAD 660 Using Data for School Improvement 2.5
- EDAD 568/EDAD 668 Engaging the Community for Effective Schools 2
- EDAD 569/EDAD 669 Ethics, Policy, and the Law 2

Eligibility for Initial Licensure

Lewis & Clark recommends for the Initial Administrator License those candidates who have fulfilled the following requirements:

- Completion of a master's degree from an accredited institution.
- An Oregon teaching or personnel service license and three years of successful teaching or personnel service experience.
- Admission to a Lewis & Clark Educational Administration program.
- Completion of the required hours of graduate coursework appropriate to the desired license.
- Demonstration of knowledge of anti-discrimination statutes, if non-Oregon licensed.
- A passing score on the ORELA exam, "Protecting Student and Civil Rights in the Educational Environment" (if applying for license after September 1, 2010).
- A passing score on the ORELA subject-area exams in administration.
- Evidence of passing the CBEST, WEST-B, or Praxis I: PPST/CBT series of tests, if coming from out of state.

Continuing Administrator License

This license program is offered both on campus and at district-affiliated sites, and is open to candidates who hold an Initial Administrator License. The Continuing Administrator License program is performance-based. Candidates develop a portfolio of evidence, demonstrating that they meet the advanced standards according to regulations set by the Oregon Teacher Standards and Practices Commission (TSPC). The portfolio is exhibited to peers and faculty during EDAD 549/EDAD 649 Professional Mentorship and Seminar, which is the final course in the required 18-semester-hour program.

Students enrolled in the Doctor of Education in Leadership program who plan to meet the requirements for the Continuing Administrator License must work with an advisor to develop an appropriate program and must apply and be admitted into the Continuing Administrator License program.

Licensure Program Requirements

18 semester hours, including required seminar course and two courses from each of four strands:

Required Courses

- EDAD 549/EDAD 649 Professional Mentorship and Seminar 2

Strand One: Visionary & Ethical Leadership (choose two courses)

- EDAD 523/EDAD 623 Communication Skills and Conflict Resolution 2
- EDAD 540/EDAD 640 Organizational Change for Action 2
- EDAD 547/EDAD 647 Ethical Leadership and Decision-Making 2
- EDAD 553/EDAD 653 Priority Leadership: Leading Systemic Change 2
- EDAD 559/EDAD 659 Collaborative Leadership and Team-Building 2

Strand Two: Instructional Improvement (choose two courses)

- EDAD 532/EDAD 632 Leading Difficult and Underperforming People to Excellence 2
- EDAD 533/EDAD 633 Professional Development for Instructional Leaders 2
- EDAD 536/EDAD 636 Leading Schools Through Instructional Technologies 2
- EDAD 537/EDAD 637 Educational Research and Assessment 2
- EDAD 548/EDAD 648 Leadership for Learning and School Culture 2

Strand Three: Effective Management (choose two courses)

- EDAD 531/EDAD 631 Colloquium for New Administrators 2
- EDAD 535/EDAD 635 Managing Facilities and Resources 2
- EDAD 546/EDAD 646 Negotiation, Collective Bargaining, and Contract Management 2
EDAD 555/EDAD 655 Building Positive Behavior Supports for All Students 2
EDAD 556/EDAD 656 School Finance and District Budgeting 2

**Strand Four: Socio-Political Contexts and Inclusive Practices (choose two courses)**

- EDAD 551/EDAD 651 Legal and Procedural Aspects of Special Education 2
- EDAD 552/EDAD 652 Culturally Responsive Practices for School Leaders 2
- EDAD 567/EDAD 667 Developing Leadership Intelligences 2
- EDAD 577/EDAD 677 Advanced Colloquium for Practicing Administrators 2
- EDAD 578/EDAD 678 Leader as Ethnographer: Exploring and Engaging the School Community 2

**Eligibility for Continuing Administrator Licensure**

Lewis & Clark recommends for the Continuing Administrator License those candidates who have fulfilled the following requirements:

- Successful completion of the Initial Administrator License at Lewis & Clark or another regionally accredited institution.
- Admission to a Lewis & Clark Educational Administrator program and approved individual course of study on file.
- Three years of successful administrative experience in Oregon schools on an Initial Administrator License.
- Completion of at least 10 semester hours of coursework in the Continuing Administrator License Program at Lewis & Clark.
- If the candidate did not complete the Initial Administrator License program at Lewis & Clark, he or she must document passing scores on one of the tests of basic skills (PRAXIS I, CBEST, or WEST-B), the ORELA subject-area exams for administrators, and the ORELA civil rights exam.

**Initial Administrator Licensure Courses**

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Educational Leadership courses page in this catalog.

EDAD 501 Leading and Managing for Teaching and Learning

Content: This course investigates the "big picture" of schooling and administration. It addresses the school as an organization, the role of the administrator as an educational leader, systems organization, change as a process, leadership theory and development, visionary leadership principles and actions, resources management and allocation, communication strategies, and school improvement as the framework for the improvement of student learning.

Prerequisites: None.

Credits: 2.5 semester hours.

EDAD 502 Instructional Leadership

Content: This course focuses on instructional leadership and how it connects to the complex relationships between teacher growth and development (supervision/evaluation), professional development, and standards-based school improvement. The course draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students.

Prerequisites: None.

Credits: 2.5 semester hours.

EDAD 504A Practicum for Administrators I

Content: First of two semesters of supervised, onsite, predesigned administrative experience along with campus seminars involving activities, discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle school/high school under the supervision of experienced site and campus supervisors.

Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program.

Credits: 0.5-3 semester hours.

EDAD 504B Practicum for Administrators II

Content: Second of two semesters of supervised, onsite, predesigned administrative experience along with campus seminars involving activities, discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle school/high school under the supervision of experienced site and campus supervisors.

Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program.

Credits: 0.5-3 semester hours.
EDAD 507 Budgeting for School Equity  
Content: Reviews the basic concepts of school finance at state and district levels and how to apply them when developing a school budget. Examines the information necessary for budget planning that addresses equity, social justice, and the achievement of diverse learners. Emphasis is on acquiring skills to lead and collaborate with others in the efficient allocation of resources.  
Prerequisites: None.  
Credits: 1.5 semester hours.

EDAD 560 Using Data for School Improvement  
Content: This course builds a common knowledge base for understanding the critical role data plays in school improvement efforts. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.  
Prerequisites: None.  
Credits: 2.5 semester hours.

EDAD 568 Engaging the Community for Effective Schools  
Content: Research shows students perform better in schools having strong community support. This course defines community engagement, identifies the critical stakeholders, and develops inclusive involvement and collaboration strategies. District demographic data, needs assessments, and socioeconomic factors are used for developing community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic). Includes discussions of successful community engagement models.  
Prerequisites: None.  
Credits: 2 semester hours.

EDAD 569 Ethics, Policy, and the Law  
Content: Study of the principles of ethical leadership and working successfully in the larger political, social, economic, legal, and cultural environment of an educational system. Examination of landmark legal cases, federal policies, state and local laws, and regulations impacting school systems. Exploration of social justice avocation through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.  
Prerequisites: None.  
Credits: 2 semester hours.

EDAD 549 Professional Mentorship and Seminar  
Content: The Professional Mentorship and Seminar course is one academic year in length. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student’s transcript and determine their eligibility for Continuing Administrator License program completion.  
Prerequisites: Initial Administrator License; minimum of three years as a practicing administrator.  
Credits: 2 semester hours.

Strand One

EDAD 523 Communication Skills and Conflict Resolution  
Content: Although many factors are thought to contribute to administrative effectiveness, the role of communication between and among different groups is not fully understood. Drawing from research on this topic, this course examines communication processes as they apply to personnel and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication between ethnic and social groups, investigate strategies for improving the content knowledge of problem-solving, and examine the role of communication as it relates to trust and credibility in different settings.  
Prerequisites: None.  
Credits: 2 semester hours.

EDAD 540 Organizational Change for Action  
Content: Examine the factors and influences that move organizations to change. Students will explore creating conditions for change, planning for change, implementing change, and sustaining change. Successfully engaging others in change initiatives will also be explored.  
Prerequisites: None.  
Credits: 2 semester hours.

EDAD 547 Ethical Leadership and Decision-Making  
Content: During this course, we will explore a variety of questions that relate to ethical dilemmas we face as education leaders and how to include character education into daily life in the learning community. We will look at these matters and attempt to discover ethical questions that may not so easily present themselves or are not readily obvious to us. Our primary mode of exploration will be reading and dialogue.  
Prerequisites: None.  
Credits: 2 semester hours.

Continuing Administrator Licensure Courses  
Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Educational Leadership courses page in this catalog.
EDAD 553 Priority Leadership: Leading Systemic Change

Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual priority leadership assessment and personal action plan that will improve the leadership performance of participants.

Prerequisites: Initial Administrator License and current administrative position.
Credits: 2 semester hours.

EDAD 559 Collaborative Leadership and Team-Building

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and managing the enduring dilemmas of time and accountability will be explored and evaluated. The art of collaboration will be modeled and practiced.

Prerequisites: None.
Credits: 2 semester hours.

Strand Two

EDAD 532 Leading Difficult and Underperforming People to Excellence

Content: The course is designed to provide practicing school administrators with knowledge, skills and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objective documentation of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.

Prerequisites: Initial Administrator License and current school administration position.
Credits: 2 semester hours.

EDAD 533 Professional Development for Instructional Leaders

Content: Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices. Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning. Appropriate for students considering careers in educational administration.

Prerequisites: None.
Credits: 2 semester hours.

EDAD 536 Leading Schools Through Instructional Technologies

Content: Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education. Administrators learn to make informed decisions about technology while increasing personal skills in its use.

Prerequisites: None.
Credits: 2 semester hours.

EDAD 537 Educational Research and Assessment

Content: Qualitative and quantitative interpretation of educational research with emphasis on applying action research principles to promote achievement for diverse student groups. Students analyze achievement data and alternative forms of assessment in their schools and districts. Emphasis on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on assessment for learning.

Prerequisites: None.
Credits: 2 semester hours.

EDAD 548 Leadership for Learning and School Culture

Content: Student success is an enormous responsibility, one that resonates with school leaders on a daily basis. Research shows adult actions in teaching and learning matter in student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership; explore who they are as learners and leaders; and reflect on how their actions and behaviors can contribute to or distract from both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a verbal case study and overview document.

Prerequisites: None.
Credits: 2 semester hours.
Strand Three

EDAD 531 Colloquium for New Administrators
Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators reveal their personal cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership perspectives. The course is designed for administrators in their first three years of administrative experience.
Prerequisites: Initial Administrator License and current school administration position.
Credits: 2 semester hours.

EDAD 535 Managing Facilities and Resources
Content: School leaders are charged with doing more than simply managing students and learning. The school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. This course focuses on the management and oversight of a school's physical plant and ancillary services that contribute to the maintenance and operation of such a facility. Areas of focus for the course include: facilities management, personnel management, student management, office management, auxiliary services, management of special services, fiscal management, time management, and resource management. Case studies and real examples from participating students will contribute to course topics.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 546 Negotiation, Collective Bargaining, and Contract Management
Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, including binding arbitration as a final step.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 555 Building Positive Behavior Supports for All Students
Content: In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports.
Prerequisites: 20.
Credits: 2 semester hours.

EDAD 556 School Finance and District Budgeting
Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.
Prerequisites: None.
Credits: 2 semester hours.

Strand Four

EDAD 551 Legal and Procedural Aspects of Special Education
Content: This course will provide opportunities for administrators to increase their knowledge and skills based on current, relevant research in the areas of instruction, assessment and accountability, program/service support and supervision and legal requirements for special education and students who are culturally and linguistically diverse.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 552 Culturally Responsive Practices for School Leaders
Content: This course will provide administrators with opportunities to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic and socioeconomic groups. Through planned readings, learning activities, and self assessments, participants examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants will also have the opportunity to reflect on their own culture, assumptions, and beliefs.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 567 Developing Leadership Intelligences
Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses —emotional, social, political—necessary for sound leadership decisions and processes. The class will use authentic school and real-world dilemmas. Strengths Finder will be utilized as a tool to acquaint students with their strength lenses and provide strategies on how to develop other perspectives.
Prerequisites: None.
Credits: 2 semester hours.
EDAD 574 Foundations for Administrators Leading Diverse Schools
Content: Designed to prepare administrators for meeting the cultural, linguistic, and academic needs of English language learners. The course will include an explanation of cultural competency through the lens of race, culture, and language, and review literature on effective ways to work with diverse families and communities. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 577 Advanced Colloquium for Practicing Administrators
Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.
Prerequisites: Initial Administrator License and current school administration position.
Credits: 2 semester hours.

EDAD 578 Leader as Ethnographer: Exploring and Engaging the School Community
Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders’ personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.
Prerequisites: None.
Credits: 2 semester hours.

M.Ed. Courses
Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Educational Leadership courses page in this catalog.

ED 500 Educational Research
Content: How professional educators can gather and interpret the information they need for effective decision making. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the scholarly critique of research studies, and what it means to be a reflective teacher-researcher.
Prerequisites: None.
Credits: 2 semester hours.

ED 509 Master’s Project Seminar
Content: Culmination of the master’s inservice program. Students have the opportunity to integrate what they have learned. In consultation with the instructor, students design a project that defines and answers a question about creating engaging, responsive, democratic learning communities for diverse learners related to their teaching or intellectual and professional development. Class time is reduced to accommodate individual conferences with the instructor and students’ research time. The class meets as a group to support students’ synthesis of each other’s work and for problem-solving as research and writing proceed.
Prerequisites: To be taken at end of master’s program.
Credits: 2 semester hours.

EDAD 533 Professional Development for Instructional Leaders
Content: Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices. Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning. Appropriate for students considering careers in educational administration.
Prerequisites: None.
Credits: 2 semester hours.

Ed.S. Courses
Note: The following course is offered on campus only. It has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Educational Leadership courses page in this catalog.
EDAD 576 Integrated Administrative Seminar
Content: In a capstone/culminating project, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess leadership growth across the Initial and Continuing Administrative licensure programs; demonstrate knowledge of the seven standards for Oregon School Administrators; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.
Prerequisites: Completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.
Credits: 1-4 semester hours.