

TEACHING, SCHOOL COUNSELING, AND LEADERSHIP STUDIES COURSES

Note: Some of the courses listed below may not be offered during the current academic year.

Teaching

Education Courses

ED 205 Education in a Complex Society

Content: Exploration of educational reforms, pedagogical methods, and the sociopolitical issues that shape schools. Activities, readings, and assignments engage students in analysis of the systemic forces that shape schools. Students will critically examine personal and social values and educational practices to deepen their understanding of schools and the social project of equity.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ED 446 Reimagining Teaching and Learning

Content: In-depth exploration and analysis of the current state and framing of teachers, teaching, and learning, as well as educational theory and reform efforts. Reflection on students' emerging beliefs about schools and teaching. Activities, readings, and assignments integrate theory with practice. Fieldwork in local schools advances understanding of the complexity and art of teaching.

Prerequisites: ED 205.

Usually offered: Annually, spring semester.

Semester credits: 4.

ED 450 Philosophy and Practice of Environmental/Ecological Education

Content: Overview of current theories about the role of education in developing ecologically literate citizens. The origins of environmental education and consideration of "ecological" education. Focus on relationships between humans and the natural world, and among humans. Cultural factors that may bear on the causes and solutions of environmental problems. Students complete a 15-hour practicum in a community or school setting in which environmental or place-based studies is a central part of the curriculum.

Prerequisites: ED 205.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

ED 455 Science Education in the 21st Century: Why, What, Where, and for Whom?

Content: Students will explore the role of science and scientific knowledge in a democratic society. Through readings, discussion, reflective writing, and experiences in the field, students will: identify factors that influence who chooses to study science in school and/or pursue a career in science and who does not, explore factors that influence who succeeds in science majors and careers, review a range of models for science teaching designed to meet the needs of a diverse population, and consider the role an understanding of science plays in the maintenance of a democratic society.

Prerequisites: ED 205.

Restrictions: Sophomore standing.

Usually offered: Alternate Years, spring semester.

Semester credits: 4.

ED 500 Educational Research

Content: This course examines 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: 2-3 semester hours.

ED 508 Curriculum & Instruction Master's Project Seminar

Content: Students integrate and apply what they have learned throughout the inservice MEd program. In consultation with the instructor and other class members, students design projects that define and answer a question related to their intellectual and professional development. The project is aimed at an audience beyond the classroom, with the goal of eventually sharing it in the wider world. In order to support the cultivation of candidates' professional voices, the course will also explore examples of other teachers using their voice for change, being a leader within the classroom and profession, and teacher resilience.

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 and the Cycle of Effective Teaching

Content: This course provides candidates in the Elementary--Multiple Subjects Preservice Program opportunities to observe teaching and learning in a variety of school contexts and closely examine the planning, instruction, and assessment cycle. Students will attend guided visits to schools and examine video recordings representing instruction in diverse demographic contexts and using varied instructional models and engage in the planning, instruction, assessment cycle.

Prerequisites: None.

Restrictions: Admission to Elementary--Multiple Subjects Program.

Credits: 1 semester hour.

ED 514 Elementary - Multiple Subjects Field Experience I

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher 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 teachers also observe and work with small groups at their second level according to the guidelines in the program handbook.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

ED 514A Elementary - Multiple Subjects Field Experience I-A

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher 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 teachers also observe and work with small groups at their second level according to the guidelines in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects District-Affiliated Program

Credits: 1 semester hour.

ED 514B Elementary - Multiple Subjects Field Experience I-B

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher 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 teachers also observe and work with small groups at their second level according to the guidelines in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects District-Affiliated Program

Credits: 1 semester hour.

ED 515 Elementary - Multiple Subjects Field Experience II

Content: Intensive student teaching experience. Each student teacher assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor. This experience builds on the student teaching begun during the previous semester. Student teachers also complete observations at their second level according to the guidelines in the program handbook.

Prerequisites: None.

Corequisites: ED-518. ED-514.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

ED 515A Elementary - Multiple Subjects Field Exp

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher serves as an apprentice to the mentor teacher by providing assistance at the teacher's direction and working with individuals and small groups of students. Student teachers also observe and work with small groups at their second level according to the guidelines in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects District-Affiliated Program

Credits: 1 semester hour.

ED 515B Elementary - Multiple Subjects Field Experience II-B

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher serves as an apprentice to the mentor teacher by providing assistance at the teacher's direction and working with individuals and small groups of students. Student teachers also observe and work with small groups at their second level according to the guidelines in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects District-Affiliated Program

Credits: 1 semester hour.

ED 516 Elementary - Multiple Subjects Field Experience III

Content: Conclusion of intensive student teaching experience, building on and concluding the teaching begun during previous semesters. Each student teacher (teacher candidate) completes required full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor.

Prerequisites: ED-514 or ED-514A/B; ED-515 or ED-515A/B

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 3 semester hours.

ED 517 Elementary - Multiple Subjects Field Experience Seminar I

Content: Reflective discussions of equity, teaching, learning, and assessment practices in diverse contexts. Examination of school law topics.

Prerequisites: None.

Corequisites: ED-514.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

ED 518 Field Experience Seminar II (Elementary - Multiple Subjects)

Content: Reflective discussion of equity, teaching, learning, and assessment practices in diverse contexts. Other topics include development of a professional identity, professionalism expectations, and job search strategies and support.

Prerequisites: None.

Corequisites: ED-515.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

ED 518A Elementary - Multiple Subjects Field Seminar II-A

Content: Reflective discussion of equity, teaching, learning, and assessment practices in diverse contexts. Other topics include development of a professional identity, professionalism expectations, and job search strategies and support.

Prerequisites: None.

Restrictions: Limited to ELEM part time cohort

Credits: 1 semester hour.

ED 518B Elementary - Multiple Subjects Field Seminar II-B

Content: Reflective discussion of equity, teaching, learning, and assessment practices in diverse contexts. Other topics include development of a professional identity, professionalism expectations, and job search strategies and support.

Prerequisites: None.

Restrictions: Limited to part-time ELEM cohort

Credits: 1 semester hour.

ED 523 Planning, Differentiation, and Assessment

Content: In-depth examination of the relationships between planning, differentiation, and assessment. Focus on individually and culturally responsive approaches to teaching and learning. Topics include implementing backward design, utilizing a variety of instructional strategies, and using differentiated kinds of formative/summative assessment.

Prerequisites: None.

Restrictions: Admission to Elementary–Multiple Subjects Program.

Credits: 1 semester hour.

ED 533 Legal Issues in Education

Content: Students examine legal issues related to the teaching profession so that secondary teachers are literate about how the law affects them and their students, including students with exceptionalities. Utilizing a case-study approach, participants explore topics including responsibilities and liabilities; teachers' and students' rights; the scope and limits of personal freedom of expression, religion, and association as well as personal appearance and privacy; due process rights; discrimination and equal protection; teacher contracts, evaluation, and collective bargaining; and the general education teacher's roles and responsibilities in special education processes, with the goal of providing all students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE) as required by law.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 1 semester hour.

ED 540 Secondary Field Experience I

Content: Part-time student teaching experience in a middle-school or high-school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Candidates teach their first work sample in this classroom. In addition, they spend a series of full-time days in the classroom of a teacher in another building at their second level of authorization.

Prerequisites: None.

Corequisites: ED-553.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

ED 541 Secondary Field Experience II

Content: Intensive student teaching experience in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Teacher candidates teach one class on a daily basis, with the support of their mentor and will teach a second work sample in this class. Candidates will also serve as the daily teacher for this single course until the end of the school year. In addition, teacher candidates will spend an increasing amount of time in the classes they will take on after spring break (these might be courses that their mentor teaches or they could be classes taught by another teacher in the same department). The goal is to have all teacher candidates at their site full-time with a 3/4 teaching load during the month of April and beyond.

Prerequisites: ED-540.

Corequisites: ED-554.

Restrictions: Admission to Secondary Preservice Program.

Credits: 3 semester hours.

ED 542 Coaching for Equity

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

ED 543 Secondary Field Experience III

Content: Teacher candidates continue their intensive student teaching internship in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Interns are at their placement sites full-time contract hours, responsible for a 3/4 teaching load through the end of the K-12 academic year, completing and/or assisting their mentor will all "end-of-school" tasks and activities.

Prerequisites: ED-541.

Corequisites: ED-573.

Restrictions: Admission to Secondary Preservice Program.

Credits: 3 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 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 teacher education program.

Credits: 2 semester hours.

ED 551 Literacy and Teacher Research

Content: Understanding the central importance of language and the social construction of knowledge guides the work of this course. Teacher candidates examine issues of diverse perspectives as well as an integrated, process-oriented approach to reading and writing in the subject field. The teacher research component stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their field experience sites, preservice teachers conduct interviews and apply ethnographic methods as well as observation systems to diagnose the meaning-making strategies of a selected middle or high school student. They use this experience to identify resources and practices for supporting all students in improved literacy learning.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 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 Secondary Preservice Program.

Credits: 2 semester hours.

ED 553 Teaching for Social Justice: Secondary Field Experience Seminar I

Content: Teacher candidates take part in a professional seminar that supports their fall student teaching. 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. Candidates also participate in the School Exchange, and complete the Transition to Teaching assignment in preparation for taking over the role as lead teacher for one class.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 1.5 semester hours.

ED 554 Teaching for Social Justice: Secondary Field Experience Seminar II

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 Secondary Preservice Program internship.

Credits: 1.5 semester hours.

ED 560 Classroom Climate: Co-Building a Learning Community

Content: Places classroom climate 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 Secondary 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 Elementary--Multiple Subjects Program or consent of instructor.

Credits: 2 semester hours.

ED 563 Classroom Management 1: Elementary - Multiple Subjects

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 Elementary - Multiple Subjects preservice Program.

Credits: 1 semester hour.

ED 564 Classroom Management 2: Elementary - Multiple Subjects

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 Elementary - Multiple Subjects preservice program.

Credits: 1 semester hour.

ED 568 The Arts, Culture, and Creativity

Content: Participants explore how students and educators think about and engage in the Arts in connection with other areas of learning and development. Through creative, constructivist experiences, participants integrate the fields of music, visual, and performing arts into all academic content areas while celebrating different cultural perspectives. Knowledge of and experience in the creative process to understand and instill the value of the Arts in human lives and education will be emphasized.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

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 Elementary-Multiple Subjects Program.

Credits: 1 semester hour.

ED 573 Teaching for Social Justice: Building Classroom Community Now and in the Future

Content: Provides ongoing support for teacher candidates during their spring student teaching practica. Workshop format encourages the collaborative analyses of challenges that are typically encountered during this phase of the teacher development process. Specific research-based classroom strategies are modeled, critiqued, and applied while modes of critical inquiry introduced in earlier courses are reinforced. Approximately one-third of each session will be dedicated to soliciting, discussing, and troubleshooting self-identified "issues from the field."

Prerequisites: ED-560.

Corequisites: ED-543.

Restrictions: Students must have successfully transitioned into their full "takeover" student teaching in the spring and admission to the Secondary Preservice Program.

Credits: 1 semester hour.

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 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 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: 1-4 semester hours.

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 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 642 Coaching for Equity

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 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 instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

ED 645 Interview/Life Stories

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.

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 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.

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 564 Curriculum and Inquiry: Art

Content: Further organizing and applying of appropriate curriculum and teaching approaches to engage mid-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. Candidates 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.

Prerequisites: ART 579.

Restrictions: Admission to Secondary 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 on creating, presenting, responding and connecting 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. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary 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 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.

ART 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.

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**ESOL 500 ESOL & Bilingual Education Foundations**

Content: This course offers an overview of educational policies, programs, and practices for multilingual learners. The historical development of ESOL and bilingual education is considered from a sociopolitical and cross cultural context. A variety of emergent bilingual program models are critically examined in light of best practices and second language acquisition research. Educators will gain knowledge of current standards, legal mandates, and program evaluation methods which can help them advocate for greater equity in their school communities.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 501A Strategies for Teaching Content & Language to ESOL Students I

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None.

Credits: 1 semester hour.

ESOL 501B Strategies for Teaching Content & Language to ESOL Students II

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. It builds on content from ESOL 501A. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience. 501B is the course MAT graduates, who took ESOL 535A and B will take. Inservice ESOL students will take 501A, B, and C.

Prerequisites: None.

Credits: 1 semester hour.

ESOL 501C Strategies for Teaching Content & Language to ESOL Students III

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. This course builds on content from ESOL 501A B. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None.

Credits: 1 semester hour.

ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)

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. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: None.

Credits: 0.5-2 semester hours.

ESOL 506 ESOL Practicum (Secondary)

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. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: None.

Credits: 0.5-2 semester hours.

ESOL 507 Language and Literacy Development for Multilingual Classrooms

Content: This course focuses on the importance of first language development, its relationship to the acquisition of additional languages, and the relationship of language to cognitive development. Candidates will become knowledgeable in basic linguistic concepts of phonology, morphology, syntax, semantics, pragmatics, and discourse; historical instructional approaches and sociocultural variables related to language development will be explored. In addition, candidates will use translanguaging methods to build on students' linguistic repertoires and identities and become familiar with the latest evidence-based literacy instruction practices to support their multilingual students. Required for the Reading Interventionist and ESOL endorsements.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 535A Strategies and Materials for Teaching Multilingual Learners Part I

Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of Multilingual Learners by providing an overview of language acquisition theory and ESOL program components. Students will learn about the diverse backgrounds of emerging bilinguals, how schools and districts work to meet their needs, language acquisition theory, and strategies for content area teachers who are not ELD specialists. Teacher candidates will also identify resources (personnel and materials) to effectively serve culturally and linguistically diverse populations.

Prerequisites: None.

Restrictions: Enrollment in a preservice teacher education program.

Credits: 1 semester hour.

ESOL 535B Strategies and Materials for Teaching Multilingual Learners Part II

Content: This course builds on ESOL 535A and is designed to prepare new teachers to work with English Language Learners in their future content area classrooms. The course will provide an overview of language acquisition theory and program components including, English language development and sheltered instruction. 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. The 535B portion of the course focuses specifically on practical implementation of sheltered instructional strategies (methods and materials include and support the growth of Emerging Bilinguals in their teaching).

Prerequisites: ESOL 535A.

Credits: 1 semester hour.

ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms

Content: This course focuses on culturally responsive teaching practices that engage culturally and linguistically diverse students. Candidates consider how culture, race, identity, language and immigration factors impact schooling. Through the lens of classroom practice, school engagement, and community resources, candidates develop tools for being a culturally responsive practitioner.

Prerequisites: None.

Credits: 2 semester hours.

ESOL 541 The Role of Community in Support of ESOL Students

Content: This course builds on the initial work the candidate did in ESOL 540. The focus is on understanding the student within the context of his/her environment. Candidates develop strategies for working with significant persons in a child's environment to encourage success. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Candidates explore topics related to language, culture, and immigration. Candidates reflect on their own culturally responsive teaching practices.

Prerequisites: ESOL-540

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: 1-4 semester hours.

ESOL 600 ESOL & Bilingual Education Foundations

Content: This course offers an overview of educational policies, programs, and practices for multilingual learners. The historical development of ESOL and bilingual education is considered from a sociopolitical and cross cultural context. A variety of emergent bilingual program models are critically examined in light of best practices and second language acquisition research. Educators will gain knowledge of current standards, legal mandates, and program evaluation methods which can help them advocate for greater equity in their school communities.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 601 Strategies and Materials for Teaching Content and English Language Development to ESOL 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: None.

Credits: 3 semester hours.

ESOL 601A Strategies for Teaching Content & Language to ESOL Students I

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners (ELLs). The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objectives, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is an emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Candidates critically examine curriculum models in relation to student experience.

Prerequisites: None.

Credits: 1 semester hour.

ESOL 601B Strategies for Teaching Content & Language to ESOL Students II

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. It builds on content from 601A. The course will provide a review of language acquisition theory and an overview of approaches for Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience. 601B is the course MAT graduates, who took ESOL 535A and B will take. Inservice ESOL students will take 601A, B, and C.

Prerequisites: None.

Credits: 1 semester hour.

ESOL 601C Strategies for Teaching Content & Language to ESOL Students III

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. This course builds on content from ESOL 501A B. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None.

Credits: 1 semester hour.

ESOL 602 Focus on Culture and Community in Teaching ESOL 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 Practicum (Elementary - Multiple Subjects)

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. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: None.

Credits: 0.5-2 semester hours.

ESOL 606 ESOL Practicum (Secondary)

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. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: None.

Credits: 0.5-2 semester hours.

ESOL 607 Language and Literacy Development for Multilingual Classrooms

Content: This course focuses on the importance of first language development, its relationship to the acquisition of additional languages, and the relationship of language to cognitive development. Candidates will become knowledgeable in basic linguistic concepts of phonology, morphology, syntax, semantics, pragmatics, and discourse; historical instructional approaches and sociocultural variables related to language development will be explored. In addition, candidates will use translanguaging methods to build on students' linguistic repertoires and identities and become familiar with the latest evidence-based literacy instruction practices to support their multilingual students. Required for the Reading Interventionist and ESOL endorsements.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 640 Culturally Responsive Teaching and Learning in the Classroom

Content: This course focuses on culturally responsive teaching practices that engage culturally and linguistically diverse students. Candidates consider how culture, race, identity, language and immigration factors impact schooling. Through the lens of classroom practice, school engagement, and community resources, candidates develop tools for being a culturally responsive practitioner.

Prerequisites: None.

Credits: 2 semester hours.

ESOL 641 The Role of Community in Support of ESOL Students

Content: This course builds on the initial work the candidate did in ESOL 640. The focus is on understanding the student within the context of his/her/their environment. Candidates develop strategies for working with significant persons in a child's environment to encourage success. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Candidates explore topics related to language, culture, and immigration. Candidates reflect on their own culturally responsive teaching practices.

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 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 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 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 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 525 Topics for Adolescents in the Language Arts

Content: In this course, students will explore literature from a variety of perspectives, engaging in analysis and paying particular attention to how the literature explores racism, discrimination, and rises above oppression. The focus of this course will change over time and depend on issues of topical importance to adolescents (ie: intersecting identities, navigating L1 L2+, teen immigrant experiences). An additional goal is to explore literature that will appeal to adolescents in teacher candidates' future ELA classrooms, identifying texts that serve as both "windows" into cultures and "mirrors" for the reader. Candidates will experience the power of literature in building community within the classroom.

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. Works-in-progress will be developed through individual conferences with the instructor and in class discussion.

Prerequisites: None.

Credits: 1-2 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 Secondary Program.

Prerequisites: None.

Restrictions: Admission to the Secondary Program.

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 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 552 Arts in the Language Arts

Content: Over time and during the "accountability" movement, the English Language Arts curriculum has been narrowed to focus solely on reading and writing. Yet, the arts are important for critical thinking, text analysis, understanding different ways of knowing, and participating as humans in a complex world. This course will explore the ways that visual arts can be foregrounded in the English Language Arts classroom to support meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

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. Candidates 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.

Prerequisites: None.

Restrictions: Admission to Secondary 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 566 Literacy I: Introduction to Pre-K-8 Language Arts

Content: Literacy processes and children's language and literacy development from Pre-K through middle grades. Focus is on theoretical foundations of literacy and meaning-centered instructional practices. Introduces students to a range of culturally responsive instruction, assessment approaches, and lesson structures.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects program.

Credits: 1 semester hour.

LA 567 Literacy II: Planning in the Language Arts Pre-K-8

Content: Planning for instruction that supports children's language and literacy development from Pre-K 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 knowledge and instructional practices relating to word recognition skills and comprehension processes. Includes a wide range of culturally responsive practices, 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.

Corequisites: LA-566.

Restrictions: Admission to Elementary - Multiple Subjects program.

Credits: 2 semester hours.

LA 568 Literacy III: Language Arts Development Pre-K-8

Content: Conclusion of literacy course sequence. Focus is on culturally responsive practices, assessment approaches and instructional practices for literacy development in grades Pre-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: LA 566 and LA 567.

Restrictions: Admission to Elementary - Multiple Subjects Program.

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 candidates' pedagogical content knowledge by focusing on a student-centered view of teaching literature and composition to adolescents. Candidates 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, candidates 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. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary 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 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 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 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 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 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 638 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 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 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.

Reading**READ 500 Language and Literacy Development for Multilingual Classrooms**

Content: This course focuses on the importance of first language development, its relationship to the acquisition of additional languages, and the relationship of language to cognitive development. Candidates will become knowledgeable in basic linguistic concepts of phonology, morphology, syntax, semantics, pragmatics, and discourse; historical instructional approaches and sociocultural variables related to language development will be explored. In addition, candidates will use translanguaging methods to build on students' linguistic repertoires and identities and become familiar with the latest evidence-based literacy instruction practices to support their multilingual students. Required for the Reading Interventionist and ESOL endorsements.

Prerequisites: None.

Credits: 3 semester hours.

READ 502 Innovations in Reading

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 Reading Intervention program must be taken at the end of the sequence.

Prerequisites: None.

Credits: 3 semester hours.

READ 521 READ Practicum

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct two observations. One observation is focused on reading instruction. One observation is focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). Candidates are also required to successfully complete a work sample assignment as part of the Reading Intervention endorsement.

Prerequisites: READ 502/620 and READ 532/625

Credits: 1 semester hour.

READ 522 Reading Intervention Practicum

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct four observations. Two observations are focused on reading instruction. Two observations focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). The mentor conducts at least two formal observations and one formal evaluation of the candidate. In the concluding triad meeting, the candidate, supervisor, and mentor work together to fill out a summative evaluation identifying strengths in the practicum experience and goals for continued improvement.

Prerequisites: READ 534. READ 500.

Credits: 2 semester hours.

READ 532 Assessing Reading Strategies

Content: Exploration of reading assessment strategies. 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 levels.

Prerequisites: None.

Credits: 3 semester hours.

READ 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.

READ 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.

READ 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.

READ 599 Independent Study

Prerequisites: None.

Credits: 0.5-3 semester hours.

READ 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.

READ 620 Innovations in Reading

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 Reading Intervention program must be taken at the end of the sequence.

Prerequisites: None.

Credits: 3 semester hours.

READ 621 READ Practicum

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct two observations. One observation is focused on reading instruction. One observation is focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). Candidates are also required to successfully complete a work sample assignment as part of the Reading Intervention endorsement.

Prerequisites: READ 502/620 and READ 532/625

Credits: 1 semester hour.

READ 622 Reading Intervention Practicum

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct four observations. Two observations are focused on reading instruction. Two observations focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). The mentor conducts at least two formal observations and one formal evaluation of the candidate. In the concluding triad meeting, the candidate, supervisor, and mentor work together to fill out a summative evaluation identifying strengths in the practicum experience and goals for continued improvement.

Prerequisites: READ 614. READ 634.

Restrictions: For candidates who are members of a district cohort.

Credits: 2 semester hours.

READ 625 Assessing Reading Strategies

Content: Exploration of reading assessment strategies. 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 levels.

Prerequisites: None.

Credits: 3 semester hours.

READ 634 Language and Literacy Development for Multilingual Classrooms

Content: This course focuses on the importance of first language development, its relationship to the acquisition of additional languages, and the relationship of language to cognitive development. Candidates will become knowledgeable in basic linguistic concepts of phonology, morphology, syntax, semantics, pragmatics, and discourse; historical instructional approaches and sociocultural variables related to language development will be explored. In addition, candidates will use translanguaging methods to build on students' linguistic repertoires and identities and become familiar with the latest evidence-based literacy instruction practices to support their multilingual students. Required for the Reading Interventionist and ESOL endorsements.

Prerequisites: None.

Credits: 3 semester hours.

READ 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.

READ 699 Independent Study

Prerequisites: None.

Credits: 0.5-4 semester hours.

Mathematics

MATH 502 Probability and Statistics for the Common Core

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; distributions; sampling; prediction; estimation; correlation; linear regression. Special attention will be given to the Common Core State Standards for mathematics and the role of probability and statistics for all grade levels. Participants will have an opportunity to analyze data sets from a variety of sources using Texas Instruments graphing calculators and Fathom statistical software as tools throughout the course.

Prerequisites: None.

Credits: 2 semester hours.

MATH 525 Pedagogy of Inquiry: Mathematics as Problem Solving

Content: Prepares K-12 mathematics educators to incorporate inquiry and problem solving throughout their pedagogy and practice. Content from geometry, measurement, number, algebra as well as probability and statistics provide context for this perspective on teaching mathematics as a way of thinking. The Common Core State Standards for Mathematics serve as the framework for curriculum planning and assessment. Emphasizes instructional methods that engage students in meaningful learning, respond to individual differences, and leverage social justice.

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 strategies that support all K-12 students in mastering such skills prior to high school graduation. Participants will review relevant research, explore the history of algebra in the American curriculum, generate multiple-solution pathways for every algebra problem, and examine instructional practices that foster the teaching and learning of algebra throughout a student's mathematical career, all leading to the development of their own robust toolkit for the teaching and learning of algebra.

Prerequisites: None.

Credits: 2 semester hours.

MATH 549 Algebra and Geometry for Elementary - Multiple Subjects Teachers

Content: Explores older children's development of mathematical concepts. Promotes a problem solving stance, through which students explore a wide range of topics—including 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 Elementary–Multiple Subjects 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. Candidates 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.

Prerequisites: None.

Restrictions: Admission to Secondary Program or consent of instructor.

Credits: 3 semester hours.

MATH 566 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.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

MATH 567 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. Students will examine and demonstrate individually and culturally responsive mathematics instructional strategies and assessments for elementary grades. Course content is aligned to Oregon standards and current national recommendations.

Prerequisites: MATH 566.

Restrictions: Admission to the Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

MATH 568 Mathematics Assessment for Learning

Content: Intensive application of assessment for improving instruction in the mathematics classroom. Students will demonstrate proficiency creating and using a variety of culturally and linguistically responsive assessment strategies including assessment interviews, formative, and summative lesson and unit assessments. Students will use their assessment data to plan and teach re-engagement lessons and reflect on the outcomes of these lessons.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

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. Candidates learn about national standards for school mathematics 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. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary 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 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 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 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.

Science**SCI 511 Science in Elementary Classrooms**

Content: Foundations for teaching science in the elementary school classroom. This course provides content and experiences that address participants' and elementary students' natural intuitive curiosity for science and scientific study.

Prerequisites: None.

Restrictions: Admission to the Elementary–Multiple Subjects Program

Credits: 1 semester hour.

SCI 512 Planning for Elementary Science Instruction

Content: In this course students will learn how to structure learning experiences in the four main areas of elementary science instruction: Engineering, Physical Science, Earth Space Science and Life Science. Emphasis will be placed on learning how to design inclusive, experiences using state standards for science. Topics include backward design, assessment, and the integration of science content into language arts and mathematics curriculum.

Prerequisites: SCI 511

Restrictions: Admission to Elementary–Multiple Subjects Program

Credits: 1 semester hour.

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. Candidates 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.

Prerequisites: None.

Restrictions: Admission to Secondary 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. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary 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 Elementary–Multiple Subjects 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 593 Survey Middle & High School Sci Curric

Content: Survey of curriculum used in middle and high school science classrooms, including review of typical texts and classroom materials. Inquiry activities appropriate for learning science in the school laboratory are addressed, with careful attention to health, safety, and ethics. Emphasis on exploration of 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 middle and high school science.

Prerequisites: None.

Credits: 2 semester hours.

SCI 594 Developing Engaging Science Curriculum

Content: This course provides science teacher candidates with the opportunity to apply and refine their curriculum and assessment development skills as they finish the Secondary MAT program. Examples of engaging and science curriculum for middle and high school students will be reviewed, analyzed, and discussed. Research-based strategies for effective teaching in ways that engage science learners in middle and high school will be reviewed. Candidates will utilize Backwards Planning and Ambitious Science Teaching strategies to develop a curriculum unit that can be used in their first year of teaching. Prerequisites: None.

Credits: 2 semester hours

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 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.

Social Studies**SS 545 Critical Studies in Oregon History**

Content: This 2 credit methods course will take students on a journey through the history of the land now called Oregon, from Time Immemorial to the present. Through that journey, we will critically examine the impacts of settler colonialism, systemic racism, and the diversity of interests within the scope of one state. Accompanying the history of Oregon are methods and strategies of instruction that will integrate critical pedagogy with Oregon's new Social Studies standards, Ethnic Studies standards, Tribal History/Shared History standards, and Holocaust/Genocide standards.

Prerequisites: None.

Credits: 2 semester hours.

SS 548 Climate Justice and the Geography of Inequality

Content: This 2 credit course will use the broad lens of geography, which examines the connections between people and place, to better understand the foundations of global inequality and how this history intersects with contemporary issues of social and environmental justice. 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.

Prerequisites: None.

Credits: 2 semester hours.

SS 560 Civic Literacy and the US Constitution

Content: This 2 credit methods course presents a study of United States history through the lens of major constitutional cases, issues, and debates, emphasizing social studies teaching methods. Topics will include, but are not limited to: equal protection, voting rights and disenfranchisement, due process, privacy and security, and free speech. These constitutional issues will be placed into their historical context and critically examined with a view toward the critical analysis of systemic injustices, the sustainability of a multicultural democracy, and the future of civic literacy for US students.

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 are modeled including: leading discussions, using primary documents, role playing, visual literacy, non-linguistic organization, and document-based questions.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

SS 578 Social Studies for Elementary Teachers

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 Elementary - Multiple Subjects 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. Candidates 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 December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 4 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 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 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 Students with Exceptionalities in Inclusive School Settings**

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, approaches to instruction, and options for assessment of all students. It prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis is placed on providing relevant information for the development of individualized education plans (IEPs), planning instruction that is guided by students' IEPs, and adapting curricula for all learners, including the use of Universal Design for Learning.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 0.5-1 semester hours.

SPED 505A Teaching Students With Exceptionalities in Inclusive School Settings I

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, instruction, and assessment of all students, and prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis placed on Special Education law and providing relevant information for the development of individualized education plans (IEPs).

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 0.5 semester hours.

SPED 505B Teaching Students With Exceptionalities in Inclusive School Settings II

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, instruction, and assessment of all students, and prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis placed planning instruction that is guided by students' IEPs, and adapting curriculum for all learners, including the use of Universal Design for Learning.

Prerequisites: None.

Credits: 0.5 semester hours.

SPED 509 Special Education for the Elementary Classroom Teacher

Content: This course prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis is placed on providing relevant information for the development of individualized education plans (IEPs), planning instruction that is guided by students' IEPs, and differentiating curricula for all learners, including the use of Universal Design for Learning. Students learn special education policies and procedures, as well as the legal, ethical, and professional responsibilities of the elementary classroom teacher. Topics include laws relevant to the education of students with disabilities, court cases that influence practice, special-education processes, and the general-educator's role in each step before, during, and after an individualized education plan (IEP) has been created for a student. Emphasis is placed on inclusive, equitable educational practices in schools and communities.

Prerequisites: None.

Restrictions: Admission to the ELEM preservice teacher education program

Credits: 2 semester hours.

SPED 510 Educating Students with Exceptionalities: Learning and Legal Issues

Content: Analysis of child/adolescent development and the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. Topics include characteristics of exceptional learners, special-education history, current policies and procedures based on scientific research, incorporation of technology, and legal issues. Candidates develop or 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 Behavioral Assessment and Positive Behavior Supports for Students with Exceptionalities

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: None.

Credits: 2 semester hours.

SPED 513 Assessment in Literacy and Math for Students with Exceptionalities

Content: Evaluation for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to students with specific learning disabilities, dyslexia, and high-incidence disabilities. Candidates practice selecting, administering, scoring selected standardized tests, interpreting the scores and report writing. Candidates learn about Response to Instruction (RTI), including how to administer Curriculum Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: None.

Credits: 3 semester hours.

SPED 514 Curriculum and Instruction in Literacy and Math for Students with Exceptionalities

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Participants will review and adapt general education curricula 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/measurement data to craft effective, substantively, and procedurally correct individualized education plans (IEPs) and specially designed instruction (SDI) based on student achievement data and aligned with the Common Core State Standards. Special instruction attention is paid to students with specific learning disabilities, dyslexia and high-incidence disabilities. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: None.

Credits: 3 semester hours.

SPED 516 Interventions for Students with Low -Incidence Disabilities

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment and working with paraprofessionals.

Prerequisites: None.

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, Common Core State Standards and assessments, 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. Candidates visit and review programs that use different intervention models, including Positive Behavior Interventions and Supports (PBIS). Candidates study and review delivery systems ranging from consultation models to therapeutic day-treatment programs. Emphasis 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.

SPED 522 Program Development for Students with Severe Needs

Content: Current practices with demonstrated effectiveness for developing and performing interventions for the benefit of 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 students with severe learning needs. Emphasis on transition services, including from early intervention programs to school-age programs and post-secondary transition.

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: Study of special-education policies and procedures, as well as the legal, ethical, and professional responsibilities of the elementary classroom teacher. Topics include laws relevant to the education of students with disabilities, including a Free and Appropriate Public Education in the Least Restrictive Environment, court cases that influence practice, special-education processes, and the general-educator's role in each step before, during, and after an individualized education plan (IEP) has been created for a student. Candidates will have the opportunity to observe classroom content in practice in their field placements, learning firsthand the collaborative skills required for successfully educating all children. Emphasis is placed on inclusive, equitable educational practices in schools and communities.

Prerequisites: None.

Restrictions: Admission to preservice teacher education program or consent of instructor.

Credits: 1 semester hour.

SPED 540 Professional Practices in Special Education I

Content: Seminar class taken in conjunction with SPED 545 Practicum I during fall semester. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment.

Prerequisites: None.

Credits: 1 semester hour.

SPED 541 Professional Practices in Special Education II

Content: Seminar class taken in conjunction with SPED 546 Practicum II during spring semester. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: None.

Credits: 1 semester hour.

SPED 544 Practicum

Content: Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Education: Generalist Endorsement. 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: None.

Credits: 1 semester hour.

SPED 545 Practicum I

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring.

Prerequisites: None.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 546 Practicum II

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: None.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

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 610 Educating Students with Exceptionalities: Learning and Legal Issues

Content: Analysis of child/adolescent development and the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. Topics include characteristics of exceptional learners, special-education history, current policies and procedures based on scientific research, incorporation of technology, and legal issues. Candidates develop or 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 611 Behavioral Assessment and Positive Behavior Supports for Students with Exceptionalities

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: None.

Credits: 2 semester hours.

SPED 613 Assessment in Literacy and Math for Students with Exceptionalities

Content: Evaluation for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to students with specific learning disabilities, dyslexia, and high-incidence disabilities. Candidates practice selecting, administering, scoring selected standardized tests, interpreting the scores and report writing. Candidates learn about Response to Instruction (RTI), including how to administer Curriculum Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: None.

Credits: 3 semester hours.

SPED 614 Curriculum and Instruction in Literacy and Math for Students with Exceptionalities

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Participants will review and adapt general education curricula 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/measurement data to craft effective, substantively, and procedurally correct individualized education plans (IEPs) and specially designed instruction (SDI) based on student achievement data and aligned with the Common Core State Standards. Special instruction attention is paid to students with specific learning disabilities, dyslexia and high-incidence disabilities. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: None.

Credits: 3 semester hours.

SPED 616 Interventions for Students with Low-Incidence Disabilities

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment and working with paraprofessionals.

Prerequisites: None.

Credits: 2 semester hours.

SPED 640 Professional Practices in Special Education I

Content: Seminar class taken in conjunction with SPED 545 Practicum I during fall semester. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment.

Prerequisites: None.

Credits: 1 semester hour.

SPED 641 Professional Practices in Special Education II

Content: Seminar class taken in conjunction with SPED 546 Practicum II during spring semester. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: None.

Credits: 1 semester hour.

SPED 644 Practicum

Content: Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Education: Generalist Endorsement. 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: None.

Credits: 1 semester hour.

SPED 645 Practicum I

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring.

Prerequisites: None.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 646 Practicum II

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special-educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: None.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

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.

School Counseling

SCED 500 Introduction to School Counseling

Content: This course will address the following school counseling topics: history of the school counseling profession, professional organizations, leadership for educational equity, perspectives and practices for school counseling in the 21st century, professional identity, personhood of the counselor, systemic racism and social justice issues impacting school counseling, and comprehensive school counseling program development.

Prerequisites: None.

Restrictions: Admission to the school counseling program

Credits: 3 semester hours.

SCED 503 Career Development and Consultation

Content: This course equips students with the knowledge and skills needed for effective career counseling and consultation in educational settings. Students will explore a comprehensive range of topics related to the interrelationships between work, mental well-being, relationships, and other life roles and factors. Key standards covered include career theories, ethical and culturally relevant strategies for addressing career development, career information systems, career-focused assessments, core curriculum planning, and advocacy. Students will become proficient career-focused school counselors prepared to work with diverse K-12 students' needs in school environments through the integration of theory and practice. By the end of the course, students will be well-prepared to serve as knowledgeable and ethical career-focused school counselors and consultants in school settings.

Prerequisites: None.

Credits: 2 semester hours.

SCED 508 Social Justice, Diversity, and Cultural Issues

Content: Strategies for interacting and working with diverse communities as identified by race, ethnicity, gender, class, sexual orientation, age, disability, or religion. Addresses methods for positively impacting social and cultural diversity and equity issues including the possible effects of culture, race stereotyping, family, socioeconomic status, gender, sexual identity, language, and values on student development and progress in the school setting. Content and methodology emphasize small-group activities, collaboration, and use of data to create equity for all students. Candidates practice taking an active role in supporting all students and focus on eliminating the achievement gap.

Prerequisites: None.

Credits: 2 semester hours.

SCED 509 Ethical and Legal Issues in Education and School Counseling

Content: Study of sources of law under which educators operate. Case law, lectures, and discussions concentrate on legal rights and responsibilities of all individuals attending or employed by public schools. Examination of areas of educational governance (e.g., courses of law and the courts, schools, and the states). Explores the ethical codes of the American School Counselor Association and the American Counseling Association using case studies. Meets the requirement of the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination.

Prerequisites: None.

Credits: 3 semester hours.

SCED 510 Family Dynamics, Community Resources, and Consultation

Content: Effective ways to include family members as active contributors in their children's education. Examines concepts of family dynamics and dysfunction requiring referral and use of community resources. Topics include developmental assets as applicable to the family setting and impact of the special-needs child on the family organizational structure. Explores diversity inherent in families and focuses on ways of relating to families who differ from each other in terms of age, race, socioeconomic background, and/or family form.

Prerequisites: None.

Credits: 3 semester hours.

SCED 511 Group Counseling Skills for School Counselors

Content: This counseling skill development course will cover principles and practices of group counseling in the school context, theories of group counseling, addressing group dynamics, group counseling skills and group counseling processes. Candidates will learn to assess students' needs, plan, organize, facilitate and evaluate the success of small groups within the K-12 educational setting. Ethical considerations in group work with all children and adolescents will be addressed utilizing the ASCA and ACA Code of Ethics. In addition, the ASGW: Multicultural and social justice competence principles for group workers will be infused throughout the course.

Prerequisites: None.

Credits: 2 semester hours.

SCED 512 Critical Disability Perspectives in Counseling

Content: This course provides burgeoning counselors an opportunity to develop awareness of social, cultural, and political histories of disability, and to develop a nuanced understanding of the meanings and consequences of how disability is defined, constructed, and represented in society. Emphasis will be placed on challenging and countering hegemonic narratives of disability, especially the view that disabled individuals are somehow defective or deficient in some way and need to be "fixed". Students will be encouraged to develop awareness of their own ableism, identify various models of disability, and learn skills and strategies for effective and affirmative counseling with youth and adults with disabilities.

Prerequisites: SCED-508.

Credits: 2 semester hours.

SCED 513 Educational Research and Assessment

Content: This course will address how school counselors gather and interpret information needed for effective decision making through the use of research and assessment. Students will explore components of school-based research processes with attention to data-driven decision making and equity-based program development. Topics to be discussed include the personhood of the researcher, quantitative and qualitative approaches, and the connection between educational research and comprehensive school counseling programs. Students will critique common educational research practices, apply survey and needs assessment development strategies, and integrate consultation strategies. This course will include discussions of cultural assumptions held by researchers and their impacts on research practices and results. Students will develop a research proposal that includes a clear equity-based plan to implement a data-driven intervention program.

Prerequisites: None.

Restrictions: Restricted to students who are eligible for SCED 516 School Counseling Internship (Macro).

Credits: 1-3 semester hours.

SCED 516 School Counseling Internship

Content: School counseling internship is designed as a supervisory experience integrating theory and research at the school placement site. Weekly supervision will provide: support, feedback, case review, continuation of skill development, and opportunities for reflective inquiry. The internship seeks to enhance the development of counseling and consulting skills that are grounded in theory and research and necessary to facilitate positive human development within a school setting.

Prerequisites: Completion of all required coursework.

Restrictions: Portfolio meeting and sign-off with advisor.

Credits: 4 semester hours.

SCED 520 Motivational Strategies for School Counselors

Content: This course will introduce students to a variety of strategies school counselors can utilize to enhance students' intrinsic motivation to change and achieve in the academic, personal/social, and career domains.

Prerequisites: None.

Credits: 1 semester hour.

SCED 521 Family Dynamics, Community Resources, and Consultation

Content: The ASCA Ethical Standards and ACA Code of Ethics state that counselors should practice only within the boundaries of their competence, based on education, training, supervised experience, state and national credentials, and appropriate experience. Professional school counselors' relationships with families is vital to the consulting and collaborating duties expected of school counselors, therefore, it is necessary that school counseling students gain knowledge and understanding of family systems to utilize in their work as future school counselors.

Prerequisites: None.

Restrictions: Admission to the SCED program

Credits: 2 semester hours.

SCED 523 Counseling Practicum

Content: The counseling practicum experience is designed to provide school counseling candidates 100 hours of direct experience in a K-12 school setting working with students and staff. Under the direction of the site supervisor/licensed school counselor, the candidate will support a small caseload of students, continue to develop conceptual and professional skills related to their transformative school counseling practice, engage in a variety of counseling program interventions and activities, provide individualized support for students and staff, and attend a variety of school counseling program activities. The counseling practicum weekly course is designed as a supervisory experience integrating theory and research at the school placement site. Weekly supervision will provide: support, feedback, case review, case conceptualization, video review, role play, continuation of skill development/practice, and opportunities for reflective inquiry.

Prerequisites: SCED-524

Restrictions: Admission to the school counseling program

Credits: 3 semester hours.

SCED 524 Fundamental Counseling Skills and Techniques

Content: This course provides foundational education in core counseling skills and techniques from therapeutic listening and empathy to invitational, reflecting, and challenging skills. The course is aimed at helping counselors develop a foundation as strong, effective, and multiculturally attuned therapeutic agents for their work with youth and adults. Students can expect to examine multidimensional aspects of their own racial, social, and cultural identities, intrapersonal issues, and their potential impact on helping relationships. This course is experiential, and learning experiences include observing, practicing, and applying various skills and techniques in the helping process, and giving peer and receiving peer and instructor feedback.

Prerequisites: None.

Restrictions: Admission to the school counseling program

Credits: 3 semester hours.

SCED 526 Theoretical Foundations in Counseling

Content: This course is designed to help students master the key components of the major dominant counseling theories and approaches. A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and applicability for diverse populations. Students will become familiar with the central tenets of each theory and engage in practical application and skill development exercises. Moreover, theoretical exploration will facilitate students' evolving understanding of human behavior and psychological development. Emphasis will be placed on understanding and analyzing the applications of these theories in school counseling practice. This course is designed to stimulate critical thinking, discussion, and promote self-exploration. Students will be encouraged to view theories and the counseling process within a cultural context, not only from the counselor's perspective, but from the client point of view.

Prerequisites: Prerequisite SCED-524.

Restrictions: Admission to the school counseling program

Credits: 3 semester hours.

SCED 527 Human Development Across the Lifespan

Content: The lifespan development course will include discussion: critique of developmental theories, and appropriate application of theories of development and learning. Application of theory to the school setting in the areas of human development across the lifespan, learner styles/differences, the nature of the learner, and learner motivation will be explored through a social justice lens. In addition, considerations for counseling individuals and small groups are addressed and connected to developmental stages. Topics include: the oppressive, systemic, affirming and environmental factors that affect human development, functioning, and learning. The role of the school counselor will be embedded in all course discussions and instruction.

Prerequisites: None.

Restrictions: Admission to the school counseling program

Credits: 3 semester hours.

SCED 530 Crisis Counseling and Intervention

Content: This course offers an exploration of crisis counseling and intervention strategies specifically designed for school counselors. Students will develop foundational knowledge in crisis counseling theory, techniques, and practical applications to address various crises effectively within diverse school environments. This course takes a trauma-informed approach, preparing students to handle prevention, intervention, and postvention to support the emotional and mental health of students and school communities.

Prerequisites: SCED 540.

Restrictions: Admission to School Counseling program

Credits: 1 semester hour.

SCED 531 Group Counseling Skills for School Counselors

Content: This advanced counseling skills course covers, in-depth, both the practice and process of group work in the school context. The course content includes: principles and practices of group counseling, group dynamics, group leadership and group processes. The course will specifically address group approaches for promoting academic, college/career and emotional/social success for all students. Candidates will learn to plan, organize, facilitate and evaluate the success of small groups within the educational setting. Self exploration of one's own group leadership style and group member experiences will be woven throughout all class sessions. Ethical and social justice considerations in group work, including an intentional focus on the empowerment and affirming practices, will be discussed in depth. Under-served and marginalized populations will be addressed utilizing ASGW Multicultural and Social Justice Competence Principles for Group Workers and ASCA Code of Ethics.

Prerequisites: SCED-524

Restrictions: Admission to the School Counseling program

Credits: 3 semester hours.

SCED 540 Introduction to School Counseling

Content: This course will address the following school counseling topics: history of the school counseling profession, professional organizations, leadership for educational equity, perspectives and practices for school counseling in the 21st century, professional identity, personhood of the counselor, systemic racism and social justice issues impacting school counseling, and comprehensive school counseling program development.

Prerequisites: None.

Restrictions: Admission to the school counseling program

Credits: 2 semester hours.

SCED 544 Practicum

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office. .

Credits: 1-4 semester hours.

SCED 550 Clinical Issues in School Counseling

Content: This course will address various clinical issues frequently encountered by school counselors in a K-12 setting. Conducted as a seminar, the course is an overview primer of mental health issues affecting children and adolescents (for example, depression, anxiety, self mutilating behavior, behavioral disorders, PTSD). Clinical issues will be discussed in terms of etiological factors, symptomatology, biopsychosocial factors, treatment issues, and cultural and diversity perspectives. The use and limitations of the DSM-5 diagnostic system will be addressed. The school counselor's role in referral and long term treatment for clinical issues will be addressed in the context of the ASCA National Model.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 2 semester hours.

SCED 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.

SCED 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.

SCED 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.

SCED 649 Independent Study

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 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.

SCED 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.

SCED 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.

SCED 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.

Leadership Studies

Educational Administration Courses

EDAD 501 Educational Leadership for Equity and Social Justice

Content: This foundational course is designed to introduce the theories, practices, core responsibilities, and issues associated with leadership and social justice in educational organizations. Aspiring principals and other educational practitioners move toward acquiring and affirming requisites and capacities to engage in social justice praxis (critical reflection and action) towards improving conditions and culture in schools in authentic and collaborative ways. Candidates learn about instructional, organizational, community, ethical, and sociopolitical functions of leadership. Using research and reflection, candidates analyze and clarify internal and external conceptions of and attitudes toward leadership at the intersection of social injustice including but not limited to: systemic racism, whiteness as privilege and power, gender and class biases, ableism, and deficit minded decision-making to guide them in leadership work.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 502 Instructional Leadership

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

Prerequisites: None.

Credits: 1-3 semester hours.

EDAD 503 Achieving Equitable School Change Through Data-Driven Inquiry and Improvement

Content: Overview of foundations and techniques for collecting and using data for inquiry-based school improvement. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access to high standards for all students. The course is designed to prepare the Principal practitioner to conduct high quality improvement cycles aimed at classroom and school environments. Participants will use improvement science practices to collect, analyze, communicate, and use various forms of data in school visioning, collaborative improvement planning, and decision making. Thorough coverage of these topics is designed to equip school leaders with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to personnel, classroom, school, or district levels problems of practice.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 504 Ethics, Policy, and the Law

Content: Study of the principles of ethical leadership and working successfully in the larger political, social, economic, legal, and cultural environment of an educational system. Examination of landmark legal cases, federal policies, state and local laws, and regulations impacting school systems. Exploration of social justice avocation through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 506 Ethics, Policy, and the Law

Content: Study of the principles of ethical leadership and working successfully in the larger political, social, economic, legal, and cultural environment of an educational system. Examination of landmark legal cases, federal policies, state and local laws, and regulations impacting school systems. Exploration of social justice avocation through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 508 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 509 Using Data for School Improvement

Content: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 510 Cultivating Human, Organizational and Financial Resources for Equity

Content: School leaders are charged with developing and managing the resources, processes, and systems that ensure equitable access to opportunities for students and a healthy workplace and professional culture for staff. Equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers and support staff all contribute to an equitable and effective school culture. Students in this course will explore the basic concepts of school finance and operational management at the state and district levels, while also acquiring the skills to lead and collaborate with others in the efficient and equitable allocation of school resources. This will include the skills for developing and implementing equitable processes to recruit, hire and retain culturally responsive, caring, and diverse school building personnel. The course will also examine specific a) systems of supervision and evaluation and b) systems that support and retain newly-assigned educators and BIPoC educators.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 511 Budgeting and Operations for Equity

Content: Reviews the basic concepts of school finance and operational management at the state and district levels, and explores how to apply them when leading a school. Students acquire skills to lead and collaborate with others in the efficient and equitable allocation of resources—human, fiscal, and technological—to achieve equity and social justice, as well as academic success for diverse learners.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 512 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 518 Pre-Practicum for School Leadership

Content: Preparation for a supervised, onsite, pre-designed administrative experience, along with campus seminars involving activities, discussions, and presentations. Students explore the content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle-level/high school settings under the direction of experienced site and campus supervisors.

Prerequisites: None.

Restrictions: Enrollment in another course in the Principal License Program

Credits: 1 semester hour.

EDAD 519 Practicum for School Leadership

Content: Supervised, onsite, pre-designed administrative experience along with campus seminars involving activities, discussions, and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle-level/high school under the supervision of experienced site and campus supervisors. Total of 3 semester hours required for the program.

Prerequisites: EDAD-518

Restrictions: Admission to the Principal License Program and enrollment in another Principal License Program course.

Credits: 1-2 semester hours.

EDAD 520 Organizational Leadership for Equity, Inclusion, and Justice

Content: Organizational leadership for equity requires leaders to understand how institutional systems, structures, practices and policies serve to counter or reinforce educational inequities. Transformative leaders must use this understanding to build collective organizational capacity to disrupt and change these structures and practices. In this course, students will engage in critical self-reflection about their own identity, analyze how historical roots of inequity and bias exist within institutional systems and their own personal leadership; explore how to collaboratively develop, promote, and advocate for a district vision that is rooted in social justice; and understand the theories, skills, and commitments that are needed to cultivate and model district values, norms, and practices that promote and sustain achievement, inclusion, and well-being for every district stakeholder regardless of race, ability, gender, economic status, or personal identity.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 521 Instructional Leadership for Inclusion and Improvement

Content: Disrupting instructional systems and practices that reproduce inequitable learning opportunities requires educational leaders to develop systems and processes to recognize, confront, and change institutional biases. As part of this work, district level leaders must work to build and maintain a district culture that sustains the collective and individual development of culturally responsive instructional and institutional practices that allow all students the opportunity to learn, thrive, and belong. This includes guiding the supervision, evaluation, and improvement of teachers and school leaders, developing coherent systems of academic and social supports, supporting personal and organizational critical reflection, and effectively using assessments, data, and research-based analysis that allows for continuous, equity-focused improvement. In this course, students will understand and apply research around developing coherent systems of support for new and veteran educators, including effective supervision and evaluation, coaching, professional learning, and data-informed continuous improvement processes that develop and support culturally responsive teachers and principals.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 523 Communication Skills for Inclusion and Engagement

Content: Effective and inclusive communication with staff, families, and the community is a foundational skill required of all educational leaders. This course examines best practices in communication processes as they apply to personnel and group effectiveness in a variety of settings. Students will analyze how communication and engagement are impacted by power dynamics and systemic inequity, and will critically reflect on the skills and practices that will allow them to be effective and inclusive communicators within their context. Students will explore the dynamics of communication that occur at the individual and organizational level, understand best practices in establishing effective two-way communication between leaders and stakeholders, and examine the role of communication, dialogue, and listening as it relates to trust and credibility in different settings.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 525 Equitable Management of Systems and Resources

Content: District level leaders are charged with managing the systems and processes that ensure a healthy and effective district. Leaders need to be prepared to cultivate the equitable use of educational resources through establishing collaborative and inclusive procedures, guidelines, norms, and policies. Part of this work involves the ability to assess district needs and priorities and then equitably allocate opportunities and resources across the district according to these needs. Leaders need to understand that equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers, leaders, and supporting staff all contribute to a healthy and effective district culture. Leaders must be equipped with the skills to use data to evaluate systems for inequities and then work collaboratively to align and improve these systems so that they are coherent, cohesive, and focused on supporting the learning, improvement, and well-being of students and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 527 Advocacy, Communication, and Inclusive Leadership for Engaging Community

Content: Equity-oriented district leaders must work collaboratively and inclusively with stakeholders, with a particular focus on partnering effectively and authentically with historically marginalized communities whose voices and perspectives are a vital part of enacting systemic change. District leaders must develop and sustain these partnerships through communicating and enacting an inclusive and equity-focused district mission that values and prioritizes the diverse interests, needs, and resources of the community. District leaders must sustain relationships with district stakeholders through effective, two-way communication that fosters family engagement and allows all community members to learn about and participate in the development of equity-focused work that supports the achievement and well-being of students and staff. District leaders must focus on understanding how community stakeholders are impacted by the social, cultural, economic, legal, and political contexts within districts, as well as provide representation and advocacy, within and outside of the district, for their district's current and future needs.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 532 Using Supervision and Evaluation to Develop Culturally Responsive Teachers and Leaders

Content: Students will engage in critical reflection about how their own personal attitudes and beliefs about competence and success can influence supervision, with a particular focus on how personal assumptions and implicit bias can influence the evaluation process. The course is not a clinical supervision course. Course topics include effective hiring and retention practices, supervision and evaluation that promotes culturally responsive practice, objective documentation of employee performance, assessing for competence and the potential for growth, the legal basis for supervising and evaluating classified, certified, and administrative employees, review of and familiarization with district evaluation documents, and analysis of personal leadership approaches and behaviors, and developing and using culturally responsive supervision and evaluation systems.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 533 Leadership for Learning

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, relational trust, collective efficacy and responsibility, and developing a professional learning environment that supports and sustains culturally responsive practices. This research provides a basis for developing systematic, culturally responsive professional development programs that are sensitive to changing school cultures, that cultivate continuous learning, and promote the well-being of staff and students.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 541 Courage to Lead--Sustaining a Vision

Content: This hybrid course includes two seminars and online discussions with an opportunity for participants to explore and develop a personal leadership vision, a basis for exploring the difficult dilemmas experienced in their work. Each student is responsible for developing a personal platform based on their reflection on seminar readings and the investigation of a particular issue or dilemma in their administrative work life. The participant prepares a 3-5 page paper illustrating a work dilemma and shares it during the second seminar. The two seminars and online reflections focus on practicing the generation of open and honest questions.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

EDAD 542 Courage to Lead for Democracy

Content: This hybrid course meets in two seminars with online discussions to explore the powerful practice of self-reflection and personal change related to supporting democracy in schools. It offers a context for participants to explore the difficult dilemmas related to working with diverse students and adults. Each member of the seminar group is responsible for the investigation of a particular issue or dilemma in that person's administrative work life. The participant prepares a case study and an overview document for the seminar group. Participants learn how to ask honest, open questions to assist in understanding and resolving the dilemma.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

EDAD 544 Practicum

Content: Two semesters of 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 school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisites: Successful completion of at least two EDAD courses.

Restrictions: Admission to Initial Administrator License Program, consent of instructor, and submission of application for Independent Practicum to academic department office.

Credits: 1-4 semester hours.

EDAD 546 Negotiation, Collective Bargaining, and Contract Management

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. Bargaining between different parties inherently involves mediating multiple perspectives, problem solving and decision-making skills, communication, and an understanding of how a leader's personal identity and assumptions influence contract management and negotiation. There are clear responsibilities for maintaining agreements reached through the collective bargaining process, and an obligation to ensure that contract management and negotiation remains equity-centered. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, and the role grievances play in bargaining proposals and contracts, including binding arbitration as a final step.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 547 Ethical Leadership and Decision-Making

Content: During this course, we will explore a variety of questions that relate to ethical dilemmas we face as education leaders. Students will explore how ethical beliefs are influenced by cultural norms and assumptions, how values and ethics are established in individuals and across organizations, how ethical practices are supported or constrained by organizational norms, and the inevitable tensions that exist in the practice of an ethical leader and across educational systems. Students will apply different ethical frameworks and decision-making models in order to critically reflect upon their responsibilities as an ethical leader and develop their own ethical practice.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 548 Transforming Culture and Inspiring Innovation

Content: Advancing social justice, eliminating systemic inequities, and fostering inclusive and culturally responsive school and district cultures that support the achievement and well-being of staff and students requires bold changes and collaboratively designed, system-wide solutions that ensure deep learning and equitable opportunities for all. Administrators are charged with building and sustaining coherent, innovative, forward-thinking, and courageous organizational cultures that are focused on transforming school systems to be equitable and democratic institutions. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to critically reflect on who they are as learners and leaders for equity and transformation.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 549 Professional Mentorship and Seminar

Content: The Professional Mentorship and Seminar course is one academic year in length (two consecutive terms). Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Students will apply the essential content knowledge, leadership, collaboration, and research skills necessary for district level leadership. As part of this experience, students will complete a capstone project in which they apply concepts and skills learned in previous coursework. This capstone will involve action research, an equity audit, or in-depth research and the creation of an action plan regarding a professional problem of practice. Upon successful completion of the capstone project, the 220 hour practicum, and the compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Professional Administrator License program completion.

Prerequisites: None.

Restrictions: Principal Administrator License; minimum of three years as a practicing administrator. Course to be taken near the end of the Professional Administrator License coursework sequence.

Credits: 1-3 semester hours.

EDAD 551 Leading for Inclusion and Access: SPED, 504, TAG

Content: Leaders are responsible for fostering an inclusive school and district culture where each and every child is a valued and fundamental member and participant in classrooms and the community. This course will address how disability is socially constructed, and how assumptions about a student's perceived ability can be reinforced by exclusionary school and district practices. This course will provide opportunities for administrators to use current, relevant research to increase their understanding of leadership practices that foster an inclusive school culture for students with Special Education and TAG designations, as well as developing and supporting students in need of 504 plans. Additionally, students in this class will develop the knowledge and skills to enact high leverage practices in the areas of effective collaboration and communication, assessment and accountability, social, emotional, and behavior supports, instruction, program/service support, and supervision and legal requirements.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 555 Building Positive Climate: Policy and Practice

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. Additionally, these school wide initiatives must be supported by district-wide systems of multi-tiered interventions and equitable policies that focus on reducing exclusionary discipline, increasing attendance, and sustaining positive, inclusive, and hate-free school and district cultures. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 559 Collaborative Leadership and Team-Building

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and developing culturally responsive leadership mindsets and skill sets will be explored. Students will engage in critical reflection about their own positionality, and how this influences and constrains their ability to collaborate authentically. The art of collaboration will be modeled and practiced.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 574 Leading for Inclusion and Access: Supporting Linguistically and Culturally Diverse Students

Content: The ever-increasing number of students who are English/dual language learners requires schools and districts to become skilled at designing and implementing inclusive, asset-oriented systems and practices that support English language development, equitable access, and equal opportunity for all students. This course is designed to prepare administrators with the skills and mindsets required to support the cultural, linguistic, and academic needs of English/dual language learners. The course will include an overview of an administrator's legal obligations for English/dual language students, an explanation of cultural competency through the lens of race, culture, and language, and review of best practices and policies for providing culturally responsive instruction and support to students and families who are dual language learners. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 576 Integrated Administrative Seminar

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess their growth as a leader for equity across the Principal and Professional Administrative Licensure standards; demonstrate their ability to enact equity-centered practices that align with the Oregon School Administrator Standards at both the building and district levels; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.

Prerequisites: None.

Restrictions: Admission to EdS program, completion of the Principal License courses, and completion of the three core required Professional Administrator Licensure courses

Credits: 1-4 semester hours.

EDAD 577 Special Leadership Topics Seminar

Content: In-depth examination of current topics and challenges that are relevant to practicing administrators. Students will explore in-the-moment challenges within their leadership landscape and learn to apply current research and equity-centered leadership skills to understand and respond to these dilemmas in an equitable manner. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality educational leadership. Course content will be variable and will be built to respond to current challenges to equity-centered leadership and practice.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 584 Critical Restorative Justice

Content: Leading a just community, in an unjust social and political context, is complicated. Educational leaders need an array of protocols for engaging their adult professional community in continuously renewing and restoring norms of peace and justice throughout the school community. This course is for educational leaders wanting practical skills to generate peace (dignity, connection, belonging, understanding and forgiveness and bridging across significant differences) and justice (forms of fairness) in the adult community of school during times of injustice, uncertainty, fear and expressions of hate in the broader community. The restorative justice practices taught in this course focus on the adult community of the school and are appropriate for staff meetings, community meetings, and can be translated into classroom practices. In this class, students will learn from experience to design and facilitate a variety of restorative processes that will strengthen and continuously restore a sense of justice in their professional community.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 585 Recentering Circles

Content: This course is designed for educators, counselors, and administrators interested in learning to facilitate restorative practice in professional settings where deficit model thinking, victim blaming and other forms of power and privilege derail equitable professional practice. These circles can be used in a variety of settings including human resource procedures, school staff meetings, parent meetings, community meetings. Students will be introduced to circle practices for a variety of purposes where unfair forms of interaction can alienate colleagues and subvert productive and creative work including program design, decision-making, problem-solving. These practices help establish trust in professional relationships and integrity in the use of restorative practices with students. Each class we will try out new circle practices and students will leave each class with new practices to try in their setting.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 589 Professional Studies: Special Topics in School Leadership

Content: In-depth examination of topics relevant to the practicing Principal and issues in schools. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 597 Capstone Project

Content: In a capstone/culminating project of the MEd with Principal License program, students will integrate and apply what they have learned throughout their experience. In consultation with the instructor, students will design a leadership and advocacy project that addresses and seeks to resolve an inequitable dilemma that is unique to their professional context and focused on demonstrating their equity-centered leadership skills. The project will use current research to create an action plan that is aimed at an audience beyond the classroom, with the goal of eventually sharing and applying it in the wider world. Students will present their work in written and oral formats.

Prerequisites: 27 semester hours of coursework from the Principal License Program and EDAD-533 or EDAD-633

Credits: 1 semester hour.

EDAD 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.

EDAD 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.

EDAD 601 Educational Leadership for Equity and Social Justice

Content: This foundational course is designed to introduce the theories, practices, core responsibilities, and issues associated with leadership and social justice in educational organizations. Aspiring principals and other educational practitioners move toward acquiring and affirming requisites and capacities to engage in social justice praxis (critical reflection and action) towards improving conditions and culture in schools in authentic and collaborative ways. Candidates learn about instructional, organizational, community, ethical, and sociopolitical functions of leadership. Using research and reflection, candidates analyze and clarify internal and external conceptions of and attitudes toward leadership at the intersection of social injustice including but not limited to: systemic racism, whiteness as privilege and power, gender and class biases, ableism, and deficit minded decision-making to guide them in leadership work.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 602 Instructional Leadership

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

Prerequisites: None.

Credits: 1-3 semester hours.

EDAD 603 Achieving Equitable School Change Through Data-Driven Inquiry and Improvement

Content: Overview of foundations and techniques for collecting and using data for inquiry-based school improvement. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access to high standards for all students. The course is designed to prepare the Principal practitioner to conduct high quality improvement cycles aimed at classroom and school environments.

Participants will use improvement science practices to collect, analyze, communicate, and use various forms of data in school visioning, collaborative improvement planning, and decision making. Thorough coverage of these topics is designed to equip school leaders with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to personnel, classroom, school, or district levels problems of practice.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 604 Ethics, Policy, and the Law

Content: Study of the principles of ethical leadership and working successfully in the larger political, social, economic, legal, and cultural environment of an educational system. Examination of landmark legal cases, federal policies, state and local laws, and regulations impacting school systems. Exploration of social justice advocacy through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 606 Ethics, Policy, and the Law

Content: Study of the principles of ethical leadership and working successfully in the larger political, social, economic, legal, and cultural environment of an educational system. Examination of landmark legal cases, federal policies, state and local laws, and regulations impacting school systems. Exploration of social justice advocacy through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 608 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 609 Using Data for School Improvement

Content: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 610 Cultivating Human, Organizational and Financial Resources for Equity

Content: School leaders are charged with developing and managing the resources, processes, and systems that ensure equitable access to opportunities for students and a healthy workplace and professional culture for staff. Equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers and support staff all contribute to an equitable and effective school culture. Students in this course will explore the basic concepts of school finance and operational management at the state and district levels, while also acquiring the skills to lead and collaborate with others in the efficient and equitable allocation of school resources. This will include the skills for developing and implementing equitable processes to recruit, hire and retain culturally responsive, caring, and diverse school building personnel. The course will also examine specific a) systems of supervision and evaluation and b) systems that support and retain newly-assigned educators and BIPoC educators.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 611 Budgeting and Operations for Equity

Content: Reviews the basic concepts of school finance and operational management at the state and district levels, and explores how to apply them when leading a school. Students acquire skills to lead and collaborate with others in the efficient and equitable allocation of resources—human, fiscal, and technological—to achieve equity and social justice, as well as academic success for diverse learners.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 612 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 618 Pre-Practicum for School Leadership

Content: Preparation for a supervised, onsite, pre-designed administrative experience, along with campus seminars involving activities, discussions, and presentations. Students explore the content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle-level/high school settings under the direction of experienced site and campus supervisors.

Prerequisites: None.

Restrictions: Enrollment in another course in the Principal Licensure program.

Credits: 1 semester hour.

EDAD 619 Practicum for School Leadership

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

Prerequisites: EDAD-618

Restrictions: Admission to the Principal License program and enrollment in another Principal License program course.

Credits: 1-2 semester hours.

EDAD 620 Organizational Leadership for Equity, Inclusion, and Justice

Content: Organizational leadership for equity requires leaders to understand how institutional systems, structures, practices and policies serve to counter or reinforce educational inequities. Transformative leaders must use this understanding to build collective organizational capacity to disrupt and change these structures and practices. In this course, students will engage in critical self-reflection about their own identity, analyze how historical roots of inequity and bias exist within institutional systems and their own personal leadership; explore how to collaboratively develop, promote, and advocate for a district vision that is rooted in social justice; and understand the theories, skills, and commitments that are needed to cultivate and model district values, norms, and practices that promote and sustain achievement, inclusion, and well-being for every district stakeholder regardless of race, ability, gender, economic status, or personal identity.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 621 Instructional Leadership for Inclusion and Improvement

Content: Disrupting instructional systems and practices that reproduce inequitable learning opportunities requires educational leaders to develop systems and processes to recognize, confront, and change institutional biases. As part of this work, district level leaders must work to build and maintain a district culture that sustains the collective and individual development of culturally responsive instructional and institutional practices that allow all students the opportunity to learn, thrive, and belong. This includes guiding the supervision, evaluation, and improvement of teachers and school leaders, developing coherent systems of academic and social supports, supporting personal and organizational critical reflection, and effectively using assessments, data, and research-based analysis that allows for continuous, equity-focused improvement. In this course, students will understand and apply research around developing coherent systems of support for new and veteran educators, including effective supervision and evaluation, coaching, professional learning, and data-informed continuous improvement processes that develop and support culturally responsive teachers and principals.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 623 Communication Skills for Inclusion and Engagement

Content: Effective and inclusive communication with staff, families, and the community is a foundational skill required of all educational leaders. This course examines best practices in communication processes as they apply to personnel and group effectiveness in a variety of settings. Students will analyze how communication and engagement are impacted by power dynamics and systemic inequity, and will critically reflect on the skills and practices that will allow them to be effective and inclusive communicators within their context. Students will explore the dynamics of communication that occur at the individual and organizational level, understand best practices in establishing effective two-way communication between leaders and stakeholders, and examine the role of communication, dialogue, and listening as it relates to trust and credibility in different settings.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 625 Equitable Management of Systems and Resources

Content: District level leaders are charged with managing the systems and processes that ensure a healthy and effective district. Leaders need to be prepared to cultivate the equitable use of educational resources through establishing collaborative and inclusive procedures, guidelines, norms, and policies. Part of this work involves the ability to assess district needs and priorities and then equitably allocate opportunities and resources across the district according to these needs. Leaders need to understand that equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers, leaders, and supporting staff all contribute to a healthy and effective district culture. Leaders must be equipped with the skills to use data to evaluate systems for inequities and then work collaboratively to align and improve these systems so that they are coherent, cohesive, and focused on supporting the learning, improvement, and well-being of students and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 627 Advocacy, Communication, and Inclusive Leadership for Engaging Community

Content: Equity-oriented district leaders must work collaboratively and inclusively with stakeholders in the district, with a particular focus on partnering effectively and authentically with historically marginalized communities whose voices and perspectives are a vital part of enacting systemic change. District leaders must develop and sustain these partnerships through developing, communicating, and enacting an inclusive and equity-focused district mission that values and prioritizes the diverse interests, needs, and resources of the community. District leaders must sustain relationships with district stakeholders through effective, two-way communication that fosters family engagement and allows all community members to learn about and participate in the development of equity-focused systems, policies, and practices that support the achievement and well-being of students and staff. The work of district leaders must focus on understanding how their community stakeholders are impacted by the social, cultural, economic, legal, and political contexts within their districts, as well as to provide representation and advocacy—both

Prerequisites: None.

Credits: 3 semester hours.

EDAD 632 Using Supervision and Evaluation to Develop Culturally Responsive Teachers and Leaders

Content: Students will engage in critical reflection about how their own personal attitudes and beliefs about competence and success can influence supervision, with a particular focus on how personal assumptions and implicit bias can influence the evaluation process. The course is not a clinical supervision course. Course topics include effective hiring and retention practices, supervision and evaluation that promotes culturally responsive practice, objective documentation of employee performance, assessing for competence and the potential for growth, the legal basis for supervising and evaluating classified, certified, and administrative employees, review of and familiarization with district evaluation documents, and analysis of personal leadership approaches and behaviors, and developing and using culturally responsive supervision and evaluation systems.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 633 Leadership for Learning

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, relational trust, collective efficacy and responsibility, and developing a professional learning environment that supports and sustains culturally responsive practices. This research provides a basis for developing systematic, culturally responsive professional development programs that are sensitive to changing school cultures, that cultivate continuous learning, and promote the well-being of staff and students.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 642 Courage to Lead in a Democracy

Content: There has never been a more critical time for leaders to examine their capacity to build and support our democracy. This hybrid online course meets in one initial seminar/retreat followed by online content and discussions to explore the powerful practices of self-reflection and the personal and organizational change needed to create and sustain a healthy democracy. The course offers a context for participants to explore the difficult dilemmas related to effectively supporting diverse students, staff and community members within an inequitable education context. Leaders will explore ways of seeing, being and responding to life within their organizations in order to make these critical changes. Learning to deeply listen and to ask open, honest questions will assist in holding the tensions inherent in leadership today. Students are responsible for the investigation of a particular issue or dilemma in their administrative work life related to powerful habits that support a healthy democracy.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

EDAD 644 Practicum

Content: Two semesters of 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 school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisites: Successful completion of at least two EDAD courses.

Restrictions: Admission to Initial Administrator License Program, consent of instructor, and submission of application for Independent Practicum to academic department office.

Credits: 1-4 semester hours.

EDAD 646 Negotiation, Collective Bargaining, and Contract Management

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. Bargaining between different parties inherently involves mediating multiple perspectives, problem solving and decision-making skills, communication, and an understanding of how a leader's personal identity and assumptions influence contract management and negotiation. There are clear responsibilities for maintaining agreements reached through the collective bargaining process, and an obligation to ensure that contract management and negotiation remains equity-centered. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, and the role grievances play in bargaining proposals and contracts, including binding arbitration as a final step.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 647 Ethical Leadership and Decision-Making

Content: During this course, we will explore a variety of questions that relate to ethical dilemmas we face as education leaders. Students will explore how ethical beliefs are influenced by cultural norms and assumptions, how values and ethics are established in individuals and across organizations, how ethical practices are supported or constrained by organizational norms, and the inevitable tensions that exist in the practice of an ethical leader and across educational systems. Students will apply different ethical frameworks and decision-making models in order to critically reflect upon their responsibilities as an ethical leader and develop their own ethical practice.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 648 Transforming Culture and Inspiring Innovation

Content: Advancing social justice, eliminating systemic inequities, and fostering inclusive and culturally responsive school and district cultures that support the achievement and well-being of staff and students requires bold changes and collaboratively designed, system-wide solutions that ensure deep learning and equitable opportunities for all. Administrators are charged with building and sustaining coherent, innovative, forward-thinking, and courageous organizational cultures that are focused on transforming school systems to be equitable and democratic institutions. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to critically reflect on who they are as learners and leaders for equity and transformation.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 649 Professional Mentorship and Seminar

Content: The Professional Mentorship and Seminar course is one academic year in length (two consecutive terms). Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Students will apply the essential content knowledge, leadership, collaboration, and research skills necessary for district level leadership. As part of this experience, students will complete a capstone project in which they apply concepts and skills learned in previous coursework. This capstone will involve action research, an equity audit, or in-depth research and the creation of an action plan regarding a professional problem of practice. Upon successful completion of the capstone project, the 220 hour practicum, and the compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Professional Administrator License program completion.

Prerequisites: None.

Restrictions: Principal Administrator License; minimum of three years as a practicing administrator. Course to be taken near the end of the Professional Administrator License coursework sequence.

Credits: 1-3 semester hours.

EDAD 651 Leading for Inclusion and Access: SPED, 504, TAG

Content: Leaders are responsible for fostering an inclusive school and district culture where each and every child is a valued and fundamental member and participant in classrooms and the community. This course will address how disability is socially constructed, and how assumptions about a student's perceived ability can be reinforced by exclusionary school and district practices. This course will provide opportunities for administrators to use current, relevant research to increase their understanding of leadership practices that foster an inclusive school culture for students with Special Education and TAG designations, as well as developing and supporting students in need of 504 plans. Additionally, students in this class will develop the knowledge and skills to enact high leverage practices in the areas of effective collaboration and communication, assessment and accountability, social, emotional, and behavior supports, instruction, program/service support, and supervision and legal requirements.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 655 Building Positive Climate: Policy and Practice

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. Additionally, these school wide initiatives must be supported by district-wide systems of multi-tiered interventions and equitable policies that focus on reducing exclusionary discipline, increasing attendance, and sustaining positive, inclusive, and hate-free school and district cultures. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 659 Collaborative Leadership and Team-Building

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and developing culturally responsive leadership mindsets and skill sets will be explored. Students will engage in critical reflection about their own positionality, and how this influences and constrains their ability to collaborate authentically. The art of collaboration will be modeled and practiced.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 671 Understanding Cultural Frameworks and De-Centering Dominant Culture

Content: In this course, we explore the personal orientation necessary to work effectively in cross-cultural learning environments. We dissect dominant culture through unpacking the cultural values, beliefs, communication style, learning orientation, and cultural preferences that often remain unconsciously perpetuated or privileged in educational institutions. Then we will continue to explore the historical creation of a racial hierarchy via policies, systems, institutions, and laws and the legacy of discrimination, bias, and white privilege it creates today. Lastly, we explore nondominant cultural beliefs, communication styles, and learning styles as well as the basic tenets of culturally responsive teaching in order to begin de-centering dominant culture in schools and classrooms to truly create inclusive learning environments.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 672 Facilitating Learning in Diverse Communities

Content: This course will focus on the actual culturally inclusive facilitation skills needed to situate both students and adults as learners in diverse communities. In addition to concrete facilitation skill development, participants will explore the value and role of community in non-dominant learning as well as specific ways to enhance an authentic community orientation in schools today both for students and educators. Participants will also develop an approach to observing and offering feedback to one another as part of a learning community as well as create a facilitation plan for adult professional development. Participants will choose a focus area to target their community learning process on over the course of the school year.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 674 Leading for Inclusion and Access: Supporting Linguistically and Culturally Diverse Students

Content: The ever-increasing number of students who are English/dual language learners requires schools and districts to become skilled at designing and implementing inclusive, asset-oriented systems and practices that support English language development, equitable access, and equal opportunity for all students. This course is designed to prepare administrators with the skills and mindsets required to support the cultural, linguistic, and academic needs of English/dual language learners. The course will include an overview of an administrator's legal obligations for English/dual language students, an explanation of cultural competency through the lens of race, culture, and language, and review of best practices and policies for providing culturally responsive instruction and support to students and families who are dual language learners. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 675 Leading for Equity-Building Inclusive School Systems & Creating Syst Change

Content: During this course, teacher leaders, aspiring administrators, and current building and district administrators will explore themes and concepts of leadership and management essential to creating and sustaining equitable systemic change in today's diverse school buildings. This culminating course will build on a strong conceptual and experiential knowledge base of equity and explicitly develop the leadership lens and skills critical to inspiring and empowering others to join in creating equitable, lasting change that improves the academic achievement of all students, especially students of color who continue to be underserved by our educational system. This course honors that while this work is a moral imperative, leading for equity at the building and district level is deeply challenging and requires unrelenting passion as well as a deep leadership skill set and conceptual understandings.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 676 Integrated Administrative Seminar

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess their growth as a leader for equity across the Principal and Professional Administrative Licensure standards; demonstrate their ability to enact equity-centered practices that align with the Oregon School Administrator Standards at both the building and district levels; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.

Prerequisites: None.

Corequisites: EDAD-549.

Restrictions: Admission to EdS program, completion of the Principal License courses, and completion of the three core required Professional Administrator Licensure courses

Credits: 1-4 semester hours.

EDAD 677 Special Leadership Topics Seminar

Content: In-depth examination of current topics and challenges that are relevant to practicing administrators. Students will explore in-the-moment challenges within their leadership landscape and learn to apply current research and equity-centered leadership skills to understand and respond to these dilemmas in an equitable manner. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality educational leadership. Course content will be variable and will be built to respond to current challenges to equity-centered leadership and practice.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 684 Critical Restorative Justice

Content: Leading a just community, in an unjust social and political context, is complicated. Educational leaders need an array of protocols for engaging their adult professional community in continuously renewing and restoring norms of peace and justice throughout the school community. This course is for educational leaders wanting practical skills to generate peace (dignity, connection, belonging, understanding and forgiveness and bridging across significant differences) and justice (forms of fairness) in the adult community of school during times of injustice, uncertainty, fear and expressions of hate in the broader community. The restorative justice practices taught in this course focus on the adult community of the school and are appropriate for staff meetings, community meetings, and can be translated into classroom practices. In this class, students will learn from experience to design and facilitate a variety of restorative processes that will strengthen and continuously restore a sense of justice in their professional community.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 685 Recentering Circles

Content: This course is designed for educators, counselors, and administrators interested in learning to facilitate restorative practice in professional settings where deficit model thinking, victim blaming and other forms of power and privilege derail equitable professional practice. These circles can be used in a variety of settings including human resource procedures, school staff meetings, parent meetings, community meetings. Students will be introduced to circle practices for a variety of purposes where unfair forms of interaction can alienate colleagues and subvert productive and creative work including program design, decision-making, problem-solving. These practices help establish trust in professional relationships and integrity in the use of restorative practices with students. Each class we will try out new circle practices and students will leave each class with new practices to try in their setting.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 689 Professional Studies: Special Topics in School Leadership

Content: In-depth examination of topics relevant to the practicing Principal and issues in schools. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 697 Capstone Project

Content: In a capstone/culminating project of the M.ED with Principal License program, students will integrate and apply what they have learned throughout their experience. In consultation with the instructor, students will design a leadership and advocacy project that addresses and seeks to resolve an inequitable dilemma that is unique to their professional context and focused on demonstrating their equity-centered leadership skills. The project will use current research to create an action plan that is aimed at an audience beyond the classroom, with the goal of eventually sharing and applying it in the wider world. Students will present their work in written and oral formats.

Prerequisites: 27 semester hours of coursework from the Principal License Program and EDAD-533 or EDAD-633

Credits: 1 semester hour.

EDAD 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.

EDAD 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.

Credits: 1-5 semester hours.

EDAD 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.

EDAD TR Graduate Level Transfer Credit

Prerequisites: None.

Semester credits: 1-12.

Education in Leadership Doctoral Program Courses**EDLL 701 History of Leadership in Education**

Content: In 1837, Horace Mann said, "A nation could not long remain ignorant and free." Mann argued for universal public education, supported by tax funds. The major questions of the day: Who is to be educated? Who will teach them? What will they learn? These have since been answered many times over. In the 21st century we are raising those questions again, and inquiring further to ask: Is postsecondary education also a public good? Who gets to access a college education? What dictates a quality higher education experience? Explore how leadership, organization, and ethical and political issues relate to these fundamental questions, which are the bedrock of America's systems of education.

Prerequisites: None.

Restrictions: Admission to EdD program or consent of program director.

Credits: 2 semester hours.

EDLL 702 Organizational Theory and Leadership

Content: This course introduces students to core concepts of organizational theory relevant to a large range of organizations e.g., PK-12 schools, colleges and universities, community groups, manufacturing businesses, hospitals) as well as organizational issues confronting leaders (e.g., design, improvement, accountability). Students will become adept at thinking critically and analytically about the organizational contexts in which they work. The course will also help students new to doctoral-level research learn how to interact with scholarly literature and apply it usefully to their work.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 704 Culturally Responsive Leadership

Content: Provides theoretical and practical guidance to support candidates in enacting culturally relevant approaches to leadership. Explores how policies and practices can enable effective interactions within culturally diverse environments. Participants will learn how to analyze their values, beliefs, and behavior in this context and will reflect on their own cultural awareness and critical consciousness.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 708 Ethics and Leadership for Social Justice

Content: Leaders face opportunities and challenges when implementing policies and practices regarding equity and social justice. Explore ethical issues dealing with leadership, governance, and policy development pertaining to P-20 institutions. Develop an understanding of social justice leadership theory and practice designed to disrupt structural inequities and produce fairness in organizational conditions and outcomes for minoritized communities.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 709 Adult Development and Learning

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 710 Introduction to Educational Research

Content: Introduction to epistemologies, paradigms, and methodologies in social science research. Students learn about different approaches used in education research and examine their underlying assumptions and values. The course addresses and critiques some of the long-standing traditions in education and social science research that have privileged certain values and viewpoints while marginalizing others. Students will read and critique a variety of education research articles and consider how education leaders can use research for advocacy and transformative social action.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 715 Intercultural Community Collaboration

Content: Building collaborative relationships between schools and the diverse families and communities they serve is critical. By analyzing nontraditional forms of parent and guardian involvement and learning to work with existing cultural traditions, education leaders will gain skills to support diverse students and strengthen community connections. The goal is to build on the diverse assets of families and to connect with valuable local resources in order to strengthen collaborative learning for the entire school community.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 1 semester hour.

EDLL 716 Critical Theory and Pedagogy

Content: Education research sits at the intersection of debates about the philosophy of education (ontology), the role of education in (re)producing a pluralistic and free democracy (critical theories of education) what counts as a "just" society (critical social theory), what counts as knowledge production/construction (critical epistemology and critical research design), and ultimately what it means to educate a public (critical pedagogy). Therefore, education research focused on any one of these areas has implications in all of these areas. For education research focused on problems of (in)justice, with an interest in solving these problems, critical theory offers intellectual traditions and analytic tools. Using these intellectual tools, students will recognize, understand, discuss and apply the historical and current tenants of critical theory to form your own emerging conceptual framework for explaining and describing problems of practice in leadership and policy, organizing, pedagogy, and education research.

Prerequisites: None.

Restrictions: Admission to doctoral program or consent of program director.

Credits: 2 semester hours.

EDLL 721 Legal Issues in Higher Ed

Content: This course is designed to advance students' understanding and navigation of legal issues in higher education. Issues related to the various constituents - faculty, staff, students, and administration - and in various institutional settings will be discussed and considered in the context of leadership in the face of these challenges. Starting from a broader perspective, students will explore the current legal issues facing the higher education community nationally, and move to more local contexts for managing these circumstances as an institutional administrator at a college or university. From both the national and local viewpoints, the primary focus will be on the law and how it impacts relationships with students. The course will explore the increasingly complex regulatory environment facing colleges and universities. Specific topics of discussion will include (among others): the rights and responsibilities of students in and outside the classroom; codes of conduct and due process; freedom of expression; freedom from discrimination; affirmative action; the roles of religion and politics in higher education; and the regulation of intercollegiate athletics.

Prerequisites: None.

Restrictions: Admission to EdD program or instructor approval

Credits: 3 semester hours.

EDLL 725 Leadership in a Changing Global Society

Content: In this course we will explore education systems around the globe and the influences of globalization on education practices. Students will consider the interdependence of social, political, economic, and cultural phenomena within and across local and global social systems including education systems.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 1-2 semester hours.

EDLL 726 Seminar in Scholarship and Writing

Content: Introduction to scholarly writing and the development of self-as-scholar in education and the social sciences. Students gain an understanding of the elements and processes of scholarly writing. The course also provides training in APA style and library and reference resources.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 727 Focused Literature Research

Content: This seminar is designed to prepare students to develop a critical review of pertinent academic literature focused on the problem or problems that will be addressed in their dissertation research. The seminar will provide instruction and support with the processes and techniques for scholarly discussion of controversial literature, and students will receive feedback on academic writing from the course instructor.

Prerequisites: EDLL-726

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 1-2 semester hours.

EDLL 728 Conceptual Framework

Content: Students will learn to generate clear, coherent, well-grounded conceptual frameworks and apply them to their work as emerging researcher-practitioners. Students will read and critique a variety of conceptual frameworks as well as collaboratively generate conceptual frameworks based on course readings. They will begin to develop a conceptual framework particular to their own practice and research interests.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 729 Dissertation Design

Content: Students will learn the acceptable formats, techniques, and approaches necessary for producing a defensible doctoral dissertation as well as the purpose and process of applying for permission to conduct studies involving human subjects. Students will complete a draft dissertation proposal and a human subjects research institutional review board (IRB) application, as well as understand their responsibilities to their dissertation committee.

Prerequisites: None.

Restrictions: Admission to the Ed.D program or consent of program director.

Credits: 3 semester hours.

EDLL 730 Advancement to Candidacy Seminar

Content: Extends time and support for doctoral students to complete advancement to candidacy and institutional review board (IRB) process. Provides individualized coaching and writing assistance and allows students to work toward finalization of their dissertation proposal under faculty supervision while maintaining access to college services through continuous enrollment in the doctoral program.

Prerequisites: None.

Restrictions: Admission to doctoral program. Students may register for a maximum of 3 consecutive semesters of EDLL 730 beginning in the third summer of their program. Students must have completed all doctoral coursework, excluding EDLL 729 and EDLL 750.

Credits: 1-3 semester hours.

EDLL 731 Equity-Focused Policy and Practice

Content: This course focuses on equity policy in education. Students will explore the sources of policy ideas, the processes of policy making, and the complex relationship between policy design and policy implementation. Students will read and critique equity-focused policies and learn to assess the strengths and constraints in policy designs using a variety of analysis approaches. Students will also read and critique policy implementation research.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 732 Higher Education Policy

Content: The purpose of this course is to critically examine higher education policy and the impacts of policy application. Class discussions will explore challenges faced by institutions of higher education in implementing policy, with a particular focus on issues related to access, affordability and student outcomes.

Prerequisites: None.

Restrictions: Admission to the EdD program or approval of instructor

Credits: 3 semester hours.

EDLL 733 Educational Leadership Field Experience

Content: Provides authentic, in-situ opportunities for candidates to synthesize and apply theory and research to their leadership development and growth as practitioner-scholars. In concert with their dissertation work and in collaboration with a university and field supervisor, candidates spend sustained time in the field gathering and analyzing data around a pressing problem of practice. Through their field experiences, candidates are expected to: (1) identify and engage with the key contact points and people within their schools, districts, organizations, and/or communities in ways that facilitate robust and ethical data gathering; (2) explore how dissertation data and findings illuminate critical questions and themes in leadership work, and (3) make recommendations for improving leadership practice and spurring organizational change.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 734 Educational Leadership Field Experience II

Content: Provides authentic, sustained, in-situ opportunities for candidates to synthesize and apply theory and research from program coursework to their development as practitioner-scholars. In concert with the doctoral program mission, candidates' field experiences center on the practice of transformative social change in educational settings, through research and inquiry. The experiences are designed to support candidates in two critical phases of their dissertation work, including formulating and articulating a problem (year 1) and applying methodologies to explore and understand a problem of practice (year 3). Field experiences are planned and guided collaboratively by the Lewis Clark supervisors and school, district, and agency personnel for graduate credit. They culminate in a presentation at the end of the program, where candidates share what they have learned about leadership and organizational change through the practicum process.

Prerequisites: EDLL 733.

Credits: 1 semester hour.

EDLL 735 Pasar La Batuta: Success Through Intention

Content: When participating in a track and field relay race, it is important that each of the sprinters speedily covers their portion of the race. Equally important is the fluidity of transferring responsibility from one runner to the next, the critical passing of the baton, or "pasar la batuta". It is in this moment when all of the effort given by one runner helps jump start their teammate in a seamless fashion, or when the work is abruptly halted because the hand off is faulty. This critical transfer can define the outcome of the race. The analogy of "pasar la batuta" well articulates the responsibility educational leaders in P-12 and higher education settings have for fashioning a seamless transition for students to navigate. As it stands, the movement between primary and secondary education into postsecondary education is disjointed. This course will explore why the transition across the educational pipeline is choppy, what factors need to be considered in order to facilitate a smoother move, and the opportunities for leaders to foster that change.

Prerequisites: None.

Restrictions: Admission to doctoral program or approval of instructor

Credits: 2 semester hours.

EDLL 741A Qualitative Research Methods

Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 741B Quantitative Research Methods

Content: Overview and application of quantitative research methods. Through course readings, discussion, and practical application, we examine basic designs and methods associated with quantitative research and become acquainted with descriptive and inferential statistical analyses and relevant analysis software, as well as learn how to interpret and present statistical findings. Candidates gain the skills necessary to review and critique quantitative research and to design and undertake their own quantitative research.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 742 Quantitative Research Methods II

Content: Practice quantitative research skills. Through reading, discussion, and four practicum workshops students will practice: (1) designing researchable quantitative questions; (2) collecting quantitative data; (3) cleaning and structuring data for analysis; (4) conducting descriptive and inferential statistical analyses; and (5) writing up results in APA style.

Prerequisites: EDLL 741b

Credits: 1 semester hour.

EDLL 743 Qualitative Research Methods II

Content: Students practice foundational skills necessary for conducting qualitative research. Through reading, discussion, and four practicum workshops students will practice qualitative research skills: (1) collecting observation field notes; (2) developing and piloting interview and/or focus group questions; (3) collecting and managing audio and video recorded data; (4) transcribing audio and/or video data; (5) developing and using analytic coding. Students will also be introduced to the human subjects review process and complete the CITI responsible research module and the human subjects module.

Prerequisites: EDLL 741A

Credits: 1 semester hour.

EDLL 744 Research Development and Dissemination

Content: A core element of becoming a scholar-practitioner is learning to conduct, complete and disseminate one's research. In this course candidates gain skills and practice developing and delivering research presentations and writing conference proposals. Candidates attend research presentations, develop a conference proposal, and give and get critical feedback on presentations and proposals of their original research projects in professional and community-based settings.

Prerequisites: None.

Restrictions: Admission to the EdD or consent of instructor

Credits: 2 semester hours.

EDLL 750 Doctoral Dissertation

Content: Completion of dissertation research under the direction of the chair of the candidate's dissertation committee. Candidates must be enrolled in this course during the term in which they defend their dissertations, and must complete at least 12 semester hours of EDLL 750. Grades are deferred until the candidate has successfully defended and uploaded the final edited and approved dissertation.

Prerequisites: None.

Restrictions: Admission to EdD program. Advancement to candidacy, and successful defense of a dissertation proposal.

Credits: 1-12 semester hours.

EDLL 780 Social Justice Leadership Retreat

Content: Leaders of school communities and agencies must be able to work effectively with individuals and groups representing diverse cultures and backgrounds; these skills are at the core of leading and serving all members of the community. This retreat will provide an opportunity to explore and learn about issues of diversity in a mutually supportive environment led by trained diversity facilitator(s). The retreat builds experientially on the academic emphasis on social justice and equity threaded through the doctoral program curriculum and leads to a practical application component during the ensuing academic year.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 1-2 semester hours.

EDLL 798 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.

EDLL 799 Independent Study

Content: This course is an Independent Study course. 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: 1-3 semester hours.

Student Affairs Administration Courses**SAA 501 History of Higher Education and Student Affairs**

Content: The purpose of this course is to trace the history of higher education and the evolution of the field of Student Affairs in the United States. We will cover the origins, trends/developmental periods, and distinctive features of US higher education, critically examining higher education institutions' perpetuation of colonialism, slavery, and neoliberalism. The course contextualizes the creation of the field of student affairs within the history of institutions. Content from this course will center on the experiences and perspectives of Black, Indigenous, and people of color within and across these historical areas of development.

Prerequisites: None.

Restrictions: Admission to the Higher Ed & Student Affairs Administration program.

Credits: 3 semester hours.

SAA 509 Equity and Social Justice in Higher Education

Content: This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations. In contemporary higher education, diversity plays an increasingly important role in the experience of students, affecting both their full access to various aspects of the college experience and the quality of that experience. For the purposes of this course, diversity shall be defined to include: gender, class, race and ethnicity, language, nationality, sexual orientation, gender identity, age, religion or spirituality, and disability.

Prerequisites: None.

Credits: 3 semester hours.

SAA 523 Higher Education Governance and Administration

Content: This course introduces students to governance and administrative structures in American higher education. Students will explore how changes in the demographic, legal, financial, and social landscape have impacted the ways that colleges and universities operate. Students will also become familiarized with the use of data and research as it relates to governance and administration.

Prerequisites: None.

Credits: 3 semester hours.

SAA 525 Higher Education Finance

Content: This three-semester hour course introduces students to financial, economic, and budgetary issues within Higher Education with particular emphasis on student affairs. Students will review the primary political, economic, and social issues influencing higher education finance; examine revenue streams and expenditure patterns; survey tuition and financial aid policies; develop the ability to examine and analyze financial information; and assess the budget as an instrument of strategic planning, resource allocation, and control. This course is grounded in literature, theories, and examples specific to higher education. The goal for this class is to provide students with the knowledge and abilities that empower them to make appropriate decisions as higher education leaders. Through assigned readings, lectures, and webcast materials, and by active course participation, including completion of assigned activities, students will have the opportunity to demonstrate their familiarity with the following topics: financing higher education; political influences; higher education revenue sources and uses; and institutional budgeting and planning.

Prerequisites: None.

Credits: 3 semester hours.

SAA 527 Intergroup Dialogue

Content: This course prepares students to facilitate intergroup dialogues in college and university settings. Intergroup Dialogue is an educational model that seeks to facilitate dialogical learning across different social groups and identities, and foster intergroup relations. Intergroup dialogue is grounded in the belief that interpersonal relations are shaped by historical and contemporary contexts (and conflicts) in society. This course will review dialogic principles that inform Intergroup Dialogue and then provide an opportunity to practice designing and facilitating an intergroup dialogue.

Prerequisites: SAA 501, SAA 509

Credits: 1 semester hour.

SAA 530 Critical Pedagogies and Student Affairs

Content: This class explores the following propositions from the tradition of critical pedagogy: learning is a shared and collective process that is shaped by social structures and norms of social interaction; higher education institutions fundamentally shape the process of learning, as well as what counts as knowledge; higher education institutions can sustain and reproduce inequitable political and economic relationships; higher education institutions can also provide opportunities to resist oppression, build autonomy, and create a more just society. This class will explore the central concepts and arguments that underlay these claims, and consider their implications for student affairs practitioners who seek to create inclusive learning environments that lead to equitable educational outcomes.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 535 Legal Issues in Higher Education

Content: This course is designed to introduce students to legal issues in higher education. Issues related to the various constituents - faculty, staff, students, and administration - will be addressed. Students will also explore current legal issues facing the higher education community.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 538 Crisis Management in Higher Education

Content: This course introduces the theories and practical approaches to managing crises within higher education and student affairs. Students gain knowledge of signs and symptoms of common mental health issues in college settings, and learn strategies for addressing and triaging mental health concerns as a non-clinical person. Students will also learn crisis management and risk assessments in higher education. This course merges literature on crisis management with case studies and experiences from student affairs leaders. We will examine and discuss documented cases of campus crisis and best practices in campus crisis management.

Prerequisites: SAA-501, SAA-509

Credits: 2 semester hours.

SAA 540 Student Development Theory I

Content: Having a deep understanding of student development is necessary for anyone who wants to be successful as an administrator or instructor in higher education. You must be aware of factors that affect the development of adults and be able to work with individuals, groups, and organizations within a diverse campus community. This is essential to establishing environments conducive to the development of students from a variety of backgrounds. This course introduces students to practitioner-based student development theories within higher education. Ultimately, the understanding and application of these theoretical frameworks to your work will enable you to enhance student outcomes vis-a-vis programs, services, curricula, and pedagogical techniques.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 541 Student Development Theory II

Content: This course is designed to build upon Student Development Theory I and is considered to be second in a two-part series. Coursework will enhance students' understanding of processes of student learning, growth, and development during college. Special focus will focus on recent theories including diversity in development and the extent to which these theories are used to guide empirical research and institutional decision-making.

Prerequisites: SAA 540.

Credits: 3 semester hours.

SAA 542 Student Development Theory

Content: As student development theory continues to evolve and has entered the "third wave" of scholarship, having an understanding of the variations of the theory is critical to serving diverse students on college campuses. This course applies a critical lens to introduce practitioner-based student development theories within higher education. Topics discussed will be informed by current issues in higher education. The main objectives for this course are: to examine theories, to explore how theories inform your praxis, and to demonstrate your intellectual understanding of systems of equity and inclusion in higher education settings.

Prerequisites: None.

Credits: 3 semester hours.

SAA 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 department office.

Credits: 1-4 semester hours.

SAA 550 Practicum I

Content: Practicum I provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 551 Practicum II

Content: Practicum II provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs. Practicum II builds on Practicum I by focusing in more depth on a specific career role, objective, or competency.

Prerequisites: SAA 550.

Credits: 3 semester hours.

SAA 557 Student Affairs Program Planning, Assessment, and Evaluation

Content: This course is designed to introduce students to planning, assessment, and evaluation in higher education, with a particular emphasis in student affairs. The course will focus on methodologies used to assess student learning outcomes and program evaluation. Student will also become familiar with the fundamentals of strategic planning, as well as data collection, analysis, and reporting.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 580 Proseminar in Student Affairs Administration

Content: This course is designed to prepare students in their transition from student to practitioner. The course will provide a reflection, synthesis, integration, and application of prior and concurrent coursework. The focus of the course will be on examining the student's role as a practitioner-scholar and their application of theory to practice. The course will utilize a case-study approach to addressing current as well as future issues in higher education graduates will face once they complete the program.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 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.

Prerequisites: None.

Credits: 1-4 semester hours.

SAA 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: 1-4 semester hours.

SAA 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.

Prerequisites: None.

Credits: 1-4 semester hours.

Convocation

CORE 500 Convocation

Content: Convocation is the opportunity for the Graduate School community to come together across disciplines to honor the collective work we do. Convocation integrates students into the larger Lewis Clark community, and makes cross-disciplinary connections. In service of these goals, students and faculty will share reflections about the role of creativity, compassion, and commitment in their respective professions and engage in small group discussions using a collection of common readings as catalysts.

Prerequisites: None.

Credits: 0 semester hours.