Teacher Education Courses

Note: Some of the courses listed below may not be offered during the current academic year. Current course offerings are listed in the course schedule, WebAdvisor, available online (http://docs.lclark.edu/graduate/teachereducation/courses/available%20at%20http://graduate.lclark.edu/academics/courses/course_schedule).

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 501 Constructive Assessment in the Classroom
Content: Reexamination of assessment practices employing current constructivist approaches to teaching and learning as well as reflective practice and action research. Participants examine the range of assessment options and design an approach for teachers, diverse students, and parents, including portfolios, performance assessment, interviews, observations, questioning, checklists, self-assessment, and testing. Topics include instructional planning, student engagement, information management, assessment and documentation of student learning, and reporting practices.
Prerequisites: None.
Credits: 2 semester hours.

ED 504 Classroom Management for the Inclusive Classroom
Content: Most effective practices for working with students at risk for school failure in the areas of classroom management, instruction, social and study skill development, behavior change, and school-wide management. Participants discuss classroom cases and review current research in these areas and in human development, exceptionality, and educating youth with diverse needs and backgrounds. Emphasis on examining classroom environments to ensure students work in democratic communities that show respect for all students, involve meaningful instructional activities, and show respect for students’ cultural backgrounds. Final projects involve developing individual and school programs for assisting students with special needs.
Prerequisites: None.
Credits: 3 semester hours.

ED 507 Teaching and Learning in Middle and Secondary School
Content: Advanced seminar-practicum in expanding and evaluating middle and secondary school teaching practices appropriate to subject-area content, diverse student needs, and educational goals. Exploring what it means to be a teacher-researcher and the importance of student-constructed knowledge, participants evaluate instruction through observation, micro-teaching, and peer reflection. Participants collaboratively examine professional practices through sharing videotapes of their teaching in their own classes or in an arranged placement.
Prerequisites: None.
Credits: 3 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: None.
Restrictions: To be taken at end of master’s program.
Credits: 2 semester hours.

ED 511 Field Observation (Early Childhood/Elementary)
Content: This course provides candidates in the Early Childhood/Elementary Preservice Program opportunities to observe teaching and learning in a variety of school contexts. Students will attend guided visits to schools with different demographics and program models in order to better understand the range of environments in which teaching and learning take place in local communities.
Prerequisites: None.
Corequisites: ED-514.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 1 semester hour.
ED 514 Classroom Teaching and Learning I (Early Childhood/Elementary)
Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher-intern serves as apprentice to the mentor teacher by providing assistance at the teacher’s direction and working with individuals and small groups of students. Student teacher-interns also observe and work with small groups at their second authorization level. Campus seminars devoted to reflective discussions of teaching, learning, and assessment practices in diverse contexts are scheduled throughout the semester.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 2 semester hours.

ED 515 Classroom Teaching and Learning II (Early Childhood/Elementary)
Content: Intensive student teaching experience. This experience builds on the teaching begun during the previous semester. Each student teacher-intern continues to collaborate with his/her mentor to take on more and more teaching responsibilities culminating with the assumption of full-time teaching responsibility mid-semester. The student teacher-intern works under the close supervision of a mentor teacher and a Lewis & Clark faculty supervisor. Student teacher-interns also complete observations at their second authorization level. The student teacher-intern also attends a campus seminar each week that is devoted to reflective discussion of teaching, learning, and assessment practices in diverse contexts as well as school law, child abuse, and discrimination.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 4 semester hours.

ED 516 Classroom Teaching and Learning III (Early Childhood/Elementary)
Content: Conclusion of intensive student teaching experience. This experience builds on and concludes the teaching begun during the previous semesters. Each student teacher-intern completes required full-time teaching responsibility under the supervision of a mentor teacher and a Lewis & Clark faculty supervisor. Student teacher-interns also complete observation and teaching at their second authorization level.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 3 semester hours.

ED 520A Professional Portfolio I
Content: Offers participants an opportunity to explore their strengths, needs, and possibilities in their current teaching setting. Participants construct a teaching narrative and design an individualized blueprint for the professional portfolio that documents their knowledge and performance in Oregon’s advanced teaching competencies during their program of study.
Prerequisites: None.
Restrictions: Initial Teaching License and admission to a Continuing Teaching License program, or consent of the department chair.
Credits: 1 semester hour.

ED 520B Professional Portfolio II
Content: Supports candidates as they develop a portfolio of evidence demonstrating they have acquired the skills necessary for recommendation for an Oregon Continuing Teaching License. Includes presentation of the portfolio begun in ED-520A.
Prerequisites: ED-520A.
Restrictions: Initial Teaching License and admission to a Continuing Teaching License program.
Credits: 1 semester hour.

ED 522 Educating Native American Students
Content: This course is designed to introduce experienced teachers to a variety of factors that contribute to the educational success or failure of indigenous students in the United States and elsewhere. It will explore in detail innovative instructional practices that contribute to higher levels of student engagement and success.
Prerequisites: None.
Credits: 2 semester hours.

ED 523 Teaching and Assessment
Content: In-depth examination of the relationships between inquiry, teaching, and assessment. Focus on individually and culturally responsible approaches to assessing student work and encouraging and using children’s questions and interests to plan learning experiences. Examines strategies to assess student learning and student progress. Topics include planning and teaching models, integration of curriculum, and assessment design.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 1 semester hour.
ED 525 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.
Restrictions: Consent of advisor.
Credits: 2 semester hours.

ED 532 Practicum I: Assessing Reading Strategies
Content: Seminar practicum for classroom teachers and reading specialists at all grade levels. Topics include a language orientation for diagnosing reading problems, diverse causes and correlates of reading difficulties, assessment procedures in reading, and strategies to facilitate readers' improvement. Each participant assesses a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies responsive to individual differences, interests, and developmental levels. Participants consider reading issues for students at all four license levels (early childhood, elementary, middle level, and high school)
Prerequisites: None.
Credits: 3 semester hours.

ED 537 New Teacher Seminar
Content: The New Teacher Seminar provides an opportunity for new teachers to join together in conversations around issues relevant to new teachers’ experiences and needs. The group, led by a mentor teacher, meets during the school year to offer support and resources to one another.
Prerequisites: None.
Corequisites: ED-501.
Credits: 1 semester hour.

ED 539 Oregon Writing Project: Special Studies
Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, and manage portfolios and other exhibition forms.
Prerequisites: None.
Credits: 1-4 semester hours.

ED 542 Critical Friends Group Coaches Training
Content: A Critical Friends Group (CFG) is a professional-learning community of teachers, school leaders, counselors, school psychologists, and classified staff that commits to collaborating on a long-term basis with the goal of increasing student achievement. CFGs provide a forum for professional development that focuses on developing collegial relationships and encouraging reflective practice. Participation in CFGs build facilitative leadership skills, engages school communities in work worth doing, fosters a focused school community, and builds a collaborative and reflective culture in schools. Through consistent meetings, CFG participants work together to improve practice, to examine curriculum and student work, to identify school culture that affect student achievement, and to observe each other at work. By examining student and adult work through collaborative reflection, educators hold themselves accountable for continuous improvement in teaching.
Prerequisites: None.
Credits: 1-2 semester hours.

ED 544 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-5 semester hours.
ED 546 Classroom Teaching and Learning III (Middle-Level/High School)
Content: Teacher candidates continue their intensive student teaching internship with support in areas including classroom management strategies, instructional supervision, self-evaluation, and reflection on professional development.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Program. Demonstration of "emerging" or better rating on the Intern Teaching Profile formative assessment by mentor and supervisor, or, in the event of any rating of "unsatisfactory" on the ITP, a written plan of assistance with faculty approval.
Credits: 3 semester hours.

ED 547 Race, Culture, and Power
Content: Analysis of race, culture, and power as distinct but intersecting social constructs. Participants scrutinize scientific, institutional, and systemic racism in today's U.S. society; the various forms, dynamics, and consequences of white privilege; formal and informal power in society; the power elite; the concentration and intersection of wealth, power, and privilege; the hierarchy of cultures; the ideology of Euro-centrism; the roles and manifestations of race, culture, and power in international affairs; centers and peripheries; and hegemony and counter-hegemony.
Prerequisites: None.
Credits: 2-3 semester hours.

ED 548 Classroom Assessment: Work Sample
Content: Teachers construct an evaluation profile of the learning of one of the classes they teach, documenting the relationship between what they teach and what their students are learning. This demonstrates the teacher's ability to set learning objectives responsive to individual differences, interests, developmental levels, and cultural contexts; to teach a body of content; and to show how students have learned. The teacher assembles and analyzes a work sample to illustrate his or her ability to assess, document, and advocate for the successful learning of all students and school stakeholders. This activity meets the Teacher Standards and Practices Commission requirements for standard licensure.
Prerequisites: None.
Restrictions: Admission to the Early Childhood/Elementary Program or consent of instructor.
Credits: 1 semester hour.

ED 550 Social, Historical, and Ethical Perspectives on Education
Content: Critical and comprehensive review of education and schooling in American society. Considers education in its larger socioeconomic, political, ideological, and cultural contexts and examines race, class, gender, and culture in the formal educational system. Analyzes issues of goals, funding, governance, curricula, policy, staffing, and reforms both in historical and contemporary forms. Participants study education both as a microcosm of society, reflecting the larger struggles in the country, and as a quasi-autonomous entity.
Prerequisites: None.
Restrictions: Admission to a preservice program.
Credits: 2 semester hours.

ED 551 Literacy, Culture, and Learning
Content: Understanding of the central importance of language and the social construction of knowledge. Examines issues of diverse perspectives; the changing definitions of literacy, including numeracy, scientific literacy, and visual literacy; an integrated process-oriented approach to reading and writing in the subject field; and basic information about standardized testing and classroom-based assessment. Introduction to literacy issues for students whose first language is not English. Stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their internship sites, participants conduct interviews and apply ethnographic methods and observation systems as they work to assess and document the meaning-making strategies of a selected middle or high school student and advocate for, support, and improve that student's literacy skills. Incorporates a range of technological resources from the school and community into experiences that support literacy learning.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.
ED 552 Adolescent Development: Understanding Your Learners
Content: Discussion, critique, and application of current research on adolescent development, understood from psychosocial, culturally responsive, and justice-oriented perspectives. Explores theories of cognitive, relational, sexual, moral, and spiritual development with an emphasis on the middle- and high-school student’s construction of identity as it is shaped by culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status. Examines strategies for promoting resilience and engaging students in learning experiences that are responsive to development levels and cultural contexts. Also investigates insights from neuropsychology and the impact on adolescent well-being as a result of risk-taking behaviors, societal (mis)interpretations of youth, and the ubiquity of digital media.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Program or consent of instructor.
Credits: 2 semester hours.

ED 553 Classroom Teaching and Learning I (Middle-Level/High School)
Content: Teacher candidates take part in a professional seminar that supports their fall student teaching as well as the observation experience and portfolio at their "other level" placement site. Topics include teacher identity, professionalism, reflective practice, renewal of and support for teachers, observation protocols, and the creation of democratic learning communities. Teacher candidates gain practice in teaching through a concurrent internship placement in a middle school or high school and a practicum at the "other level."
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.

ED 554 Classroom Teaching and Learning II (Middle-Level/High School)
Content: Students take part in a professional seminar supporting their spring student teaching internship. Topics include renewal of and support for teachers, teacher identity, supervision, and reflection on and self-evaluation of teaching practice. Examination of a professional identity continues, including job search strategies and support. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school.
Prerequisites: None.
Restrictions: Current enrollment in Middle-Level/High School Preservice Program internship.
Credits: 4 semester hours.

ED 555A Experience and Meaning
Content: Reflective, collaborative examination of information and ideas from the previous 12 months of study. Returns to some of the issues examined the previous summer—including equity, school finance, educational politics, teacher organizations, and professionalism—and reexamines them with the perspective of experience in courses and in the schools. Students develop reflective papers that integrate and critique their learning.
Prerequisites: None.
Restrictions: Completion of a preservice internship.
Credits: 1 semester hour.

ED 555B Experience and Meaning
Content: Reflective, collaborative examination of information and ideas from the previous 12 months of study. Returns to some of the issues examined the previous summer—including equity, school finance, educational politics, teacher organizations, and professionalism—and reexamines them with the perspective of experience in courses and in the schools. Students develop reflective papers that integrate and critique their learning.
Prerequisites: None.
Restrictions: Completion of a preservice internship.
Credits: 2 semester hours.

ED 556 The Work of Paulo Freire
Content: Study of one of the most influential educators of the 20th century. A revolutionary pedagogue, Paulo Freire was also a humanist, philosopher, liberation theologian, public intellectual, and visionary. He worked with UNESCO, the World Council of Churches, Harvard University, and many decolonized countries, as well as "the wretched of the earth." Freire, who was imprisoned and then exiled by a Brazilian junta for his views on education, politics, economics, culture, society, and religion, dedicated his life to the pursuit of freedom, justice, democracy, liberation, humanization, and collective empowerment. Explores Freire’s ideas in the context of education in North America.
Prerequisites: None.
Credits: 2 semester hours.
ED 559 Math for Early Childhood
Content: Introduction to mathematical concepts for grades pre-K through three including number and operations, geometry, and measurement in a problem-solving context. Individually and culturally responsive mathematics instructional strategies and assessments for early childhood are examined and demonstrated throughout the course. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards. Children’s literature will be integrated as it pertains to the content of this course.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 2 semester hours.

ED 560 Classroom Management: Co-Building a Learning Community
Content: Places classroom management in a socio-political and justice-oriented context by focusing on understanding students’ personal, social, and academic needs, creating optimal teacher-student and peer relationships, and co-creating norms and procedures that support democratic learning communities. Critiques coercive methods aimed at achieving obedience and explores schoolwide and classroom-specific practices that draw on student diversity as a resource rather than impediment. Examines culturally responsive and inclusive teaching methods that prevent discipline problems, promote flow, sustain collaborations with parents and other educators, and enhance agency and transparency while maintaining accountability.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Preservice program.
Credits: 2 semester hours.

ED 561 Child Development and Learning
Content: Discussion, critique, and application of theories of child development and learning. Through case studies, cultural narratives, theoretical constructs, and research, participants explore children’s development within diverse cultural and family systems, including the cognitive, affective, psychological, social, moral, identity, and physiological domains. Topics include multiple intelligences and ways of knowing, creativity, and motivation, as well as the influences of social, cultural, linguistic, familial, and institutional factors on children’s development and learning.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program or consent of instructor.
Credits: 2 semester hours.

ED 562 Elementary School Mathematics
Content: Introduction to mathematical concepts for grades three through six including rational numbers, proportional reasoning, geometry, and measurement in a problem-solving context. Mathematics instructional strategies and assessments for elementary grades that are individually and culturally responsive are examined and demonstrated throughout the course. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program or consent of instructor.
Credits: 2 semester hours.

ED 563 Classroom Management 1: Early Childhood/Elementary
Content: Creating a community of support in the classroom. Emphasizes understanding students’ personal needs, creating positive teacher-student and peer relationships, creating classroom rules and procedures within a democratic learning community, and responding to minor behavior problems.
Prerequisites: None.
Restrictions: Admission to the Early Childhood/Elementary Preservice Program.
Credits: 1 semester hour.

ED 564 Classroom Management 2: Early Childhood/Elementary
Content: Major emphasis on resolving behavior problems that occur in the classroom, working with students’ families, and developing individual behavior plans for students who demonstrate serious and ongoing behavior problems. Includes a focus on culturally sensitive classroom management.
Prerequisites: None.
Restrictions: Admission to the Early Childhood/Elementary Preservice Program.
Credits: 1 semester hour.

ED 565 Reading 1: Literacy Development, Pre-K-Grade 8
Content: Literacy processes and children’s language and literacy development from birth through the middle grades. Focus is on theoretical foundations of literacy, meaning construction across-symbol systems, early reading and writing behavior, meaning-centered instructional practices, and basic knowledge and instructional practices relating to word recognition skills and comprehension processes. Introduces students to a range of individually and culturally responsive instructional assessment approaches and materials to promote literacy learning, as well as the concept of media literacy. Children’s literature will be integrated as it pertains to the content of this course.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 2 semester hours.
ED 566 Reading II: Literacy Development, K-Grade 8
Content: Continuation of ED 565. Focus on individually and culturally responsive curriculum and instructional practices for literacy development in grades K-8. Gives increased attention to fluent readers, instruction in the intermediate and middle grades, classroom organization and implementation, methods for assessing students’ reading and writing performance, diagnosis of individual needs, and strategies for linking assessment results with appropriate curriculum and instruction across the content areas.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 3 semester hours.

ED 567 Language Arts and Literature, pre-K-8
Content: Exploration of literature and the development of a theoretical framework and exemplary practices for teaching the language arts. Introduces and promotes use of child and adolescent literature for enjoyment and for development of thought, language, literacy, and multicultural perspectives in the classroom.
Explores the language arts curriculum with emphasis on understanding the processes and skills involved in growing language competence, learning a wide range of methods and techniques to foster language development, language skills, and individually and culturally responsive approaches and ways of assessing children’s competence and development.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 1 semester hour.

ED 568 The Arts, Culture, and Creativity
Content: Participants explore how children and adults think about and engage in the arts in connection with other areas of learning and development. Through creative, imaginative experiences, participants explore concepts such as patterns, pitch, texture, line, narration, and color within the fields of music, visual arts, storytelling, and movement, enacted within different cultural perspectives. Emphasis on creativity, imaginative use of the arts, and understanding the nature and value of the arts in human lives and cultures.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 2 semester hours.

ED 569 Health and Physical Education
Content: Age-appropriate skill and fitness development, practical use of the gym and equipment, personal safety, wellness, and nutrition. Topics include methods of assessing physical education skills and integrating physical education and health into the math and language arts curriculum.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 1 semester hour.

ED 570 Teaching the Literature of Nature
Content: Exploration of the genre of nature writing, focusing primarily on American authors but occasionally including texts from other regions of the world. Participants consider ways this literature can be taught to students in elementary, middle, and high school. Attention is also paid to the way nature writers can teach us to be more aware of our surroundings and conscious of the need to protect them.
Prerequisites: None.
Credits: 2 semester hours.

ED 572 Native American Sociopolitics: History and Effects
Content: This course is designed to introduce graduate students in education, counseling, and educational leadership to a sociopolitical history that demonstrates some of the factors contributing to the complex historical legacy of indigenous students in the United States.
Prerequisites: None.
Credits: 2 semester hours.

ED 574 Personal Voice in Professional Writing
Content: A workshop to explore the power of writing to engage diverse perspectives, ideas, and cultures at the restless boundary between personal insight and professional practice. In our search for equity, social justice, and inclusion, collaborative writing in professional life may be the most important writing we do. As educators our own writing is our best teacher, as counselors our written reflections will give us our best advice, and as leaders our work will be improved by writing about the challenges we face. To foster expressive clarity, the class as a writing community examines reading, collaboration, personal voice, critical thinking, and audience.
Prerequisites: None.
Credits: 1 semester hour.

ED 576 Special Studies: Northwest Writing Institute
Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats—meeting weekends, monthly over two terms, or in a traditional structure—to meet the needs of adult learners.
Prerequisites: None.
Credits: 1-2 semester hours.
ED 580 Teaching Life Through Art: The Creative Process
Content: Exploration of the creative process incorporating studio work, readings, and discussions. Through the language of visual art, students explore ideas about being creative and learn how to integrate the discipline and practice of art in ways that extend their understanding and enhance their capacity to solve problems. Participants employ a variety of techniques, mediums, technologies, and artistic forms—drawing, painting, sculpture, and writing—to exercise their creative self and find their voice. Students are encouraged to reflect on insights from art history, aesthetics, and criticism to critically evaluate their art experience. Incorporates diverse teaching approaches including studio work and lectures.
Prerequisites: None.
Restrictions: Visual art background required.
Credits: 2 semester hours.

ED 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

ED 590 Oregon Writing Project: Teaching the Emergent K-2 Writer
Content: This practical, hands-on class is designed specifically for K-2 teachers. A key assumption of this course is that the best way to learn about writing is to write in a variety of modes and for a variety of purposes, and to reflect on the complex processes involved in that act. Participants can expect to write regularly. Low-stakes experiments in different genres, informal reading responses, and portfolio reflections will be part of the mix. Class members will learn how to find a rich variety of texts that provide their students with a clear vision of writing, they will discover how to strategically select texts to support whole-class learning as well as individual choice, and they will learn how to embed writing into their year-long curriculum. Participants will share ideas and draw on the experiences of their colleagues while taking away lessons and strategies directly applicable to the K-2 classroom.
Prerequisites: None.
Restrictions: Current employment, or on temporary leave, as a public or private school K-2 teacher.
Credits: 2 semester hours.

ED 591 Oregon Writing Project: Teacher Research
Content: In this practical, hands-on course, teachers will follow a question that has arisen out of their classroom practice about writing: a problem, an issue, a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to conduct research in their own classrooms as they develop their questions, plan their methodology, gather data and analyze their students’ writing.
Prerequisites: ED 592/ED 692, ED 594/ED 694.
Restrictions: Consent of instructor.
Credits: 2 semester hours.

ED 592 Oregon Writing Project: Workshop in Teaching Writing
Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon’s diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.
Prerequisites: ED 592/ED 692, ED 594/ED 694.
Restrictions: Consent of instructor.
Credits: 2 semester hours.

ED 594 Oregon Writing Project: Practicum in Teaching Writing
Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students’ love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.
Prerequisites: ED 592/ED 692.
Credits: 1-2 semester hours.
ED 596 Oregon Writing Project: Advanced Institute
Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners.
Prerequisites: ED-592/ED-692, ED 594/ED-694.
Restrictions: Consent of instructor.
Credits: 2 semester hours.

ED 597 Oregon Writing Project: Writing for Publication
Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.
Prerequisites: ED 592/ED 692, ED 594/ED 694.
Restrictions: Consent of instructor.
Credits: 3 semester hours.

ED 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

ED 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

ED 601 Reflective Teacher
Content: Exploration of the "heart of the teacher" through personal stories; reflections on classroom practice; and insights from poets, storytellers, and diverse cultural traditions. Based on an 18-month calendar with five retreats organized around the themes of agriculture and the seasons. This course may be repeated. Prerequisite: Admission to Courage to Teach Program.
Prerequisites: None.
Restrictions: Admission to Courage to Teach Program.
Credits: 2 semester hours.

ED 602 Reflective Teacher
Content: Exploration of the "heart of the teacher" through personal stories; reflections on classroom practice; and insights from poets, storytellers, and diverse cultural traditions. Based on an 18-month calendar with five retreats organized around the themes of agriculture and the seasons. This course may be repeated. Prerequisite: Admission to Courage to Teach Program.
Prerequisites: None.
Restrictions: Admission to Courage to Teach Program.
Credits: 2 semester hours.

ED 615 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 619 Constructive Assessment in the Classroom
Content: Reexamination of assessment practices employing current constructivist approaches to teaching and learning as well as reflective practice and action research. Participants examine the range of assessment options and design an approach for teachers, diverse students, and parents, including portfolios, performance assessment, interviews, observations, questioning, checklists, self-assessment, and testing. Topics include instructional planning, student engagement, information management, assessment and documentation of student learning, and reporting practices.
Prerequisites: None.
Credits: 2 semester hours.
ED 620A Professional Portfolio I
Content: "Community of learners" forum for teachers enrolled in the Continuing Teaching License Program. Taken at the start of the program. Offers participants a collegial environment for exploring their strengths, needs, and possibilities in their current teaching setting. Participants construct a teaching narrative and design an individualized blueprint for the professional portfolio that documents their knowledge and performance in Oregon's advanced teaching competencies during their program of study.
Prerequisites: None.
Restrictions: Initial Teaching License and admission to a Continuing Teaching License program, or consent of the department chair.
Credits: 1 semester hour.

ED 620B Professional Portfolio II
Content: "Community of learners" forum for teachers enrolled in the Continuing Teaching License Program. Taken at the end of the program. Includes presentation of the portfolio begun in ED 520A/620A.
Prerequisites: ED-520A/620A.
Restrictions: Initial Teaching License and admission to a Continuing Teaching License program.
Credits: 1 semester hour.

ED 624 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: None.
Restrictions: To be taken at end of master's program.
Credits: 2 semester hours.

ED 625 Practicum I: Assessing Reading Strategies
Content: Seminar practicum for classroom teachers and reading specialists at all grade levels. Topics include a language orientation for diagnosing reading problems, diverse causes and correlates of reading difficulties, assessment procedures in reading, and strategies to facilitate readers' improvement. Each participant assesses a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies responsive to individual differences, interests, and developmental levels. Participants consider reading issues for students at all four license levels (early childhood, elementary, middle level, and high school)
Prerequisites: None.
Credits: 3 semester hours.

ED 631 New Teacher Mentor Workshop
Content: The Mentor Workshop is designed to model for veteran teachers a unique way to mentor new teachers. Veteran teachers are trained to facilitate new teacher conversations during the school year which provides support in a safe environment for new teachers to deal with issues pertinent to them.
Prerequisites: None.
Credits: 1 semester hour.

ED 633 Revisiting the Teacher's Heart: A Retreat for Educators With One to Five Years of Experience
Content: This two-and-a-half day retreat will engage participants in conversations that touch on the ideals and commitments that originally drew them to become professional educators and create a space in which people can explore the delights and frustrations they have encountered as beginning teachers. Through the incorporation of silence, reflection, and creative expression, the retreat will provide an opportunity for personal and professional renewal.
Prerequisites: None.
Restrictions: Participants must have taught at least one and no more than five years in public schools.
Credits: 1 semester hour.

ED 635 Earth Crisis Curriculum
Content: Curriculum development in the United States has not kept pace with our recognition of the severity of the global environmental crises. This course will engage participants in developing curriculum on topics including climate change, resource depletion, species extinction, and pollution. Participants will develop a piece of curriculum that can be shared through workshop or journal article.
Prerequisites: None.
Credits: 1-2 semester hours.

ED 637 New Teacher Seminar
Content: The New Teacher Seminar provides an opportunity for new teachers to join together in conversations around issues relevant to new teachers' experiences and needs. The group, led by a mentor teacher, meets during the school year to offer support and resources to one another.
Prerequisites: None.
Credits: 1-2 semester hours.
ED 639 Oregon Writing Project: Special Studies  
Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, manage portfolios and other exhibition forms.  
Prerequisites: None.  
Credits: 1-4 semester hours.

ED 640 Critical Friends Group Coaches Training  
Content: A Critical Friends Group (CFG) is a professional-learning community of teachers, school leaders, counselors, school psychologists, and classified staff that commits to collaborating on a long-term basis with the goal of increasing student achievement. CFGs provide a forum for professional development that focuses on developing collegial relationships and encouraging reflective practice. Participation in CFGs build facilitative leadership skills, engages school communities in work worth doing, fosters a focused school community, and builds a collaborative and reflective culture in schools. Through consistent meetings, CFG participants work together to improve practice, to examine curriculum and student work, to identify school culture that affect student achievement, and to observe each other at work. By examining student and adult work through collaborative reflection, educators hold themselves accountable for continuous improvement in teaching.  
Prerequisites: None.  
Credits: 1-2 semester hours.

ED 644 Practicum  
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.  
Prerequisites: None.  
Restrictions: Consent of Oregon Writing Project program coordinator.  
Credits: 1-5 semester hours.

ED 676 Special Studies: Northwest Writing Institute  
Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing; and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats—meeting weekends, monthly over two terms, or in a traditional structure—to meet the needs of adult learners.  
Prerequisites: None.  
Credits: 1-2 semester hours.

ED 689 Professional Studies: Special Topics  
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.  
Prerequisites: None.  
Credits: 1-4 semester hours.

ED 690 Oregon Writing Project: Teaching the Emergent K-2 Writer  
Content: This practical, hands-on class is designed specifically for K-2 teachers. A key assumption of this course is that the best way to learn about writing is to write in a variety of modes and for a variety of purposes, and to reflect on the complex processes involved in that act. Participants can expect to write regularly. Low-stakes experiments in different genres, informal reading responses, and portfolio reflections will be part of the mix. Class members will learn how to find a rich variety of texts that provide their students with a clear vision of writing, they will discover how to strategically select texts to support whole-class learning as well as individual choice, and they will learn how to embed writing into their year-long curriculum. Participants will share ideas and draw on the experiences of their colleagues while taking away lessons and strategies directly applicable to the K-2 classroom.  
Prerequisites: None.  
Restrictions: Consent of Oregon Writing Project program coordinator.  
Credits: 2 semester hours.

ED 691 Oregon Writing Project: Teacher Research  
Content: In this practical, hands-on course, teachers will follow a question that has arisen out of their classroom practice about writing: a problem, an issue, a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to conduct research in their own classrooms as they develop their questions, plan their methodology, gather data and analyze their students’ writing.  
Prerequisites: ED 592/ED 692, ED 594/ED 694.  
Restrictions: Consent of instructor.  
Credits: 2 semester hours.
ED 692 Oregon Writing Project: Workshop in Teaching Writing
Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon’s diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals. Prerequisites: None. Corequisites: None. Restrictions: Participants must submit an application and have an interview to be accepted into this program. Credits: 7 semester hours.

ED 694 Oregon Writing Project: Practicum in Teaching Writing
Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students’ love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom. Prerequisites: ED-592/ED-692. Credits: 1-2 semester hours.

ED 695 Oregon Writing Project: Writing in Schools: (Topic)
Content: Inquiry course designed to improve the teaching of writing. Participants examine and evaluate current research on writing instruction; they investigate writings from generation to revision and editing by participating in writing workshops themselves. Teachers also design a writing curriculum to take back to their classrooms. They keep reflective journals analyzing their students’ writing processes and products. Teachers deepen their understanding of the complexities of teaching, learning, and writing. Prerequisites: None. Credits: 1-2 semester hours.

ED 696 Oregon Writing Project: Advanced Institute
Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners. Prerequisites: ED 592/ED 692, ED 594/ED 694. Restrictions: Consent of instructor. Credits: 2 semester hours.

ED 697 Oregon Writing Project: Writing for Publication
Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat. Prerequisites: ED 592/ED 692, ED 594/ED 694. Restrictions: Consent of instructor. Credits: 3 semester hours.

ED 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None. Credits: 0.5-4 semester hours.

ED 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure. Prerequisites: None. Restrictions: Consent of instructor and submission of application for Independent Study to academic department office. Credits: 1-5 semester hours.

ED 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice. Prerequisites: None. Credits: 1-4 semester hours.
Subject-Area Courses

Art

ART 510 Teaching Life Through Art: The Creative Process
Content: Exploration of the creative process incorporating studio work, readings, and discussions. Through the language of visual art, students explore ideas about being creative and learn how to integrate the discipline and practice of art in ways that extend their understanding and enhance their capacity to solve problems. Participants employ a variety of techniques, mediums, technologies, and artistic forms—drawing, painting, sculpture, and writing—to exercise their creative self and find their voice. Students are encouraged to reflect on insights from art history, aesthetics, and criticism to critically evaluate their art experience. Incorporates diverse teaching approaches including studio work and lectures.
Prerequisites: None.
Restrictions: Visual art background required.
Credits: 2 semester hours.

ART 513 Digital Technology in Visual Arts
Content: Overview of computer graphics for teachers of art. The course introduces skills for using computer graphics applications and computer hardware (scanners, cameras, and printers). Integration of traditional visual arts philosophy with digital technology in the teaching of basic design as well as historical/aesthetic concepts. Students will use digital tools to create concepts for original works of art in digital and traditional forms, and will develop both print and digital curricula and projects.
Prerequisites: None.
Restrictions: Strong graphic design background required.
Credits: 2 semester hours.

ART 514 Painting Workshop
Content: Opportunities for art teachers to experiment with various painting processes. Students work primarily from still life, landscape, and the figure, with emphasis on observation and interpretation of the subject. Students explore central disciplinary knowledge and practices related to line, shape, value, composition, color, and so on to develop their perceptual and technical skills and become more successful problem solvers. Through group and individual critique students reflect upon, assess, and articulate their work in an ongoing dialogue with their classmates.
Prerequisites: None.
Credits: 2 semester hours.

ART 516 Ceramics/Sculpture in Visual Art
Content: Overview of sculpture and ceramics techniques for teachers of art. Covers an introduction to basic two-dimensional forming methods through the design and execution of various functional and sculptural projects. Introduction of glazing and kiln-firing techniques used by secondary art teachers. Exploration of historical and contemporary trends, with an emphasis on diversity in today's secondary art classroom.
Prerequisites: None.
Restrictions: Background in art or art education or consent of instructor.
Credits: 2 semester hours.

ART 534 Printmaking: Silk Screen
Content: Crayon-tusche and glue, paper, photo stencils, and other techniques. Emphasis on multicolor and larger-scale prints.
Prerequisites: None.
Restrictions: Consent of instructor.
Credits: 2 semester hours.

ART 544 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Practicum Study to academic department office.
Credits: 1 semester hour.

ART 564 Curriculum and Inquiry: Art
Content: Further organizing and applying of appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in art curriculum and pedagogy. Participants continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include Backward Design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in art. Continued analysis of best practice methodology. Students complete both required Inquiry Work Samples.
Prerequisites: ART 579.
Restrictions: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.
ART 579 Teaching Art to Adolescents
Content: Teaching and learning art in middle-level and high school classrooms. Emphasizes the wide range of instructional issues and concerns encountered in the art classroom. Links disciplinary knowledge related to state standards of art history, criticism, and aesthetics to the production of a variety of media. Includes planning, organization, and assessment practices using the tenets of backward design, aimed at supporting the successful learning of all students. Emphasizes differentiated instruction to enhance meaningful experience of students with varied interests, developmental levels, and cultural backgrounds. Materials draw upon research from the history and philosophy of the visual arts, with attention to "human constructivist" views and adolescent development. Included in the class are visits to the classrooms of art teachers to investigate first hand the range of teaching and technological resources used to support student learning in this field. Participants write the teaching plan for their first required inquiry/work sample, with the effort to include reflection on research previously conducted on concepts that are central to the work sample unit.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Preservice program or consent of instructor.
Credits: 4 semester hours.

ART 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

ART 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

ART 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

ART 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

ART 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

ESOL/Bilingual Education
ESOL 500 Historical and Legal Foundations of Educating ESOL/Bilingual Students
Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.
Prerequisites: None.
Credits: 3 semester hours.
ESOL 501 Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual Students
Content: How and why of content-learning approaches such as sheltered English, integrated language teaching, applications of language experience, whole language, and cooperative learning for second-language learners. Provides grounding in the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Explores materials, literacy teaching approaches, classroom organization, formal and alternative assessment measures, technology integration, and the alignment of curriculum models with English-language proficiency levels. Participants critically examine curriculum models, community resources, and content in relation to student experience.
Prerequisites: ESOL 507/607 or LA 500/634.
Credits: 3 semester hours.

ESOL 502 Focus on Culture and Community in Teaching ESOL/Bilingual Students
Content: Understanding the student within the context of his or her environment. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child’s academic programs and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools.
Prerequisites: None.
Credits: 3 semester hours.

ESOL 505 ESOL/Bilingual Practicum (Early Childhood/Elementary)
Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language.
Prerequisites: ESOL-535A and ESOL 535B or ESOL 501/601.
Credits: 2 semester hours.

ESOL 506 ESOL/Bilingual Practicum (Middle-Level/High School)
Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language.
Prerequisites: ESOL 501/601 or ESOL 535.
Credits: 2 semester hours.

ESOL 507 Language Acquisition and Development
Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings.
Prerequisites: None.
Credits: 3 semester hours.

ESOL 510 Teaching for Equity Using the SIOP Model
Content: This course will provide intensive training in a research-based model of sheltered instruction. Participants will learn how to improve the academic achievement of English language learners in K-12 school settings through the use of the Sheltered Instruction Observation Protocol (SIOP) model for teaching language and content. This introductory course will address research, theory, and classroom practice that will enable teachers to better meet the academic, program, and equity needs of their students.
Prerequisites: None.
Credits: 1 semester hour.

ESOL 535 English Language Learners: Theory and Practice
Content: This course is designed to prepare secondary preservice teachers for meeting the linguistic and academic needs of English Language Learners, by providing an overview of language acquisition theory and program components. Students will learn how to identify and use appropriate second language assessment tools, create language and content objectives, and design lessons that target various levels of language proficiency. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.
Prerequisites: Enrollment in the final term of a preservice teacher education program.
Credits: 2 semester hours.

ESOL 535A English Language Learners: Theory
Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisition theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.
Prerequisites: None.
Restrictions: Enrollment in a preservice teacher education program.
Credits: 1 semester hour.
ESOL 535B English Language Learners: Theory in Practice
Content: This course is designed to prepare p-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.
Prerequisites: ESOL 535A.
Credits: 1 semester hour.

ESOL 544 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-5 semester hours.

ESOL 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

ESOL 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

ESOL 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

ESOL 600 Historical and Legal Foundations of Educating ESOL/Bilingual Students
Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.
Prerequisites: None.
Credits: 3 semester hours.

ESOL 601 Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual Students
Content: How and whys of content-learning approaches such as sheltered English, integrated language teaching, applications of language experience, whole language, and cooperative learning for second-language learners. Provides grounding in the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Explores materials, literacy teaching approaches, classroom organization, formal and alternative assessment measures, technology integration, and the alignment of curriculum models with English-language proficiency levels. Participants critically examine curriculum models, community resources, and content in relation to student experience.
Prerequisites: LA 500/634 or ESOL 507/607.
Credits: 3 semester hours.

ESOL 602 Focus on Culture and Community in Teaching ESOL/Bilingual Students
Content: Understanding the student within the context of his or her environment. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child’s academic programs and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools.
Prerequisites: None.
Credits: 3 semester hours.
ESOL 605 ESOL/Bilingual Practicum (Early Childhood/Elementary)
Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language.
Prerequisites: ESOL-535A and ESOL 535B or ESOL 501/601.
Credits: 2 semester hours.

ESOL 606 ESOL/Bilingual Practicum (Middle-Level/High School)
Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language.
Prerequisites: ESOL 501/601 or ESOL 535.
Credits: 2 semester hours.

ESOL 607 Language Acquisition and Development
Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings.
Prerequisites: None.
Credits: 3 semester hours.

ESOL 610 Teaching for Equity Using the SIOP Model
Content: This course will provide intensive training in a research-based model of sheltered instruction. Participants will learn how to improve the academic achievement of English language learners in K-12 school settings through the use of the Sheltered Instruction Observation Protocol (SIOP) model for teaching language and content. This introductory course will address research, theory, and classroom practice that will enable teachers to better meet the academic, program, and equity needs of their students.
Prerequisites: None.
Credits: 1 semester hour.

ESOL 644 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors. Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-5 semester hours.

ESOL 689 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

ESOL 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

ESOL 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

ESOL 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.
Language Arts

LA 500 Language Acquisition and Development
Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings.
Prerequisites: None.
Credits: 3 semester hours.

LA 501 Researching and Teaching the Language Arts
Content: Development of a framework, based on a wide range of research findings, from which to make informed decisions about curriculum and teaching approaches that engage students in listening, speaking, reading, and writing experiences that are responsive to individual differences, interests, developmental levels, and cultural contexts. Emphasis on framing teachers' own classroom inquiry through the adoption of habits of teacher research that focus on personal and scholarly reflection.
Prerequisites: None.
Credits: 3 semester hours.

LA 502 Practicum II: Innovations in Reading, pre-K-12
Content: Organizing, managing, and evaluating both classroom and school-wide K-12 reading programs. Students examine the textbook adoption process, participate in the development and use of a tool for evaluating reading texts, assess components of reading and writing programs, and learn to integrate reading and writing processes throughout the school grades to extend learners' experiences and enhance their own and students' capacities to solve literacy problems. This capstone course of the Language and Literacy Program must be taken at the end of the sequence.
Prerequisites: None.
Restrictions: Completion of Reading Endorsement courses or consent of instructor.
Credits: 3 semester hours.

LA 504 Bearing Witness: Writing, Documentary Studies, Social Justice
Content: What is the writer’s, teacher’s, citizen’s, or counselor’s role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we’ll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We’ll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form. Also listed as WCM-504/604 and CORE 514. listed as WCM 504/604 and CORE 514.
Prerequisites: None.
Credits: 1 semester hour.

LA 507 Essay
Content: Participants examine a range of forms from memoir to expository essays inspired by language, cultural issues, and the natural sciences. Approaches explored will include those often associated with fiction: character, setting, and point of view.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 510 Memoir
Content: Writing chapters from one’s life story can produce gifts for family, and an important record of community life. In this workshop, we will read short passages from a variety of voices reflecting on lessons learned from life encounters and from interviews we conduct. We will use these passages as prompts for our own writing, leading to a gathering of short life chapters for further reflection and revision over time. No experience necessary, but a willing heart.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 511 Audio Postcards
Content: Drawing on life experience, participants in this workshop will write profiles of personal heroes, encounters with other cultures, moments of creative discovery, and other compact experiences with indelible effects. From these short writings, we will select, deepen, and record our accounts for podcast, and other forms of web-based sharing.
Prerequisites: None.
Credits: 1 semester hour.
LA 512 The Gift
Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the “gift of labor,” work that satisfies beyond financial compensation? What is the artist’s role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, The Gift. These are also the questions that motivate our exploration of gifts in this course. We take Hyde’s questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.
Prerequisites: None.
Credits: 1 semester hour.

LA 514 Writers in Danger
Content: This workshop engages the global perils of the writing life. In collaboration with the PEN Freedom to Write committee, we will examine the case files of international writers currently silenced or imprisoned, then advocate for the writer’s relief, and at the same time provide further research on the political conflicts underlying the writer’s predicament. These enhanced files are returned to PEN to further the work of monitoring freedom of expression around the world.
Also listed as WCM-514/614.
Prerequisites: None.
Credits: 2 semester hours.

LA 515 Drama for Learning and Social Action
Content: Interactive exploration of drama in the K-8 curriculum that prepares teachers to use drama to engage students in learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Through workshops, participants experience drama as an art form; as a medium for language and literacy development and inquiry-centered, multidisciplinary content learning; and as a powerful mode for meaning-making. Through discussion and presentation, students explore historical and current perspectives on educational drama and its potential to support creative, cognitive, physical, emotional, and social development for all children. Reflects a pluralistic drama education perspective that prompts children to engage issues of diversity, examine how cultural knowledge is constructed, critique the dominant culture, and confront questions of social justice.
Prerequisites: None.
Credits: 2 semester hours.

LA 516 Telling Lives
Content: Which stories are ours to tell and which carry us into the terrain of others’ lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we’ll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.
Prerequisites: None.
Credits: 1 semester hour.

LA 518 Healing Power of Story
Content: The hardest times in life can make you “voiceless,” but also offer the greatest opportunity for stories. At these times the invitation to tell someone your story can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.
Prerequisites: None.
Credits: 1 semester hour.

LA 521 Telling Your Story in Documentary Film
Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.
Prerequisites: None.
Credits: 1-1.5 semester hours.

LA 522 Imaginative Writing Seminar: Works in Progress
Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work, which also serves as the capstone course for the Certificate in Documentary Studies. The seminar directs the energies of the seminar community on the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media.
Prerequisites: None.
Credits: 1-2 semester hours.
LA 523 Teaching Writing to Adolescents
Content: Writing process as it relates to thinking and learning in adolescence. Emphasizes a writing workshop approach to composition, as well as use of response groups and conference procedures and strategies that are responsive to adolescents’ individual differences, interests, developmental levels, and cultural contexts.
Prerequisites: None.
Credits: 2 semester hours.

LA 524 Writing in Response to Literature
Content: Increasing teachers’ understanding of reader response theory and methodology to support writing in response to literature. Participants will have the opportunity to experience strategies that support informal and formal writing about literature as well as develop and demonstrate teaching strategies and assessment tools that are responsive to middle school and high school students’ individual differences, interests, developmental levels, and cultural contexts.
Prerequisites: None.
Credits: 2 semester hours.

LA 526 Reading Other Voices
Content: This course will bring together graduate students and educators and counselors from the community to find ways to incorporate culturally sensitive texts in their work. We will draw from a variety of texts that address differences in race and culture such as Pam Munoz Ryan’s Esperanza Rising, Sandra Cisneros’s Woman Hollering Creek, Khaled Hosseini’s The Kite Runner, Sherman Alexie’s Ten Little Indians.
We will write from our own cultural backgrounds to uncover how our worldview shapes the reading of works made unfamiliar by different notions of self and community, time, religious and social values. Reading and writing together, we will experience the richness and multiple dimensions of language itself.
Prerequisites: None.
Credits: 1 semester hour.

LA 527 Fiction
Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view and dialogue. Work-in-progress will be developed through individual conferences with the instructor and in class-discussion.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 530 Children’s Writing
Content: Teaching writing to children. Explores ways to create an environment for teaching writing as a process. Teachers read from whole language and writing process theorists and examine ways to implement writing instruction that is responsive to elementary students’ individual differences, interests, developmental levels, and cultural contexts.
Prerequisites: None.
Credits: 3 semester hours.

LA 531 Writing and the Writing Process
Content: Increasing teachers’ understanding of the writing process, primarily by working on their own prose writing. Students write, read their work to peers, and receive feedback. This personal experience provides opportunities to reflect on common writing problems and issues teachers across disciplines encounter in their classrooms. Topics include recent research and theory in composing as well as practical teaching techniques that can be integrated to enhance learners’ experiences.
Required introductory course in the Middle-Level/High School Program.
Prerequisites: None.
Restrictions: Admission to the Middle Level/High School Program.
Credits: 2 semester hours.

LA 533 Field Notes: Observation and Reflection in the Natural World
Content: In a time of increasing attention to human responsibility for the Earth, we begin with the question for teachers and counselors: What are best connections to the natural world—for success as learners, and health as human beings? Writers, scientists, artists, educators, and counselors provide a rich array of responses. Participants will observe nature, begin to practice field notes, and consider opportunities in teaching and counseling practice to attend to right relation with the Earth. Also listed as WCM-513/613 and ED-536.
Prerequisites: None.
Credits: 1 semester hour.

LA 534 Reading Comprehension: Theory and Practical Application
Content: In-depth exploration of current models and trends in reading comprehension and its cognitive and linguistic components. Students read widely from professional journals, explore and reflect on their personal reading processes, and do theoretical and practical projects to further their understanding. Examines factors that contribute to reading difficulty (from early childhood through adulthood), as well as important issues and questions about standardized tests, observational diagnostics, readability formulas, and the effectiveness and theoretical validity of published programs.
Prerequisites: None.
Credits: 3 semester hours.
LA 535 Cultural Journalism
Content: Based on community-based education as developed at the Foxfire Project in Georgia, this workshop will emphasize a project approach to teaching and learning. Educators will explore ways to fulfill and go beyond their mandated curriculum, and give students a voice in planning what happens in the classroom. In experiential education students make connections between work at school and the real world and produce a product valued by an audience outside the classroom.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 536 Digital Storytelling
Content: How can teachers, counselors, and others tell stories from their work by combining word, image, and tune? This workshop is a studio experience to assist participants in designing and producing a three- to five-minute digital story that joins narrative, images, and music. Participants craft and record first-person narratives; collect still images, video, and music to deepen the narrative; and follow a process through peer response and instructor support to edit their stories.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 538 Daily Writing in the Spirit of William Stafford
Content: You don’t eat just once every few days. You don’t speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 544 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Credits: 1-5 semester hours.

LA 545 Exploring Life Stories: The Art of the Interview
Content: Writers, oral historians, ethnographers, teachers, counselors, and families recording their stories all rely on interviews. In this workshop, we’ll learn the interviewer’s skills: how to listen and observe, frame questions, index and transcribe. We’ll write together to bring the interviews to life on the page. We’ll examine individual and social memory as well as ethical and political issues. We’ll also explore the use of interviews in community projects and as the foundation of documentary studies.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 551 Approaches to Teaching Shakespeare
Content: Four plays by Shakespeare, starting with Othello. Students jointly choose the other three. Students use traditional literary analysis and newer performance-based approaches as they deepen their understanding of Shakespeare and gain techniques for teaching approaches that engage students in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisites: None.
Credits: 2 semester hours.

LA 557 Teaching the Literature of Nature
Content: Exploration of the genre of nature writing, focusing primarily on American authors but occasionally including texts from other regions of the world. Participants consider ways this literature can be taught to students in elementary, middle, and high school. Attention is also paid to the way nature writers can teach us to be more aware of our surroundings and conscious of the need to protect them.
Prerequisites: None.
Credits: 2 semester hours.

LA 561 Multicultural Literature (Grades 5-12)
Content: Exploration of multicultural literature as a tool for creating communities in which diverse perspectives are supported. Addresses both literary and social themes of multicultural literature through reading, research, discussion, writing, curriculum design, and developing teaching approaches.
Prerequisites: None.
Credits: 2 semester hours.
LA 564 Curriculum and Inquiry: Language Arts
Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research in language arts curriculum and pedagogy. Participants continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in language arts; and continued analysis and application of best practice methodology. Students complete two required inquiry work samples.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.

LA 565 Literature for Children and Adolescents
Content: Exploration of literature for children and adolescents as a healthy, growing body of work and as an important resource for teachers. Class-members investigate available literature, specific authors and illustrators, and their processes of composing. Participants also explore ways to incorporate a rich diet of literary experiences into their students' learning environments in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisites: None.
Credits: 2 semester hours.

LA 570 Readers’ Workshop: Coming of Age
Content: Intensive seminar in which students experience a variety of formats for discussion of and written response to literature. Participants read selections of literature based on an author or theme, as well as titles of their choice. Through active participation in the workshop, students explore the transactional nature of reading, and ways to implement teaching approaches introduced in elementary, middle, and high-school classrooms in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisites: None.
Credits: 2 semester hours.

LA 574 Personal Voice in Professional Writing
Content: A workshop to explore the power of writing to engage diverse perspectives, ideas, and cultures at the restless boundary between personal insight and professional practice. In our search for equity, social justice, and inclusion, collaborative writing in professional life may be the most important writing we do. As educators our own writing is our best teacher, as counselors our written reflections will give us our best advice, and as leaders our work will be improved by writing about the challenges we face. To foster expressive clarity, the class as a writing community examines reading, collaboration, personal voice, critical thinking, and audience.
Prerequisites: None.
Credits: 1 semester hour.

LA 576 Special Studies: Northwest Writing Institute
Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats—meeting weekends, monthly over two terms, or in a traditional structure—to meet the needs of adult learners.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 579 Teaching Language Arts to Adolescents
Content: Teaching and learning English language arts in middle-level and high school classrooms. Develops participants’ pedagogical content knowledge by focusing on a student-centered view of teaching literature and composition to adolescents. Participants read about, discuss, and experience the importance of writing to learning and discovery, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory, participants learn how they can encourage students to respond to texts and lead them from those first responses into analysis of both the text itself and their reading of it. Based on the tenets of backward design, the course looks at planning, organization, and assessment-articulating objectives and linking them to standards, teaching, and assessment. Introduces differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Participants write the teaching plan for their first required Inquiry Work Sample.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Program or consent of instructor.
Credits: 4 semester hours.
LA 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

LA 591 Envisioning a Sustainable Society
Content: Consideration of cultural changes needed in response to the environmental crisis. Explores how modern industrial societies are premised on uninhibited growth, the planetary limits that challenge this possibility, the implications of a fundamental shift in our material conditions, and what it all may mean for those who work in public institutions. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners’ experience and enhance their own and students’ capacity to solve problems. Engages pre- and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisites: None.
Credits: 2 semester hours.

LA 592 Oregon Writing Project: Workshop in Teaching Writing
Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon’s diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.
Prerequisites: None.
Restrictions: Participants must submit an application and have an interview to be accepted into this program.
Credits: 7 semester hours.

LA 594 Oregon Writing Project: Practicum in Teaching Writing
Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the laughter and tears of teachers sharing stories, or you miss a community of teacher writers who seek to increase their students’ love for writing or their ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by OWP Director Linda Christensen, co-directors and teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for teacher writing and reflection as well as a framework or lesson to take back to the classroom.
Prerequisites: ED 592/692.
Credits: 1-2 semester hours.

LA 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

LA 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

LA 604 Bearing Witness: Writing, Documentary Studies, Social Justice
Content: What is the writer’s, teacher’s, or counselor’s role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we’ll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We’ll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form.
Prerequisites: None.
Credits: 1 semester hour.
**LA 607 Essay**
Content: Participants examine a range of forms from memoir to expository essays inspired by language, cultural issues, and the natural sciences. Approaches explored will include those often associated with fiction: character, setting, and point of view.
Prerequisites: None.
Credits: 1-2 semester hours.

**LA 611 Audio Postcards**
Content: Drawing on life experience, participants in this workshop will write profiles of personal heroes, encounters with other cultures, moments of creative discovery, and other compact experiences with indelible effects. From these short writings, we will select, deepen, and record our accounts for podcast, and other forms of web-based sharing.
Prerequisites: None.
Credits: 1 semester hour.

**LA 612 The Gift**
Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist’s role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, The Gift. These are also the questions that motivate our exploration of gifts in this course. We take Hyde’s questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.
Prerequisites: None.
Credits: 1 semester hour.

**LA 613 Literature for Children and Adolescents**
Content: Exploration of literature for children and adolescents as a healthy, growing body of work and as an important resource for teachers. Class members investigate available literature, specific authors and illustrators, and their processes of composing. Participants also explore ways to incorporate a rich diet of literary experiences into their students’ learning environments in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisites: None.
Credits: 2 semester hours.

**LA 614 Reading Comprehension: Theory and Practical Application**
Content: In-depth exploration of current models and trends in reading comprehension and its cognitive and linguistic components. Students read widely from professional journals, explore and reflect on their personal reading processes, and do theoretical and practical projects to further their understanding. Examines factors that contribute to reading difficulty (from early childhood through adulthood), as well as important issues and questions about standardized tests, observational diagnostics, readability formulas, and the effectiveness and theoretical validity of published programs.
Prerequisites: None.
Credits: 3 semester hours.

**LA 616 Telling Lives**
Content: Which stories are ours to tell and which carry us into the terrain of others’ lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we’ll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.
Prerequisites: None.
Credits: 1 semester hour.

**LA 620 Practicum II: Innovations in Reading, pre-K-12**
Content: Organizing, managing, and evaluating both classroom and school-wide K-12 reading programs. Students examine the textbook adoption process, participate in the development and use of a tool for evaluating reading texts, assess components of reading and writing programs, and learn to integrate reading and writing processes throughout the school grades to extend learners’ experiences and enhance their own and students’ capacities to solve literacy problems. This capstone course of the Language and Literacy Program must be taken at the end of the sequence.
Prerequisites: None.
Restrictions: Completion of Reading Endorsement courses or consent of instructor.
Credits: 3 semester hours.

**LA 621 Telling Your Story in Documentary Film**
Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.
Prerequisites: None.
Credits: 1-1.5 semester hours.
LA 622 Reading the Landscape
Content: This course explores relationships among people, their communities, and the landscapes they inhabit. Participants will examine the social and cultural aspects of a community and learn how to conduct an assessment that identifies attitudes, values, and behaviors. The unique contributions and educational opportunities offered by local museums, historical societies, public agencies, and citizen organizations will be combined with inquiry into local stories that are explore history, culture, aesthetics, geology, and ecology. The focus will be on sustainability and community engagement in natural resource issues, looking at the benefits of ecotherapy and the potential of shared responsibility for community well-being.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 627 Fiction
Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 630 Memoir
Content: Writing chapters from one’s life story can produce gifts for family, and an important record of community life. In this workshop, we will read short passages from a variety of voices reflecting on lessons learned from life encounters and from interviews we conduct. We will use these passages as prompts for our own writing, leading to a gathering of short life chapters for further reflection and revision over time. No experience necessary, but a willing heart.
Prerequisites: None.
Credits: 1-2 semester hours.

LA 632 Researching and Teaching the Language Arts
Content: Development of a framework, based on a wide range of research findings, from which to make informed decisions about curriculum and teaching approaches that engage students in listening, speaking, reading, and writing experiences that are responsive to individual differences, interests, developmental levels, and cultural contexts. Emphasis on framing teachers’ own classroom inquiry through the adoption of habits of teacher research that focus on personal and scholarly reflection.
Prerequisites: None.
Credits: 3 semester hours.

LA 634 Language Acquisition and Development
Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings.
Prerequisites: None.
Credits: 3 semester hours.

LA 639 Special Studies: Oregon Writing Project
Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, and manage portfolios and other exhibition forms.
Prerequisites: None.
Credits: 1-4 semester hours.

LA 644 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Credits: 1-5 semester hours.

LA 646 Exploring Life Stories: The Art of the Interview
Content: Writers, oral historians, ethnographers, teachers, counselors, families recording their stories all rely on interviews. In this workshop, we’ll learn the interviewer’s skills: how to listen and observe, frame questions, index and transcribe. We’ll write together to bring the interviews to life on the page. We’ll examine individual and social memory as well as ethical and political issues. We’ll also explore the use of interviews in community projects and as the foundation of documentary studies.
Prerequisites: None.
Credits: 1-2 semester hours.
LA 676 Special Studies: Northwest Writing Institute
Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats—meeting weekends, monthly over two terms, or in a traditional structure—to meet the needs of adult learners. Prerequisites: None. Credits: 1-2 semester hours.

LA 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice. Prerequisites: None. Credits: 1-4 semester hours.

LA 690 Imaginative Writing Seminar: Works in Progress
Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work, which also serves as the capstone course for the Certificate in Documentary Studies. The seminar directs the energies of the seminar community in the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media. Also listed as WCM-522/622. Prerequisites: None. Credits: 1-2 semester hours.

LA 692 Oregon Writing Project: Workshop in Teaching Writing
Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon’s diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals. Prerequisites: None. Restrictions: Participants must submit an application and have an interview to be accepted into this program. Credits: 7 semester hours.

LA 694 Oregon Writing Project: Practicum in Teaching Writing
Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the laughter and tears of teachers sharing stories, or you miss a community of teacher writers who seek to increase their students’ love for writing or their ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by OWP Director Linda Christensen, OWP co-directors, and teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for teacher writing and reflection as well as a framework or lesson to take back to the classroom. Prerequisites: ED 592/692. Credits: 1-2 semester hours.

LA 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None. Credits: 1-4 semester hours.

LA 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure. Prerequisites: None. Restrictions: Consent of instructor and submission of application for Independent Study to academic department office. Credits: 1-5 semester hours.

LA 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice. Prerequisites: None. Credits: 1-4 semester hours.
Mathematics

MATH 502 The Power of Data: Probability and Statistics as Tools for Educational Change
Content: Designed specifically for K-12 teachers of mathematics, this course aims to build foundational as well as pedagogical content knowledge in the following topic areas: elements of statistics; organizing, displaying and describing data; probability; probability distributions; sampling; prediction; estimation; correlation; regression. Students will have an opportunity to analyze data sets from a variety of sources, including the National Center for Education Statistics (NCES) and the U.S. Census Bureau. Texas Instruments graphing calculators and Fathom statistical software will be used throughout the course.
Prerequisites: None.
Credits: 2 semester hours.

MATH 522 Experiencing Geometry
Content: Broad content knowledge perspective on classical and modern, and euclidean and noneuclidean geometries, with hands-on experience learning mathematics through open-ended problems. Emphasis on experiential learning environments and teaching approaches that prepare teachers to build on students’ experience. Teachers learn to encourage diverse ideas, use hands-on explorations, develop non-test assessments, and incorporate a wide range of technological resources toward the end of experiencing geometry.
Prerequisites: None.
Credits: 2 semester hours.

MATH 525 Mathematics as Problem Solving
Content: Helping K-12 mathematics educators incorporate mathematical problem solving throughout their curriculum. Content knowledge from geometry, measurement, number, and probability and statistics provide a context for this perspective on mathematics in everyday life. The National Council of Teachers of Mathematics standards and Oregon benchmarks serve as a framework for curriculum planning and assessment. These standards encourage teachers to engage their students through teaching approaches that foster meaningful learning, respond to individual differences, and respect cultural contexts. Emphasizes problem solving, communication of mathematics, and conceptual understanding of mathematics.
Prerequisites: None.
Credits: 2 semester hours.

MATH 527 Algebra for All
Content: Increasingly in our democracy, informed citizens must demonstrate not only fluency with the fundamentals of algebra, but also the capacity to think algebraically. This course explores ways of helping all K-12 students master such skills prior to high school graduation. Participants will review relevant research, explore the history of algebra in the American curriculum, and examine strategies that foster the teaching and learning of algebra throughout a student’s mathematical career.
Prerequisites: None.
Credits: 2 semester hours.

MATH 544 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-5 semester hours.

MATH 549 Algebra and Geometry for Early Childhood/Elementary Teachers
Content: Explores older children’s development of mathematical concepts. Promotes a problem solving stance, through which students explore a wide range of topics—proportional reasoning, data analysis, algebraic thinking, and geometry. Priority is placed on ideas that serve as capstones of elementary mathematics as well as cornerstones of secondary mathematics, with an emphasis on developing strategies for equitable teaching of algebra to all students.
Prerequisites: None.
Restrictions: Admission to the Early Childhood/Elementary Program or consent of instructor required.
Credits: 1 semester hour.
MATH 564 Curriculum and Inquiry: Mathematics
Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in mathematics curriculum and pedagogy. Participants continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum materials and resources; social and political contexts that impact curriculum; the role of inquiry in science, technology, engineering, and math (STEM) education; the value of math-science integration; and mathematical literacy for the 21st century. Students complete two inquiry work samples as part of the course.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Preservice Program.
Credits: 3 semester hours.

MATH 579 Teaching Mathematics to Adolescents
Content: Teaching and learning mathematics in middle-level and high school classrooms. Emphasizes meaningful development of mathematical concepts, from pre-algebra through calculus, for the purposes of teaching. Focuses on the importance of cultivating student voice and building from students’ prior knowledge through open-ended problem solving and inquiry-based experiences. Supports a view of mathematics as the science of patterns, a way of thinking that all students must embrace in order to fully access democracy in the 21st century. Interns learn about national standards for mathematics education in grades 6-12 as well as the range of research informing best practices in math education. Particular attention is given to issues of equity, differentiation, culturally relevant pedagogy, assessment, and backward design. Incorporates the use of technology (especially TI-graphing calculators and dynamic geometry software) as tools for deepening mathematical understanding.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Preservice Program or consent of instructor.
Credits: 4 semester hours.

MATH 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

MATH 590 Multicultural History of Mathematics
Content: Study of the ways in which mathematics has been developed and practiced across cultures, situating the subject in a global and human context. Includes an investigation of non-Western contributions to mathematics typically taught in schools, as well as culturally based practices and findings not found within the mainstream. Participants learn how to promote diverse perspectives in a learning environment responsive to contributions to mathematical thought from many different peoples of the world. Helps teachers to broaden their conception of content knowledge through opportunities to focus on the mathematics of selected cultural groups and time periods (e.g., African pyramids, Babylonian altars, Pythagorean theorems, Incan quipu). Emphasis on how mathematics connects learners with their communities. Provides the background necessary to integrate historical perspectives, topics, and approaches into mathematics teaching. Open to any student or teacher with an interest in mathematics and willingness to engage in reflection.
Prerequisites: None.
Credits: 2 semester hours.

MATH 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

MATH 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

MATH 644 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-5 semester hours.
MATH 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

MATH 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

MATH 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

MATH 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

Music Education
Graduate Music Education programs are not being offered in 2012-2013. If students are interested in registering for graduate music education courses, they must get permission from the Teacher Education department chair.

MUE 544 Practicum in Music Education
Content: Part-time internship placement in an instrumental and/or vocal music program at the middle and/or high school level. Each participant observes classroom instruction, serves as an apprentice to a mentor teacher, and works with individuals and small groups of students. Team-teaching and conducting may be involved under supervision. Placement complements and provides the teaching assignment in ED-554, ensuring ample experience at both the middle school and high school levels. Students complete one of two work samples.
Prerequisites: None.
Corequisites: For preservice candidates: MUE-579.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-4 semester hours.

MUE 579 Teaching Music to Adolescents
Content: Attitudes, skills, resources, and problem-solving techniques needed by the music specialist to teach instrumental or vocal music at the middle and high school levels. Disciplinary topics include rehearsal techniques, recruiting, motivation, assessment, budget and administration, sequential instruction, scheduling, and public performance. Emphasis on tailoring curricular priorities and selecting instructional materials responsive to student differences, interests, developmental levels, and cultural backgrounds. Attention to helping participants reflect upon their own experience and professional practice with the aim of developing a personal philosophy of music education.
Prerequisites: None.
Corequisites: For students seeking an Initial Teaching License: MUE-544.
Restrictions: Admission to Middle-Level/High School Preservice Program.
Credits: 4 semester hours.

MUE 580 Instrumental and Choral Ensemble Seminar/Lab
Content: Advanced rehearsal techniques for teaching band, orchestra, and chorus in the schools. Includes an in-depth study of disciplinary knowledge related to rehearsal techniques, literature selection, performance preparation, administrative strategies, instrumental pedagogy, and current trends in curriculum in a performance lab setting.
Prerequisites: None.
Credits: 1 semester hour.
MUE 582 History, Development, and Current Trends in Music Education
Content: Major curriculum developments in music education from the 1700s to the present, including prevalent philosophies of music education, curriculum content, application of learning theories, and instructional goals, objectives, and assessment. Surveys dominant approaches to teaching music—Orff, Kodaly, Manhattanville, Dalcroze, Music Learning Theory (Gordon)—with emphasis on their application at the elementary level. Discussion of current trends in music education focuses on such issues as standards and assessment, multiculturalism and ethnocentrism, interdisciplinary education, and thematic teaching.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Preservice Program or consent of instructor.
Credits: 3 semester hours.

MUE 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

MUE 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

MUE 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

MUE 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

MUE 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

MUP 544 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful music educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-5 semester hours.

MUP 550 Music Performance Instruction and Learning Trumpet
Content: Individual studio instruction on tone production, technical aspects, range development, interpretive skills, and literature for trumpet performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.
Prerequisites: None.
Credits: 1 semester hour.

MUP 551 Music Performance Instruction and Learning - Viola
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for viola performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.
Prerequisites: None.
Credits: 1 semester hour.
MUP 552 Music Performance Instruction and Learning - Cello
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for cello performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.
Prerequisites: None.
Credits: 1 semester hour.

MUP 553 Music Performance Instruction and Learning - Bass
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for string bass performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher. Students may elect to concentration on classical or jazz styles and techniques.
Prerequisites: None.
Credits: 1 semester hour.

MUP 554 Music Performance Instruction and Learning - Guitar
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for guitar performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher. Students may elect to concentration on classical, jazz, or folk styles and techniques.
Prerequisites: None.
Credits: 1 semester hour.

MUP 555 Music Performance Instruction and Learning - Flute
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for flute and piccolo performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.
Prerequisites: None.
Credits: 1 semester hour.

MUP 556 Music Performance Instruction and Learning - Oboe
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for oboe and English horn performance. Reed-making and pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.
Prerequisites: None.
Credits: 1 semester hour.

MUP 557 Music Performance Instruction and Learning - Violin
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for violin performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.
Prerequisites: None.
Credits: 1 semester hour.

MUP 558 Music Performance Instruction and Learning - Clarinet
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for clarinet and bass clarinet performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.
Prerequisites: None.
Credits: 1 semester hour.

MUP 559 Music Performance Instruction and Learning - Saxophone
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for saxophone performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer. Students may elect to concentrate on classical or jazz styles and techniques.
Prerequisites: None.
Credits: 1 semester hour.

MUP 560 Music Performance Instruction and Learning - Bassoon
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for bassoon performance. Reed adjustment and pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher. Concentrated study on contrabassoon is an option.
Prerequisites: None.
Credits: 1 semester hour.

MUP 561 Music Performance Instruction and Learning - French Horn
Content: Individual studio instruction on tone production, range development, technical aspects, interpretive skills, and literature for French horn performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.
Prerequisites: None.
Credits: 1 semester hour.
MUP 562 Music Performance Instruction and Learning: Low Brass
Content: Individual studio instruction on tone production, range development, technical aspects, interpretive skills, and literature for trombone, euphonium, or tuba performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student’s individual needs as both a performer and a teacher of one or more low brass instruments.
Prerequisites: None.
Credits: 1 semester hour.

MUP 563 Music Performance Instruction and Learning: Percussion
Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for all percussion instruments. Pedagogical methods and materials will also be emphasized. Course content focuses on the student’s individual needs as both a performer and a teacher. Students may elect to concentrate on classical or jazz styles and techniques. Focused study on drum set is an option.
Prerequisites: None.
Credits: 1 semester hour.

MUP 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

MUP 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

MUP 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

MUP 644 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful music educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Credits: 1-5 semester hours.

MUP 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

MUP 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

MUP 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

MUP 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

MUS 544 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful music educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-5 semester hours.
MUS 585 Advanced Conducting Seminar
Content: Opportunity for improvement of conducting skills beyond undergraduate conducting courses. Individualized instruction allows students to focus in specific areas such as stick technique, use of the left hand, advanced patterns and meters, rehearsal strategies, score preparation, conducting accompaniments, conducting musical theater and vocalists, transpositions, and unusual notation. Students may elect to study with a choral, orchestral, or band specialist and may have opportunities to conduct one of Lewis & Clark’s undergraduate ensembles.
Prerequisites: None.
Restrictions: Two or more semester hours of undergraduate conducting or comparable experience.
Credits: 1 semester hour.

MUS 586 Brass and Percussion Pedagogy
Content: Teaching approaches associated with the brass family and their fundamentals - fingerings, embouchures, hand positions, and performance. Students observe the teaching of brass instruments during class and learn the relationship of one brass instrument to another.
Prerequisites: None.
Credits: 2 semester hours.

MUS 588 Woodwind Pedagogy
Content: Teaching approaches associated with the woodwind family and their fundamentals - fingerings, embouchures, hand positions, acoustics, breathing, maintenance and repair, equipment, accessories, methods, and materials. Discography for flute, oboe, clarinet, bassoon, and saxophone.
Prerequisites: None.
Credits: 2 semester hours.

MUS 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

MUS 596 Composition
Content: Musical gesture, repetition, and contrast. Students compose exercises and pieces, perform works, and study contemporary music and ideas.
Prerequisites: None.
Credits: 2 semester hours.

MUS 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-3 semester hours.

MUS 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

MUS 640 Concert, Stage, and Band Literature Workshop
Content: This workshop attracts elementary through collegiate band directors to perform and evaluate newly published band compositions and arrangements. Participants increase their knowledge of standard band literature repertoire. Three half-days are devoted to music for jazz band with the remaining time covering all levels of concert band music. More than 100 concert band compositions and 75 jazz arrangements will be read throughout the week. Most are geared to middle and high school programs, but the curriculum is appropriate for any band director looking to strengthen his or her teaching repertoire. The final day includes seminars focusing on assessment and adjudication for middle school bands and jazz pedagogy. An Oregon Band Directors Association Adjudication Workshop will run concurrently during the afternoon for all interested participants.
Prerequisites: None.
Credits: 2 semester hours.

MUS 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 2 semester hours.

MUS 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-3 semester hours.
MUS 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

MUS 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-4 semester hours.

Science and Science Education
SCI 544 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-5 semester hours.

SCI 555 Field Natural History
Content: The study of nature from aesthetic, historic, and scientific perspectives, with emphasis on the biological diversity of the Pacific Northwest. Students engage in fieldwork and biological monitoring at an introductory level, learn styles of nature writing, and explore how to introduce children to holistic study of their surroundings. Nature appreciation and understanding of biological adaptations receive balanced treatment within a framework of how humans have conceptualized nature through time.
Prerequisites: None.
Corequisites: None.
Restrictions: None.
Credits: 1 semester hour.

SCI 557 Teaching the Literature of Nature
Content: Exploration of the genre of nature writing, focusing primarily on American authors but occasionally including texts from other regions of the world. Participants consider ways this literature can be taught to students in elementary, middle, and high school. Attention is also paid to the way nature writers can teach us to be more aware of our surroundings and conscious of the need to protect them.
Prerequisites: None.
Credits: 2 semester hours.

SCI 564 Curriculum and Inquiry: Science
Content: Organizing and applying appropriate curricular and teaching approaches to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in science curriculum and pedagogy. Participants continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum approaches, materials, and resources; social and political contexts that impact curriculum; exploration of the role of inquiry in science; the importance of scientific literacy; and the value of math-science integration. Students complete two required inquiry work samples.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.
SCI 579 Teaching Science to Adolescents
Content: Teaching and learning science in middle-level and high school classrooms. Emphasizes the design of investigations, safety, and the role of using a wide variety of science activities in science teaching. Includes planning, organization, and assessment of science teaching and learning, using the tenets of backward design. Pays attention to differentiation of instruction for student needs, articulation of objectives, and their link to teaching, standards, and assessment. Introduces participants to the importance of science as the work of a particular cultural community with shared values and linguistic norms, while examining literature about the challenge students may face in making a "cultural border crossing" into science. Special attention is given to diversity and social justice issues. Materials draw upon research from the history and philosophy of science as well as research about the psychology of learning science, with particular attention to the "human constructivist" views and adolescent development. Students plan their first required inquiry/work sample, being careful to include in the plan reflection on research previously conducted on the learning of concepts that are central to the work sample unit.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Preservice program or consent of instructor.
Credits: 4 semester hours.

SCI 580 Teaching Children About the Natural World
Content: Promoting children’s understanding of the natural world using everyday materials and observations of living things in the local environment. Participants examine their own, as well as children’s, intuitive science notions, while learning to craft safe classroom inquiries and field investigations. The course focuses attention on children’s use of language in the context of learning about science and nature as well as the development of inquiry skills.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 2 semester hours.

SCI 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

SCI 595 Physical Science
Content: Imaginative inquiry in physics and chemistry with careful attention to laboratory safety and intriguing connections among everyday experiences. Topics may include stability and equilibrium, force and balance, sound and vibration, light and shadow, simple electrical circuits, corrosion, chemical and physical changes, acids and bases, and material properties. Provides guidance in preparing classroom science activities and emphasizes the joy of science. Consideration of teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in physical science.
Prerequisites: None.
Credits: 2 semester hours.

SCI 596 Earth/Space Science
Content: Learning to investigate and appreciate landscape changes and celestial events that occur on scales beyond ordinary experience. Students join in evenings of sky-watching and engage in geological field study of the regional landscape. Participants should be prepared for physical activity during the field component of the course. Addresses teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in earth and space science.
Prerequisites: None.
Credits: 2 semester hours.

SCI 597 Life Science
Content: Survey of diverse fields such as cell biology, ecology, and genetics, and inquiry activities appropriate for learning science in the school laboratory, with careful attention to health, safety, and ethics. Emphasis on exploration of life science concepts, teaching strategies, and innovative classroom practices. Consideration of teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in life science.
Prerequisites: None.
Credits: 2 semester hours.

SCI 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.
**SCI 599 Independent Study**
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

**SCI 612 Field Geology Oregon for Teachers**
Content: Introductory field techniques for conducting geological inquiry. Introduces non-geologists to the nature of geological reasoning and also provides experienced earth science instructors with background about Oregon geology. Oregon's volcanic landforms and the fossil record of the John Day country in north central Oregon are featured. Participants reside at the study sites, experiencing an intense week of intellectual and physical activity. Immersion in geologic content knowledge happens on several levels: basic concepts, geology of Oregon, and approaches to solving field problems in geology. Students develop confidence in their capacity to solve geologic problems of the local landscape at a novice level. They also develop very basic skills in using maps, compasses, and GPS.
Prerequisites: None.
Credits: 2-3 semester hours.

**SCI 620 Reading the Landscape**
Content: This course explores relationships among people, their communities, and the landscapes they inhabit. Participants will examine the social and cultural aspects of a community and learn how to conduct an assessment that identifies attitudes, values, and behaviors. The unique contributions and educational opportunities offered by local museums, historical societies, public agencies, and citizen organizations will be combined with inquiry into local stories that are explore history, culture, aesthetics, geology, and ecology. The focus will be on sustainability and community engagement in natural resource issues, looking at the benefits of ecotherapy and the potential of shared responsibility for community well-being.
Prerequisites: None.
Credits: 1-2 semester hours.

**SCI 621 Ecoscapes**
Content: Please see the section comments below for an individual section description. "Ecoscapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous, outdoor activity.
Prerequisites: None.
Credits: 1-2 semester hours.

**SCI 644 Practicum**
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-5 semester hours.

**SCI 675 Oregon Field Geology West**
Content: Field study in western Oregon of geologic processes of an active continental margin. The class journeys from the Pacific Coast to the Cascade Mountains while examining evidence of subjection zone earthquakes, docked seamounts, and active stratovolcanoes. Students learn to interpret the landscape with the theory of plate tectonics, to recognize regional geologic hazards, and to represent their interpretations as cross-sectional diagrams, stratigraphic columns, geologic maps and chronologies. Instruction emphasizes the ability to communicate these understandings to general audiences.
Prerequisites: None.
Credits: 2 semester hours.

**SCI 676 Oregon Field Geology East**
Content: Field study in north central and northeastern Oregon of Cenozoic paleostratigraphy and accretionary plate tectonics. The class explores the geology of the formations exposed in the John Day River Basin, then continues on a transect of the state to observe fragments of ancient terranes. Students learn to recognize signals of climate change in the fossil record as well as evidence of past subduction and accretionary events on the western margin of North America. Present day geomorphological processes, such as landsliding, receive careful attention as well. Instruction emphasizes introductory-level field problem-solving skills and the construction by novices of stratigraphic columns, geologic maps, and geologic cross-sections, with an emphasis on the ability to communicate geologic concepts and processes to general audiences.
Prerequisites: None.
Credits: 2 semester hours.
SCI 689 Professional Studies: Special Topics  
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.  
Prerequisites: None.  
Credits: 1-4 semester hours.

SCI 698 Special Studies: New or Experimental Courses  
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.  
Prerequisites: None.  
Credits: 1 semester hour.

SCI 699 Independent Study  
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.  
Prerequisites: Consent of instructor and submission of application for Independent Study to academic department office.  
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.  
Credits: 1-5 semester hours.

SCI 921 Ecoscapes International  
Content: "Ecoscapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous, outdoor activity.  
Prerequisites: None.  
Credits: 2 semester hours.

SCI 989 Professional Studies: International Special Topics  
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.  
Prerequisites: None.  
Credits: 1-4 semester hours.

Social Studies  
SS 516 20th-Century U.S. History: Readings and Curriculum  
Content: For teachers of U.S. history or for those who wish to renew previous acquaintance with focal events in 20th-century American history. Students consider changes in history as a discipline, the impact of micro- or quantitative techniques, and how to help students see history as a claim about a record of events. Topics include U.S. reasons for entering World War I, changes in women’s work wrought by World War II, the Cuban missile crisis, and desegregation and the civil rights movement. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners’ experiences and enhance their own and students’ capacities to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.  
Prerequisites: None.  
Credits: 2 semester hours.

SS 531 Multicultural Literature (Grades 5-12)  
Content: Exploration of multicultural literature as a tool for creating communities in which diverse perspectives are supported. Addresses both literary and social themes of multicultural literature through reading, research, discussion, writing, curriculum design, and developing teaching approaches.  
Prerequisites: None.  
Credits: 2 semester hours.

SS 544 Practicum  
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.  
Prerequisites: None.  
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.  
Credits: 1-5 semester hours.

SS 547 Race, Culture, and Power  
Content: Analysis of race, culture, and power as distinct but intersecting social constructs. Participants scrutinize scientific, institutional, and systemic racism in today’s U.S. society; the various forms, dynamics, and consequences of white privilege; formal and informal power in society; the power elite; the concentration and intersection of wealth, power, and privilege; the hierarchy of cultures; the ideology of Eurocentrism; the roles and manifestations of race, culture, and power in international affairs; centers and peripheries; and hegemony and counter-hegemony.  
Prerequisites: None.  
Credits: 2-3 semester hours.
SS 548 Teaching the Geography of Inequality
Content: This course will use the broad lens of geography, which examines the connections between people and place, to better understand the historical foundations of global inequality and how this history intersects with contemporary issues of social and environmental justice. From the impacts of colonialism in Africa to post-industrial urban farming in Detroit, we will look at how 500 years of economic globalization has shaped people, communities, cultures and environments around the world. By looking at specific stories of people and place, we will examine the relationships that exist between human cultures and the environments in which they are situated—and what can happen to people, culture, and the natural world when these relationships are disrupted. By looking at broad themes like colonialism, poverty and development, wealth distribution and population, urbanization, human migration, climate and energy, and food and agriculture, we will try to better understand the interconnections between the structures of our economies and societies, and the health and well being of humans and the planet.
Prerequisites: None.
Credits: 2 semester hours.

SS 560 Teaching Constitutional Issues
Content: Issues in the field of constitutional law and practice and how to teach these issues in middle and high school. The course covers a definition of rights, the concept of constitutional law, and historical and contemporary issues. Topics include conflict resolution, comparison of the Oregon and U.S. bills of rights, the First Amendment and due process, privacy, students’ rights in public schools, and equal treatment and discrimination. Students practice the case method and the mock trial as teaching methods. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners’ experiences and enhance their own and students’ capacities to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental readiness, learning styles, and cultural contexts.
Prerequisites: None.
Credits: 2 semester hours.

SS 564 Curriculum and Inquiry: Social Studies
Content: Organizing and applying appropriate curriculum to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, learning styles, and cultural contexts. Attention to research and theory on social studies curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. A continued emphasis on backward design in support of planning and assessment. A variety of social studies lessons will be modeled including: leading discussions, using primary documents, role playing, visual literacy, non-linguistic organization, and document-based questions. Candidates complete two required inquiry/work samples.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Program.
Credits: 3 semester hours.

SS 578 Inquiry/Teaching/Assessment: A Social and Cultural Framework
Content: Understanding and applying inquiry and assessment within a social and cultural framework that leads to thematic curriculum development for pre-K through middle school. Participants explore children’s intuitive notions and reasoning about social, cultural, and geographic worlds from developmental, social, historical, and cultural perspectives. Topics include intercultural communication and the traditions and contributions of various groups to American culture, diversity, democracy, and civic life, with special focus on Oregon and the Northwest. Students are guided in teaching and assessment practices that draw from children’s questions and interests. Children’s literature will be integrated as it pertains to the content of this course.
Prerequisites: None.
Restrictions: Admission to Early Childhood/Elementary Preservice Program.
Credits: 2 semester hours.
SS 579 Teaching Social Studies to Adolescents
Content: Developing a conceptual framework for teaching social studies in a democratic society through a social justice framework. Focuses on different ways of organizing instruction and assessing learning in middle- and high-school content areas. Students examine historical and contemporary issues in teaching social studies, including philosophy, content, and method. Includes planning, organization, and assessment in subject areas. Pays attention to national and state standards and differentiation of instruction, linking them to teaching and assessment. Engages teaching candidates in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Candidates write the teaching plan for their first required inquiry/work sample.
Prerequisites: None.
Restrictions: Admission to Middle-Level/High School Preservice Program.
Credits: 4 semester hours.

SS 585 Political Geography of the Middle East
Content: Overview of the Middle East in an international context. Considers the legacy of colonialism and the impact of the new imperialism; socioeconomic, political, and cultural dynamics within the region; the Israeli-Palestinian conflict; the role of energy resources; and the clash of paradigms. Covers the U.S. invasion of Iraq and Afghanistan as well as U.S. hegemony and counter-hegemonic resistance to it. Considers the region as a focal point for intercapitalist rivalries.
Prerequisites: None.
Credits: 2 semester hours.

SS 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

SS 591 Envisioning a Sustainable Society
Content: Consideration of cultural changes needed in response to the environmental crisis. Explores how modern industrial societies are premised on uninhibited growth, the planetary limits that challenge this possibility, the implications of a fundamental shift in our material conditions, and what it all may mean for those who work in public institutions. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners’ experience and enhance their own and students’ capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisites: None.
Credits: 2 semester hours.

SS 592 Integrating Economics Into U.S. History
Content: Models of economic thought—including classical economists, Marxists, and modern Keynesians—and their relation to topics addressed in U.S. history, government, and current events or contemporary issues courses. How and why have structural economic changes influenced society, politics, and culture in teachers’ own areas of interest? Topics include the impact of Adam Smith on early American political thought, the role of market forces in 19th-century labor and populist political issues, mass production and mass consumption, the relevance of Keynes’ ideas to the Great Depression and the New Deal, and economic origins of American foreign policy. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners’ experiences and enhance their own and students’ capacities to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Prerequisites: None.
Credits: 2 semester hours.

SS 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

SS 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

SS 621 Ecoscapes
Content: "Ecoscapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous, outdoor activity.
Prerequisites: None.
Credits: 1-2 semester hours.
SS 644 Practicum
Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.
Credits: 1-5 semester hours.

SS 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

SS 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

SS 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

SS 921 Ecoscrapes International
Content: "Ecoscrapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous, outdoor activity.
Prerequisites: None.
Credits: 2 semester hours.

SS 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

Special Education

SPED 505 Teaching Special Education Students in the General Education Classroom
Content: Understanding the requirements of special education legislation litigation, and specially designed research-based instruction is an essential first step in the process of ensuring that general education classrooms provide appropriate instruction for special education students. The goals of this course will be to translate education policies and procedures into effective classroom practice. Particular emphasis will be placed on providing appropriate information for student Individual Education Plans (IEPs), interpreting IEPs for students in your classroom, and the processes, procedures, and techniques for providing appropriate adaptations for all students with disabilities.
Prerequisites: SPED 524.
Corequisites: ED 515.
Restrictions: Admission to Early Childhood/Elementary Program.
Credits: 1 semester hour.

SPED 510 Educating Students With Special Needs: Learning and Legal Issues
Content: Analysis of the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. With the focus on progress monitoring and accountability, topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues. Students develop and refine a research-based foundation in the education of students with special needs, including the impact of linguistic and cultural variability on special education eligibility and practice.
Prerequisites: None.
Credits: 2 semester hours.

SPED 511 Behavior Change Interventions for Students with Serious Emotional and Behavioral Disorders
Content: Study of the developmental backgrounds of students with significant emotional/behavioral problems, and practices to help these students develop more productive behaviors. Emphasis on procedures for completing a functional behavior analysis (FBA) and a behavior intervention plan (BIP), research-based interventions including environmental modifications, positive behavior supports and interventions (PBIS), social-skills training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.
Prerequisites: SPED 510/626 or consent of instructor.
Credits: 2 semester hours.
SPED 513 Assessment and Diagnosis for Students With Special Needs
Content: Assessment, diagnosis, and eligibility for special education as defined by federal and state law. Emphasis is placed on accountability measures and progress monitoring; current assessment instruments/practices; curriculum-based assessment/curriculum-based measurement; and response to intervention (RTI) with information relevant to special education eligibility, specially designed instruction (SDI) and student progress. Participants design a progress-monitoring paradigm which includes selecting, administering, and scoring individual academic assessments; interpreting scores/profiles; and providing SDI recommendations across grade levels and academic areas.
Prerequisites: SPED 510/626 or advisor consent required.
Corequisites: SPED 545/645.
Credits: 1-3 semester hours.

SPED 514 Curriculum and Instruction for Students With Special Needs
Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Based on state standards (Oregon Assessment of Knowledge and Skills), participants review and adapt general education curricula appropriate to their authorization level to create specially designed instruction (SDI) that emphasizes and supports progress across academic areas, learning strategies, and appropriate accommodations. This course uses curriculum-based assessment and measurement data to craft effective as well as substantively and procedurally correct individual education plans (IEPs); and specially designed instruction based on student achievement data. Candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.
Prerequisites: SPED 513/SPED 632 or consent of advisor.
Corequisites: SPED 546/646.
Credits: 3 semester hours.

SPED 516 Interventions for Severely Challenged Students
Content: Students learn instructional practices to increase the functional performance and academic success of students with severe disabilities (e.g., autism spectrum disorder, severe mental retardation, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life-skill routines for severely disabled students. Emphasis is placed on data-driven instruction in the least restrictive environment, and working with paraprofessionals.
Prerequisites: SPED 510/626.
Credits: 2 semester hours.

SPED 517 Teaching Reading to Students with Special Needs
Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities. Topics include the causes and correlates of reading difficulties, research-validated reading curricula, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with specially designed instruction (SDI) in reading based on the general education curricula.
Prerequisites: SPED 514/SPED 633 or consent of advisor.
Credits: 2 semester hours.

SPED 520 Advanced Instructional Decision Making
Content: Building on skills developed in the assessment, curriculum, and instruction courses, participants integrate and apply concepts of curriculum and instructional decision making for students with diverse backgrounds and special needs. Focus is on the integration of district-mandated general education curricula, state standards and state assessment, and research in instructional practices with demonstrated efficacy for students with high-incidence disabilities.
Prerequisites: SPED 514/633 or consent of advisor.
Credits: 3 semester hours.

SPED 521 Effective Program Development for Students with Serious Emotional and Behavioral Disorders
Content: Examination of key components of effective programs. Students visit and review programs that use different intervention models. Emphasis on schools or programs with positive behavioral interventions and supports (PBIS). Participants study and review delivery systems ranging from a consultation model to a therapeutic day-treatment program. Emphasizes on creating democratic communities that respond sensitively to students’ social, emotional, and developmental needs and are culturally sensitive. The course focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders.
Prerequisites: SPED 511/SPED 629 or consent of advisor.
Credits: 3 semester hours.
Teacher Education Courses

SPED 522 Program Development for Severely Challenged Students
Content: Current practices with demonstrated effectiveness for developing and performing interventions with children who have severe disabilities. Emphasis on research-validated practices for students with autism spectrum disorders. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to severely disabled children. Topics include services that bridge the transition from school to the community and workplace as well as transition services for younger children.
Prerequisites: SPED-516/SPED 628.
Credits: 2 semester hours.

SPED 523 Special Topics Seminar
Content: Culminating course of the Special Educator M.Ed. Candidates apply research principles in special education. Students integrate and apply what they have learned throughout the program. In consultation with the instructor and class-participants, each student designs a research project that answers important questions related to his or her work with students who have special needs. In association with these projects, class-members determine the content of seminar meetings and speakers invited to discuss issues selected by the students. ED-509 may be substituted for this course.
Prerequisites: None.
Restrictions: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program.
Credits: 2 semester hours.

SPED 524 Special Education for the General Education Teacher
Content: Inclusion of special education students in general education classrooms for a significant portion of the school day is a common enough practice to be considered a national trend. Special education students can bring challenges to the classroom teacher in all areas of educational practice, perhaps most specifically in instruction and management. This course will focus on the policy and procedures that govern special education and the adaptations in classroom practice necessary to ensure their success.
Prerequisites: ED-561.
Corequisites: ED-514.
Credits: 1 semester hour.

SPED 535 Current Issues in Special Education
Content: Provides an integrated summary of current content, pedagogy, learning, and legal issues that have direct impact on the practice of special education in K-12 public schools. The faculty and endorsement candidates jointly select topics for additional emphasis based on participants' backgrounds and cumulative experiences in the Special Education Endorsement program. Focus is on application of all components of special education standards in Oregon.
Prerequisites: Completion of all coursework for the Special Education Endorsement or consent of program director.
Credits: 2 semester hours.

SPED 544 Practicum
Content: Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Classroom observations are collaboratively scheduled by the participant and the practicum supervisor with pre- and post-observation conferences built into each site visit. Participants document time spent modifying curriculum and instruction for students assigned individual education plans (IEPs).
Prerequisites: SPED-510/626 and SPED 513/632.
Corequisites: SPED-514/633.
Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department.
Credits: 1 semester hour.

SPED 545 Practicum I
Content: Public-school-based field experience provides each participant with observation and feedback concerning the application of essential skills, which are required to meet the Oregon special education standards associated with the Special Education Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the endorsement candidate and practicum supervisor with pre- and post-observation analysis. Participants are required to document time spent providing all aspects of the special education process with the emphasis on assessment and progress monitoring.
Prerequisites: SPED 510/626.
Corequisites: SPED 513/632.
Credits: 1 semester hour.
**SPED 546 Practicum II**
Content: Clinical field experience to provide each candidate with observation and feedback concerning essential skills required by the special education standards associated with the Special Education Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis. Observations in Practicum I (SPED 545) have provided formative assessment of a candidate’s demonstrated knowledge, skills, and dispositions related to special education practice. This course provides summative assessment of the candidate. Candidates document time spent providing all aspects of the special education process with emphasis on progress monitoring, individual education plans (IEPs) and specially designed instruction (SDI).
Prerequisites: SPED 510/626, SPED 545.
Corequisites: SPED 514/633.
Credits: 1 semester hour.

**SPED 589 Professional Studies: Special Topics**
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

**SPED 598 Special Studies: New or Experimental Courses**
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

**SPED 599 Independent Study**
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

**SPED 620 Advanced Instructional Decision Making**
Content: Building on skills developed in the assessment, curriculum, and instruction courses, participants integrate and apply concepts of curriculum and instructional decision making for students with diverse backgrounds and needs. Focus is on the integration of district-mandated general education curricula, state standards and state assessment, and research in instructional practices with demonstrated efficacy for students with high-incidence disabilities.
Prerequisites: SPED 514, SPED 633 or consent of advisor.
Credits: 3 semester hours.

**SPED 621 Effective Program Development for Students With Serious Emotional and Behavioral Disorders**
Content: Examination of key components of effective programs. Students visit and review programs that use different intervention models. Emphasis on schools or programs with positive behavioral interventions and supports (PBIS). Participants study and review delivery systems ranging from a consultation model to a therapeutic day-treatment program. Emphasizes on creating democratic communities that respond sensitively to students’ social, emotional, and developmental needs and are culturally sensitive. The course focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders.
Prerequisites: SPED-511/629 or consent of advisor.
Credits: 3 semester hours.

**SPED 622 Program Development for Severely Challenged Students**
Content: Current practices with demonstrated effectiveness for developing and performing interventions with children who have severe disabilities. Emphasis on research validated practices for students with autism spectrum disorders. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to severely disabled children. Topics include services that bridge the transition from school to the community and workplace as well as transition services for younger children.
Prerequisites: SPED-516/628.
Credits: 2 semester hours.
SPED 623 Special Topics Seminar
Content: Culminating course of the Special Educator M.Ed. Candidates apply research principles in special education. Students integrate and apply what they have learned throughout the program. In consultation with the instructor and class-participants, each student designs a research project that answers important questions related to his or her work with students who have special needs. In association with these projects, class-members determine the content of seminar meetings and speakers invited to discuss issues selected by the students. ED-509 may be substituted for this course.
Prerequisites: None.
Restrictions: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program.
Credits: 2 semester hours.

SPED 626 Educating Students With Special Needs: Learning and Legal Issues
Content: Analysis of the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. With the focus on progress monitoring and accountability, topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues. Students develop and refine a research-based foundation in the education of students with special needs, including the impact of linguistic and cultural variability on special education eligibility and practice.
Prerequisites: None.
Credits: 2 semester hours.

SPED 627 Teaching Reading to Students With Special Needs
Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities. Topics include the causes and correlates of reading difficulties, research-validated reading curricula, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with specially designed instruction (SDI) in reading based on the general education curricula.
Prerequisites: SPED-514/633 or consent of advisor.
Credits: 2 semester hours.

SPED 628 Interventions for Severely Challenged Students
Content: Students learn instructional practices to increase the functional performance and academic success of students with severe disabilities (e.g., autism spectrum disorder, severe mental retardation, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life-skill routines for severely disabled students. Emphasis is placed on data-driven instruction in the least restrictive environment, and working with paraprofessionals.
Prerequisites: SPED-510/626.
Credits: 2 semester hours.

SPED 629 Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders
Content: Study of the developmental backgrounds of students with significant emotional/behavioral problems, and practices to help these students develop more productive behaviors. Emphasis on procedures for completing a functional behavior analysis (FBA) and a behavior intervention plan (BIP), research-based interventions including environmental modifications, positive behavior supports and interventions (PBIS), social-skills training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.
Prerequisites: SPED-510/626 or consent of instructor.
Credits: 2 semester hours.

SPED 631 School-Based Consultation
Content: Identifying and applying the consultation and collaboration skills needed to support special education students in the classroom. Topics include communication strategies, conflict resolution skills, problem-solving techniques, progress monitoring, collaborative decision-making processes, staff development, facilitating consultation and collaboration efforts, and developing effective interpersonal communication. Students learn skills for use in general education classroom settings and skills for helping teachers develop and use assessment methods, curricula, and instructional strategies with demonstrated effectiveness in improving student outcomes.
Prerequisites: SPED 510/626.
Credits: 2 semester hours.
SPED 632 Assessment and Diagnosis for Students With Special Needs
Content: Assessment, diagnosis, and eligibility for special education as defined by federal and state law. Emphasis is placed on accountability measures and progress monitoring; current assessment instruments/practices; curriculum-based assessment/curriculum-based measurement; and response to intervention (RTI) with information relevant to special education eligibility, specially designed instruction (SDI) and student progress. Participants design a progress-monitoring paradigm which includes selecting, administering, and scoring individual academic assessments; interpreting scores/profiles; and providing SDI recommendations across grade levels and academic areas. 
Prerequisites: SPED-510/626 or consent of advisor.
Corequisites: SPED-545/645.
Credits: 3 semester hours.

SPED 633 Curriculum and Instruction for Students With Special Needs
Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Based on state standards (Oregon Assessment of Knowledge and Skills), participants review and adapt general education curricula appropriate to their authorization level to create specially designed instruction (SDI) that emphasizes and supports progress across academic areas, learning strategies, and appropriate accommodations. This course uses curriculum-based assessment and measurement data to craft effective as well as substantively and procedurally correct individual education plans (IEPs); and specially designed instruction based on student achievement data. Candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.
Prerequisites: SPED-513/632 or consent of advisor.
Corequisites: SPED-546/646.
Credits: 3 semester hours.

SPED 635 Current Issues in Special Education
Content: Provides an integrated summary of current content, pedagogy, learning, and legal issues that have direct impact on the practice of special education in k-12 public schools. The faculty and endorsement candidates jointly select topics for additional emphasis based on participants’ backgrounds and cumulative experiences in the Special Education Endorsement program. Focus is on application of all components of special education standards in Oregon.
Prerequisites: Completion of all coursework for the Special Education Endorsement or consent of program director.
Credits: 2 semester hours.

SPED 644 Practicum
Content: Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Classroom observations are collaboratively scheduled by the participant and the practicum supervisor with pre- and post-observation conferences built into each site visit. Participants document time spent modifying curriculum and instruction for students assigned individual education plans (IEPs)
Prerequisites: SPED-510/626, and SPED 513/632.
Corequisite: SPED 514/633.
Corequisites: SPED-633 (Required).
Credits: 1 semester hour.

SPED 645 Practicum I
Content: Public-school-based field experience provides each participant with observation and feedback concerning the application of essential skills, which are required to meet the Oregon special education standards associated with the Special Education Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the endorsement candidate and practicum supervisor with pre- and post-observation analysis. Participants are required to document time spent providing all aspects of the special education process with the emphasis on assessment and progress monitoring.
Prerequisites: SPED-510/626.
Corequisites: SPED-513/632.
Credits: 1 semester hour.

SPED 646 Practicum II
Content: Clinical field experience to provide each candidate with observation and feedback concerning essential skills required by the special education standards associated with the Special Education Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis. Observations in Practicum I (SPED-545) have provided formative assessment of a candidate’s demonstrated knowledge, skills, and dispositions related to special education practice. This course provides summative assessment of the candidate. Candidates document time spent providing all aspects of the special education process with emphasis on progress monitoring, individual education plans (IEPs) and specially designed instruction (SDI)
Prerequisites: SPED-510/626, SPED 545/645.
Corequisites: SPED-514/633.
Credits: 1 semester hour.

SPED 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.
SPED 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

SPED 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

SPED 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.