EDUCATIONAL LEADERSHIP COURSES

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

School Counseling (SCED) Courses
SCED 500 Introduction to School Counseling
Content: Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and overview of counseling theory as applied to the child and adolescent in a school setting. Introduction to counseling skill development with an emphasis on solution-focused, cognitive-behavioral, and microskills approaches.
Prerequisites: None.
Credits: 3 semester hours.

SCED 501 Academic Development and Consultation
Content: First of three courses addressing national standards for comprehensive school counseling programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.
Prerequisites: None.
Corequisites: SCED 500, SCED 502.
Credits: 2 semester hours.

SCED 502 Internship: Academic Development and Consultation
Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the national standards for academic competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues and the elimination of achievement gaps between and ethnic and racial groups.
Prerequisites: None.
Corequisites: SCED 500, SCED 501.
Credits: 1.5 semester hours.

SCED 503 Career Development and Consultation
Content: Second of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the career development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Content knowledge is enhanced by technology. Participants practice consultation skills with students and faculty.
Prerequisites: SCED 500.
Credits: 2 semester hours.

SCED 504 Internship: Career Development and Consultation
Content: Third of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the personal/social development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.
Prerequisites: SCED 500, SCED 501, SCED 502.
Credits: 2 semester hours.

SCED 505 Personal/Social Development and Consultation
Content: Third of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the personal/social development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.
Prerequisites: SCED 500, SCED 501, SCED 502.
Credits: 2 semester hours.

SCED 506 Internship: Personal/Social Development and Consultation
Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.
Prerequisites: SCED 500, SCED 501, SCED 502.
Corequisites: SCED 505.
Credits: 1.5 semester hours.

SCED 507 Development of the Learner: Children and Adolescents
Content: Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Exames from the perspective of the school counselor the contribution of internal/external asset developments that help today's youths thrive.
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 the role of the school counselor in consultation skills with students and faculty.
Prerequisites: None.
Credits: 1.5 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: 2 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 Leadership Skills for School Counselors
Content: Principles and practices of group counseling, group dynamics, group leadership, and group processes with students and parents. Topics include group approaches for promoting academic, career, and personal/social success for all students. Candidates plan, organize, facilitate, and evaluate small groups within the educational setting. Addresses ethical considerations of group work with children and adolescents using the ethical codes of the American School Counselor Association and the American Counseling Association.
Prerequisites: None.
Credits: 2 semester hours.

SCED 512 Disability in the Educational Context
Content: This course provides an opportunity to learn about variations in learning, behavior, and physiology that society finds significant enough to warrant a disability classification in special education intervention. This course will offer an overview of broad categories of disabilities (following education/IDEA law), common special education adaptations, accommodations, or modifications to minimize the impact of disabilities within an educational context. Emphasis will be placed on the importance of advocacy and acting as an ally for individuals with disabilities.
Prerequisites: None.
Credits: 2 semester hours.

SCED 513 Educational Research, Assessment, and Technology
Content: The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques of research studies, assessment and evaluation, integration of assessment with instruction, portfolios, comprehensive school counseling programs, and what it means to be a practitioner-researcher. Topics include cultural assumptions held by researchers and the effects of these assumptions on research practices and results. Candidates develop a database, PowerPoint presentation, and webpage for data display.
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: Application of knowledge, skills, and attitudes gained from previous courses (e.g., consultation, research, ethics/law). Candidates focus on the school counselor's role within the educational setting and prepare a professional portfolio that showcases their graduate work/experiences. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards, the ASCA National Model, and Oregon's Comprehensive Guidance and Counseling Framework. Explores school reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-Based Admissions Standards), including curriculum, instruction, leadership, and politics. Students take 4 semester hours in fall and 4 in spring for a total of 8 semester hours.
Prerequisites: Completion of all required coursework.
Restrictions: Portfolio meeting and sign-off with advisor.
Credits: 4 semester hours.

SCED 517 Practicum in Classroom Instruction
Content: Foundations of education and curriculum. Classroom instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete student teaching and prepare a work sample. Students take three semester hours in fall and two in spring, for a total of five semester hours.
Prerequisites: None.
Credits: 2-3 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 525 Advocacy in the Latino Community and Introduction to Spanish Language
Content: This course will focus on diversity within the Latino community in Oregon and the social and political factors impacting the educational experiences of Latino youth and families in our public school system. It will also address exploration of our own linguistic identities and our roles as we engage with this population. The course will also offer an introduction to basic Spanish language, specific to the educational setting.
Prerequisites: None.
Restrictions: Admission to the school counseling program or instructor consent
Credits: 1 semester hour.

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 565 College Planning to Promote Equity and Access for All Students  
Content: This course will introduce school counselors to issues and strategies relating to the college counseling needs of high school students and their families. In addition, techniques for infusing college-going beliefs, attitudes, and behaviors in all schools (K-12) will be examined. Participants will develop educationally appropriate perspectives and useful techniques for maximizing education opportunities for all students.  
Prerequisites: None.  
Restrictions: Admission to the School Counseling program or instructor consent.  
Credits: 1 semester hour.

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 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.

Educational Administration (EDAD) 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: 3 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 508 Engaging the Community for Effective Schools
Content: Research shows students perform better in schools having strong community support. This course defines community engagement, identifies the critical stakeholders, and develops inclusive involvement and collaboration strategies. District demographic data, needs assessments, and socioeconomic factors are used for developing community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic). Includes discussions of successful community engagement models.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 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 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 518 Pre-Practicum for School Administrators
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 Administrator Licensure program.
Credits: 1 semester hour.

EDAD 519 Practicum for School Administrators
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 518
Restrictions: Admission to the Principal Administrator License program and enrollment in another Principal Administrator License program course.
Credits: 1-2 semester hours.

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

EDAD 531 Administrators’ Colloquium for School Equity
Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators examine their own cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership. The course is designed for administrators in their beginning years of administrative experience.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 532 Leading Difficult and Underperforming People to Excellence
Content: The course is designed to provide practicing school administrators with knowledge, skills and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objective documentation of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.
Prerequisites: None.
Restrictions: Initial Administrator License and current school administration position.
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. This course cultivates learning-focused leadership by examining multiple forms of inquiry for leadership, school reform, instructional practice, and evaluation. 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, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 535 Equitable Management of Resources
Content: School and district leaders are charged with doing more than simply managing students and learning. The management of school boards, personnel, the school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. The distribution of limited resources requires leaders to wear a lens of equity. This course focuses on the management and oversight of the critical resources that contribute to the success of schools. Areas of focus for the course include the equitable decisions required for management and operations of: school boards, personnel, offices, auxiliary services, special services, finances, student behavior, time and other resources. Case studies and real examples from participating students will contribute to course topics.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 536 Leading Schools Through Instructional Technologies
Content: Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education. Administrators learn to make informed decisions about technology while increasing personal skills in its use.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 537 Educational Research and Assessment
Content: Qualitative and quantitative interpretation of educational research with emphasis on applying action research principles to promote achievement for diverse student groups. Students analyze achievement data and alternative forms of assessment in their schools and districts. Emphasis on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on assessment for learning.
Prerequisites: None.
Credits: 2 semester hours.

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

EDAD 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 543 Evaluating Teaching and Leading
Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.
Prerequisites: None.
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. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, including binding arbitration as a final step.
Prerequisites: None.
Credits: 2 semester hours.

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

EDAD 548 Transforming Culture and Inspiring Innovation
Content: Student academic growth is an enormous responsibility, one that challenges school and district leaders. Research shows developing a culture of collaboration and innovation positively impacts student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to explore who they are as learners and leaders, and to reflect on how they can positively affect both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a case study presentation and overview document.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 549 Professional Mentorship and Seminar
Content: The Professional Mentorship and Seminar course is one academic year in length. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Professional Administrator License program completion.
Prerequisites: None.
Restrictions: Principal Administrator License; minimum of three years as a practicing administrator. Course to be taken at the end of the Professional Administrator License.
Credits: 1-2 semester hours.

EDAD 550 Superintendent Bridge Professional Mentorship
Content: This one-year supervised mentor seminar at the school district level provides the culminating experience in the Superintendent Bridge Program, which allows candidates with a Standard Administrator license to earn an Oregon Continuing Administrator License as designated by the Oregon Teacher Standards and Practices Commission (TSPC). This course is designed to establish a formal mentor relationship within a school district or other educational system. The mentorship will encourage collaboration and joint problem-solving on issues faced by current practicing administrators. The requirements and objectives created by TSPC and implemented by Lewis Clark are intended to give candidates practical, useful, and timely experiences in school and district leadership.
Prerequisites: None.
Restrictions: Students must hold a Standard Administrator License and have a minimum of 3 years as a practicing administrator to enroll in the class.
Credits: 1 semester hour.

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

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

EDAD 553 Priority Leadership: Leading Systemic Change
Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual priority leadership assessment and personal action plan that will improve the leadership performance of participants.
Prerequisites: 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. 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.
Restrictions: Principal Administrator License.
Credits: 2 semester hours.

EDAD 556 School Finance and District Budgeting
Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.
Prerequisites: None.
Credits: 1-2 semester hours.

EDAD 559 Collaborative Leadership and Team-Building
Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and managing the enduring dilemmas of time and accountability will be explored and evaluated. The art of collaboration will be modeled and practiced.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 560 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 567 Leading Intelligently in Schools and Community
Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 574 Foundations for Administrators in the Education of English Language Learners
Content: Designed to prepare administrators for meeting the cultural, linguistic, and academic needs of English language learners. The course will include an explanation of cultural competency through the lens of race, culture, and language, and review literature on effective ways to work with diverse families and communities. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 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 leadership growth across the Initial and Continuing Administrative licensure programs; demonstrate knowledge of the seven standards for Oregon School Administrators; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.
Prerequisites: None.
Restrictions: Admission to Ed.S. program and completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.
Credits: 1-4 semester hours.

EDAD 577 Advanced Colloquium for Practicing Administrators
Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.
Prerequisites: None.
Credits: 1-2 semester hours.

EDAD 578 Leader as Ethnographer: Exploring and Engaging the School Community
Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.
Prerequisites: None.
Credits: 2 semester hours.
EDAD 584 Critical Restorative Justice
Content: Leading a just community, in an unjust social and political context, is complicated. School 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 school leaders (administrators, restorative justice coordinators, counselors, teacher 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. Students are encouraged to register for this intensive course with a team. This is not required but will make it easier to bring these practices to life in your own setting if you learn to do this work as a team. 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 intensive three days leaders (and their teams) will participate in restorative justice practices and 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. School leaders are facing unprecedented conditions in which to establish and lead inclusive, supportive and welcoming school communities. This course is for leaders and leadership teams who want new social-justice focused tools to heal the harms of divisive socio-political rhetoric and action.
Prerequisites: None
Corequisites: None
Restrictions: None
Credits: 2 semester hours.

EDAD 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: 1-3 semester hours.

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

EDAD 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 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 618 Pre-Practicum for School Administrators
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 Administrator Licensure program.
Credits: 1 semester hour.

EDAD 619 Practicum for School Administrators
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 settings under the supervision of experienced site and campus supervisors.
Prerequisites: EDAD 618.
Restrictions: Admission to the Preliminary Administrator License program and enrollment in another Preliminary Administrator License program course.
Credits: 1-2 semester hours.

EDAD 623 Communication Skills and Conflict Resolution
Content: Although many factors are thought to contribute to administrative effectiveness, the role of communication between and among different groups is not fully understood. Drawing from research on this topic, this course examines communication processes as they apply to personnel and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication between ethnic and social groups, investigate strategies for improving the content knowledge of problem-solving, and examine the role of communication as it relates to trust and credibility in different settings.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 631 Administrators’ Colloquium for School Equity
Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators examine their own cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership. The course is designed for administrators in their beginning years of administrative experience.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 632 Leading Difficult and Underperforming People to Excellence
Content: The course is designed to provide practicing school administrators with knowledge, skills and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objectively documenting evidence of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.
Prerequisites: None.
Restrictions: Initial Administrator License and current school administration position.
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. This course cultivates learning-focused leadership by examining multiple forms of inquiry for leadership, school reform, instructional practice, and evaluation. 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, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 635 Equitable Management of Resources
Content: School leaders are charged with doing more than simply managing students and learning. The school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. This course focuses on the management and oversight of a school’s physical plant and ancillary services that contribute to the maintenance and operation of such a facility. Areas of focus for the course include: facilities management, personnel management, student management, office management, auxiliary services, management of special services, fiscal management, time management, and resource management. Case studies and real examples from participating students will contribute to course topics.
Prerequisites: None.
Restrictions: Initial Administrator License.
Credits: 2 semester hours.

EDAD 636 Leading Schools Through Instructional Technologies
Content: Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education. Administrators learn to make informed decisions about technology while increasing personal skills in its use.
Prerequisites: None.
Credits: 2 semester hours.
EDAD 637 Educational Research and Assessment
Content: Qualitative and quantitative interpretation of educational research with emphasis on applying action research principles to promote achievement for diverse student groups. Students analyze achievement data and alternative forms of assessment in their schools and districts. Emphasis on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on assessment for learning.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 640 Organizational Change for Action
Content: Examine the factors and influences that move organizations to change. Students will explore creating conditions for change, planning for change, implementing change, and sustaining change. Successfully engaging others in change initiatives will also be explored.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 641 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 642 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 643 Evaluating Teaching and Leading
Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.
Prerequisites: None.
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. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, including binding arbitration as a final step.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 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 and how to include character education into daily life in the learning community. We will look at these matters and attempt to discover ethical questions that may not so easily present themselves or are not readily obvious to us. Our primary mode of exploration will be reading and dialogue.
Prerequisites: None.
Credits: 2 semester hours.
EDAD 648 Transforming Culture and Inspiring Innovation
Content: Student academic growth is an enormous responsibility, one that challenges school and district leaders. Research shows developing a culture of collaboration and innovation positively impacts student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to explore who they are as learners and leaders, and to reflect on how they can positively affect both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a case study presentation and overview document.
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. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Continuing Administrator License program completion.
Prerequisites: None.
Restrictions: Initial Administrator License and a minimum of three years as a practicing administrator.
Credits: 1-2 semester hours.

EDAD 650 Superintendent Bridge Professional Mentorship
Content: This one-year supervised mentor seminar at the school district level provides the culminating experience in the Superintendent Bridge Program, which allows candidates with a Standard Administrator license to earn an Oregon Continuing Administrator License as designated by the Oregon Teacher Standards and Practices Commission (TSPC). This course is designed to establish a formal mentor relationship within a school district or other educational system. The mentorship will encourage collaboration and joint problem-solving on issues faced by current practicing administrators. The requirements and objectives created by TSPC and implemented by Lewis Clark are intended to give candidates practical, useful, and timely experiences in school and district leadership.
Prerequisites: None.
Restrictions: Students must hold a Standard Administrator License and have a minimum of 3 years as a practicing administrator to enroll in the class.
Credits: 1 semester hour.

EDAD 651 Legal and Procedural Aspects of Special Education
Content: This course will provide opportunities for administrators to increase their knowledge and skills based on current, relevant research in the areas of instruction, assessment and accountability, program/service support and supervision and legal requirements for special education and students who are culturally and linguistically diverse.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 652 Culturally Responsive Practices for School Leaders
Content: This course will provide administrators with opportunities to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic and socioeconomic groups. Through planned readings, learning activities, and self assessments, participants examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants will also have the opportunity to reflect on their own culture, assumptions, and beliefs.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 653 Priority Leadership: Leading Systemic Change
Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual Priority Leadership Assessment and personal action plan that will improve the leadership performance of participants.
Prerequisites: 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. 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.
Restrictions: Initial Administrator License.
Credits: 2 semester hours.

EDAD 656 School Finance and District Budgeting
Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.
Prerequisites: None.
Credits: 1-2 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 managing the enduring dilemmas of time and accountability will be explored and evaluated. The art of collaboration will be modeled and practiced.  
Prerequisites: None.  
Credits: 2 semester hours.

EDAD 667 Leading Intelligently in Schools and Community  
Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.  
Prerequisites: None.  
Credits: 2 semester hours.

EDAD 670 A Foundation for Racial Equity  
Content: This course will establish the framework for year-long equity work for a community of learners. Students will closely examine the personal, institutional, cultural, and structural conditions that perpetuate racial inequities in education and the broader community. Participants will also connect with the program purpose, agreements, working definitions, and overall approach to learning in a cross-cultural environment. Additionally, participants will begin to develop the passion, urgency, and skills necessary to lead for equity in their buildings and communities while deepening their understanding of their own racial and cultural experiences, filters, and biases.  
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 unconscious 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 673 Engaging and Empowering Families  
Content: In this course participants explore the role of family in the education of children in school systems today and delve into the often painful realities nondominant families’ experiences in schools. Students explore how to create inclusive, empowering, and authentic partnerships with students, families, and communities and learn how to draw upon students’ home worlds to create rigorous and relevant curriculum and instruction. Lastly, participants learn how to empower families to advocate effectively for their children in schools.  
Prerequisites: None.  
Credits: 1 semester hour.

EDAD 674 Foundations for Administrators in the Education of English Language Learners  
Content: Designed to prepare administrators for meeting the cultural, linguistic, and academic needs of English language learners. The course will include an explanation of cultural competency through the lens of race, culture, and language, and review literature on effective ways to work with diverse families and communities. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.  
Prerequisites: None.  
Credits: 2 semester hours.

EDAD 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 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 leadership growth across the Initial and Continuing Administrative licensure programs; demonstrate knowledge of the seven standards for Oregon School Administrators; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.
Prerequisites: None.
Restrictions: Admission to Ed.S. program and completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.
Credits: 1-4 semester hours.

EDAD 677 Advanced Colloquium for Practicing Administrators
Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.
Prerequisites: None.
Credits: 1-2 semester hours.

EDAD 678 Leader as Ethnographer: Exploring and Engaging the School Community
Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders’ personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 684 Critical Restorative Justice
Content: Leading a just community, in an unjust social and political context, is complicated. School 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 school leaders (administrators, restorative justice coordinators, counselors, teacher 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. Students are encouraged to register for this intensive course with a team. This is not required but will make it easier to bring these practices to life in your own setting if you learn to do this work as a team. 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 intensive three days leaders (and their teams) will participate in restorative justice practices and 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. School leaders are facing unprecedented conditions in which to establish and lead inclusive, supportive and welcoming school communities. This course is for leaders and leadership teams who want new social-justice focused tools to heal the harms of divisive socio-political rhetoric and action.
Prerequisites: None
Corequisites: None
Restrictions: None
Credits: 2 semester hours.

EDAD 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: 1-3 semester hours.

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.
**Educational Leadership (EDLL) 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: 2 semester hours.

**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: 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: Completion of all doctoral coursework, excluding EDLL 729 and EDLL 750.
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.
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
Corequisites: 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
Corequisites: 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: Advancement to candidacy, and successful defense of a dissertation proposal.
Restrictions: Admission to EdD program
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 (SAA) Courses
SAA 501 Foundations of Higher Education and Student Affairs
Content: This course introduces students to the history and foundational philosophies of higher education with a focus on Student Affairs as a profession. It begins with an overview of the historical development of higher education in the United States and quickly moves to examining the integration of student affairs in the governance and administrative structure of higher education and explores the diversity of roles student affairs professionals play within colleges and universities. The course also introduces students to the function of a practitioner-scholar in the context of this field and informs the class the sense of purpose and culture of student affairs with a focus on the roles held within various offices and departments. Finally, contemporary issues and trends will be explored as student affairs administrators serve as guest speakers introducing their functional areas and discussing the nature of the issues they face.
Prerequisites: None.
Restrictions: Admission to the M.A. in 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: SAA 501, SAA 509.
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 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 530 Critical Pedagogies and Student Affairs
Content: This course 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 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 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. 
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.

School Counseling
SCED 500 Introduction to School Counseling
Content: Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and overview of counseling theory as applied to the child and adolescent in a school setting. Introduction to counseling skill development with an emphasis on solution-focused, cognitive-behavioral, and microskills approaches. 
Prerequisites: None. 
Credits: 3 semester hours.

SCED 501 Academic Development and Consultation
Content: First of three courses addressing national standards for comprehensive school counseling programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty. 
Prerequisites: None. 
Corequisites: SCED 500, SCED 502. 
Credits: 2 semester hours.

SCED 502 Internship: Academic Development and Consultation
Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the national standards for academic competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues and the elimination of achievement gaps between and ethnic and racial groups. 
Prerequisites: None. 
Corequisites: SCED 500, SCED 501. 
Credits: 1.5 semester hours.

SCED 503 Career Development and Consultation
Content: Second of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the career development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Content knowledge is enhanced by technology. Participants practice consultation skills with students and faculty. 
Prerequisites: SCED 500. 
Credits: 2 semester hours.

SCED 504 Internship: Personal/Social Development and Consultation
Content: Third of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the personal/social development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty. 
Prerequisites: SCED 500, SCED 501, SCED 502. 
Credits: 2 semester hours.

SCED 505 Personal/Social Development and Consultation
Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues. 
Prerequisites: SCED 500, SCED 501, SCED 502. 
Corequisites: SCED 505. 
Credits: 1.5 semester hours.

SCED 506 Development of the Learner: Children and Adolescents
Content: Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Examines from the perspective of the school counselor the contribution of internal/external asset developments that help today’s youths thrive. 
Prerequisites: None. 
Credits: 2 semester hours.

SCED 507 Development of the Learner: Children and Adolescents
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 Leadership Skills for School Counselors
Content: Principles and practices of group counseling, group dynamics, group leadership, and group processes with students and parents. Topics include group approaches for promoting academic, career, and personal/social success for all students. Candidates plan, organize, facilitate, and evaluate small groups within the educational setting. Addresses ethical considerations of group work with children and adolescents using the ethical codes of the American School Counselor Association and the American Counseling Association.
Prerequisites: None.
Credits: 2 semester hours.

SCED 512 Disability in the Educational Context
Content: This course provides an opportunity to learn about variations in learning, behavior, and physiology that society finds significant enough to warrant a disability classification in special education intervention. This course will offer an overview of broad categories of disabilities (following education/IDEA law), common special education adaptations, accommodations, or modifications to minimize the impact of disabilities within an educational context. Emphasis will be placed on the importance of advocacy and acting as an ally for individuals with disabilities.
Prerequisites: None.
Credits: 2 semester hours.

SCED 513 Educational Research, Assessment, and Technology
Content: The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques of research studies, assessment and evaluation, integration of assessment with instruction, portfolios, comprehensive school counseling programs, and what it means to be a practitioner-researcher. Topics include cultural assumptions held by researchers and the effects of these assumptions on research practices and results. Candidates develop a database, PowerPoint presentation, and webpage for data display.
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: Application of knowledge, skills, and attitudes gained from previous courses (e.g., consultation, research, ethics/law). Candidates focus on the school counselor’s role within the educational setting and prepare a professional portfolio that showcases their graduate work/experiences. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards, the ASCA National Model, and Oregon’s Comprehensive Guidance and Counseling Framework. Explores school reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-Based Admissions Standards), including curriculum, instruction, leadership, and politics. Students take 4 semester hours in fall and 4 in spring for a total of 8 semester hours.
Prerequisites: Completion of all required coursework.
Restrictions: Portfolio meeting and sign-off with advisor.
Credits: 4 semester hours.

SCED 517 Practicum in Classroom Instruction
Content: Foundations of education and curriculum. Classroom instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete student teaching and prepare a work sample. Students take three semester hours in fall and two in spring, for a total of five semester hours.
Prerequisites: None.
Credits: 2-3 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 525 Advocacy in the Latino Community and Introduction to Spanish Language
Content: This course will focus on diversity within the Latino community in Oregon and the social and political factors impacting the educational experiences of Latino youth and families in our public school system. It will also address exploration of our own linguistic identities and our roles as we engage with this population. The course will also offer an introduction to basic Spanish language, specific to the educational setting.
Prerequisites: None.
Restrictions: Admission to the school counseling program or instructor consent
Credits: 1 semester hour.

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 565 College Planning to Promote Equity and Access for All Students
Content: This course will introduce school counselors to issues and strategies relating to the college counseling needs of high school students and their families. In addition, techniques for infusing college-going beliefs, attitudes, and behaviors in all schools (K-12) will be examined. Participants will develop educationally appropriate perspectives and useful techniques for maximizing education opportunities for all students.
Prerequisites: None.
Restrictions: Admission to the School Counseling program or instructor consent.
Credits: 1 semester hour.

SCED 589 Professional Studies: Special Topics
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 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 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.

Educational Administration (EDAD)
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: 3 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 508 Engaging the Community for Effective Schools
Content: Research shows students perform better in schools having strong community support. This course defines community engagement, identifies the critical stakeholders, and develops inclusive involvement and collaboration strategies. District demographic data, needs assessments, and socioeconomic factors are used for developing community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic). Includes discussions of successful community engagement models.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 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 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 518 Pre-Practicum for School Administrators
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 Administrator Licensure program.
Credits: 1 semester hour.

EDAD 519 Practicum for School Administrators
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 518
Restrictions: Admission to the Principal Administrator License program and enrollment in another Principal Administrator License program course.
Credits: 1-2 semester hours.

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

EDAD 531 Administrators' Colloquium for School Equity
Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators examine their own cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership. The course is designed for administrators in their beginning years of administrative experience.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 532 Leading Difficult and Underperforming People to Excellence
Content: The course is designed to provide practicing school administrators with knowledge, skills and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objective documentation of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.
Prerequisites: None.
Restrictions: Initial Administrator License and current school administration position.
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. This course cultivates learning-focused leadership by examining multiple forms of inquiry for leadership, school reform, instructional practice, and evaluation. 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, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 535 Equitable Management of Resources
Content: School and district leaders are charged with doing more than simply managing students and learning. The management of school boards, personnel, the school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. The distribution of limited resources requires leaders to wear a lens of equity. This course focuses on the management and oversight of the critical resources that contribute to the success of schools. Areas of focus for the course include the equitable decisions required for management and operations of: school boards, personnel, offices, auxiliary services, special services, finances, student behavior, time and other resources. Case studies and real examples from participating students will contribute to course topics.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 536 Leading Schools Through Instructional Technologies
Content: Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education. Administrators learn to make informed decisions about technology while increasing personal skills in its use.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 537 Educational Research and Assessment
Content: Qualitative and quantitative interpretation of educational research with emphasis on applying action research principles to promote achievement for diverse student groups. Students analyze achievement data and alternative forms of assessment in their schools and districts. Emphasis on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on assessment for learning.
Prerequisites: None.
Credits: 2 semester hours.

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

EDAD 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: None.
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 543 Evaluating Teaching and Leading
Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructing time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.
Prerequisites: None.
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. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, including binding arbitration as a final step.
Prerequisites: None.
Credits: 2 semester hours.

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

EDAD 548 Transforming Culture and Inspiring Innovation
Content: Student academic growth is an enormous responsibility, one that challenges school and district leaders. Research shows developing a culture of collaboration and innovation positively impacts student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to explore who they are as learners and leaders, and to reflect on how they can positively affect both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a case study presentation and overview document.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 549 Professional Mentorship and Seminar
Content: The Professional Mentorship and Seminar course is one academic year in length. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Professional Administrator License program completion.
Prerequisites: None.
Restrictions: Principal Administrator License; minimum of three years as a practicing administrator. Course to be taken at the end of the Professional Administrator License.
Credits: 1-2 semester hours.

EDAD 550 Superintendent Bridge Professional Mentorship
Content: This one-year supervised mentor seminar at the school district level provides the culminating experience in the Superintendent Bridge Program, which allows candidates with a Standard Administrator license to earn an Oregon Continuing Administrator License as designated by the Oregon Teacher Standards and Practices Commission (TSPC). This course is designed to establish a formal mentor relationship within a school district or other educational system. The mentorship will encourage collaboration and joint problem-solving on issues faced by current practicing administrators. The requirements and objectives created by TSPC and implemented by Lewis Clark are intended to give candidates practical, useful, and timely experiences in school and district leadership.
Prerequisites: None.
Restrictions: Students must hold a Standard Administrator License and have a minimum of 3 years as a practicing administrator to enroll in the class.
Credits: 1 semester hour.

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

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

EDAD 553 Priority Leadership: Leading Systemic Change
Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual priority leadership assessment and personal action plan that will improve the leadership performance of participants.
Prerequisites: 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. 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. Restrictions: Principal Administrator License. Credits: 2 semester hours.

EDAD 556 School Finance and District Budgeting
Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process. Prerequisites: None. Credits: 1-2 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 styles and techniques that will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and managing the enduring dilemmas of time and accountability will be explored and evaluated. The art of collaboration will be modeled and practiced. Prerequisites: None. Credits: 2 semester hours.

EDAD 560 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 567 Leading Intelligently in Schools and Community
Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them. Prerequisites: None. Credits: 2 semester hours.

EDAD 574 Foundations for Administrators in the Education of English Language Learners
Content: Designed to prepare administrators for meeting the cultural, linguistic, and academic needs of English language learners. The course will include an exploration of cultural competency through the lens of race, culture, and language, and review literature on effective ways to work with diverse families and communities. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored. Prerequisites: None. Credits: 2 semester hours.

EDAD 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 leadership growth across the Initial and Continuing Administrative licensure programs; demonstrate knowledge of the seven standards for Oregon School Administrators; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats. Prerequisites: None. Restrictions: Admission to Ed.S. program and completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses. Credits: 1-4 semester hours.

EDAD 577 Advanced Colloquium for Practicing Administrators
Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership. Prerequisites: None. Credits: 1-2 semester hours.

EDAD 578 Leader as Ethnographer: Exploring and Engaging the School Community
Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community. Prerequisites: None. Credits: 2 semester hours.
EDAD 584 Critical Restorative Justice
Content: Leading a just community, in an unjust social and political context, is complicated. School 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 school leaders (administrators, restorative justice coordinators, counselors, teacher 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. Students are encouraged to register for this intensive course with a team. This is not required but will make it easier to bring these practices to life in your own setting if you learn to do this work as a team. 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 intensive three days leaders (and their teams) will participate in restorative justice practices and 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. School leaders are facing unprecedented conditions in which to establish and lead inclusive, supportive and welcoming school communities. This course is for leaders and leadership teams who want new social-justice focused tools to heal the harms of divisive socio-political rhetoric and action.
Prerequisites: None
Restrictions: None
Credits: 2 semester hours.

EDAD 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: 1-3 semester hours.

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

EDAD 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 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 618 Pre-Practicum for School Administrators
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 Administrator Licensure program.
Credits: 1 semester hour.

EDAD 619 Practicum for School Administrators
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 Preliminary Administrator License program and enrollment in another Preliminary Administrator License program course.
Credits: 1-2 semester hours.

EDAD 623 Communication Skills and Conflict Resolution
Content: Although many factors are thought to contribute to administrative effectiveness, the role of communication between and among different groups is not fully understood. Drawing from research on this topic, this course examines communication processes as they apply to personnel and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication between ethnic and social groups, investigate strategies for improving the content knowledge of problem-solving, and examine the role of communication as it relates to trust and credibility in different settings.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 631 Administrators’ Colloquium for School Equity
Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators examine their own cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership. The course is designed for administrators in their beginning years of administrative experience.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 632 Leading Difficult and Underperforming People to Excellence
Content: The course is designed to provide practicing school administrators with knowledge, skills and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objectively documenting evidence of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.
Prerequisites: None.
Restrictions: Initial Administrator License and current school administration position.
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. This course cultivates learning-focused leadership by examining multiple forms of inquiry for leadership, school reform, instructional practice, and evaluation. 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, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 635 Equitable Management of Resources
Content: School leaders are charged with doing more than simply managing students and learning. The school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. This course focuses on the management and oversight of a school's physical plant and ancillary services that contribute to the maintenance and operation of such a facility. Areas of focus for the course include: facilities management, personnel management, student management, office management, auxiliary services, management of special services, fiscal management, time management, and resource management. Case studies and real examples from participating students will contribute to course topics.
Prerequisites: None.
Restrictions: Initial Administrator License.
Credits: 2 semester hours.

EDAD 636 Leading Schools Through Instructional Technologies
Content: Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education. Administrators learn to make informed decisions about technology while increasing personal skills in its use.
Prerequisites: None.
Credits: 2 semester hours.
EDAD 637 Educational Research and Assessment
Content: Qualitative and quantitative interpretation of educational research with emphasis on applying action research principles to promote achievement for diverse student groups. Students analyze achievement data and alternative forms of assessment in their schools and districts. Emphasis on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on assessment for learning.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 640 Organizational Change for Action
Content: Examine the factors and influences that move organizations to change. Students will explore creating conditions for change, planning for change, implementing change, and sustaining change. Successfully engaging others in change initiatives will also be explored.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 641 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: 1-2 semester hours.

EDAD 642 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 643 Evaluating Teaching and Leading
Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.
Prerequisites: None.
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 administrators. Students practice with responsibility for maintaining agreements reached through the collective bargaining process. When the provisions of the collective bargaining agreement are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, including binding arbitration as a final step.
Prerequisites: None.
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. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, including binding arbitration as a final step.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 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 and how to include character education into daily life in the learning community. We will look at these matters and attempt to discover ethical questions that may not so easily present themselves or are not readily obvious to us. Our primary mode of exploration will be reading and dialogue.
Prerequisites: None.
Credits: 2 semester hours.
EDAD 648 Transforming Culture and Inspiring Innovation
Content: Student academic growth is an enormous responsibility, one that challenges school and district leaders. Research shows developing a culture of collaboration and innovation positively impacts student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to explore who they are as learners and leaders, and to reflect on how they can positively affect both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a case study presentation and overview document.
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. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Continuing Administrator License program completion.
Prerequisites: None.
Restrictions: Initial Administrator License and a minimum of three years as a practicing administrator.
Credits: 1-2 semester hours.

EDAD 650 Superintendent Bridge Professional Mentorship
Content: This one-year supervised mentor seminar at the school district level provides the culminating experience in the Superintendent Bridge Program, which allows candidates with a Standard Administrator license to earn an Oregon Continuing Administrator License as designated by the Oregon Teacher Standards and Practices Commission (TSPC). This course is designed to establish a formal mentor relationship within a school district or other educational system. The mentorship will encourage collaboration and joint problem-solving on issues faced by current practicing administrators. The requirements and objectives created by TSPC and implemented by Lewis Clark are intended to give candidates practical, useful, and timely experiences in school and district leadership.
Prerequisites: None.
Restrictions: Students must hold a Standard Administrator License and have a minimum of 3 years as a practicing administrator to enroll in the class.
Credits: 1 semester hour.

EDAD 651 Legal and Procedural Aspects of Special Education
Content: This course will provide opportunities for administrators to increase their knowledge and skills based on current, relevant research in the areas of instruction, assessment and accountability, program/service support and supervision and legal requirements for special education and students who are culturally and linguistically diverse.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 652 Culturally Responsive Practices for School Leaders
Content: This course will provide administrators with opportunities to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic and socioeconomic groups. Through planned readings, learning activities, and self assessments, participants examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants will also have the opportunity to reflect on their own culture, assumptions, and beliefs.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 653 Priority Leadership: Leading Systemic Change
Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual Priority Leadership Assessment and personal action plan that will improve the leadership performance of participants.
Prerequisites: 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. 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.
Restrictions: Initial Administrator License.
Credits: 2 semester hours.

EDAD 656 School Finance and District Budgeting
Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.
Prerequisites: None.
Credits: 1-2 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 managing the enduring dilemmas of time and accountability will be explored and evaluated. The art of collaboration will be modeled and practiced.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 667 Leading Intelligently in Schools and Community
Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 670 A Foundation for Racial Equity
Content: This course will establish the framework for year-long equity work for a community of learners. Students will closely examine the personal, institutional, cultural, and structural conditions that perpetuate racial inequities in education and the broader community. Participants will also connect with the program purpose, agreements, working definitions, and overall approach to learning in a cross-cultural environment. Additionally, participants will begin to develop the passion, urgency, and skills necessary to lead for equity in their buildings and communities while deepening their understanding of their own racial and cultural experiences, filters, and biases.
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 673 Engaging and Empowering Families
Content: In this course participants explore the role of family in the education of children in school systems today and delve into the often painful realities nondominant families’ experiences in schools. Students explore how to create inclusive, empowering, and authentic partnerships with students, families, and communities and learn how to draw upon students’ home worlds to create rigorous and relevant curriculum and instruction. Lastly, participants learn how to empower families to advocate effectively for their children in schools.
Prerequisites: None.
Credits: 1 semester hour.

EDAD 674 Foundations for Administrators in the Education of English Language Learners
Content: Designed to prepare administrators for meeting the cultural, linguistic, and academic needs of English language learners. The course will include an explanation of cultural competency through the lens of race, culture, and language, and review literature on effective ways to work with diverse families and communities. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.
Prerequisites: None.
Credits: 2 semester hours.

EDAD 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 leadership growth across the Initial and Continuing Administrative licensure programs; demonstrate knowledge of the seven standards for Oregon School Administrators; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats. 
Prerequisites: None.  
Restrictions: Admission to Ed.S. program and completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.  
Credits: 1-4 semester hours.

EDAD 677 Advanced Colloquium for Practicing Administrators  
Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.  
Prerequisites: None.  
Credits: 1-2 semester hours.

EDAD 678 Leader as Ethnographer: Exploring and Engaging the School Community  
Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.  
Prerequisites: None. 
Credits: 2 semester hours.

EDAD 684 Critical Restorative Justice  
Content: Leading a just community, in an unjust social and political context, is complicated. School 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 school leaders (administrators, restorative justice coordinators, counselors, teacher 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. Students are encouraged to register for this intensive course with a team. This is not required but will make it easier to bring these practices to life in your own setting if you learn to do this work as a team. 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 intensive three days leaders (and their teams) will participate in restorative justice practices and 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. School leaders are facing unprecedented conditions in which to establish and lead inclusive, supportive and welcoming school communities. This course is for leaders and leadership teams who want new social-justice focused tools to heal the harms of divisive socio-political rhetoric and action.  
Prerequisites: None 
Corequisites: None  
Restrictions: None 
Credits: 2 semester hours.

EDAD 688 Critical Restorative Justice  
Content: Critical Restorative Justice  
Restrictions: None 
Credits: 2 semester hours.

EDAD 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: 1-3 semester hours.

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.
Educational Leadership (EDLL) 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 Ed.D. 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.
Corequisites: 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: 2 semester hours.

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: 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: 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 Ed.D. program or consent of program director.
Credits: 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
Corequisites: 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
Corequisites: 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: Advancement to candidacy, and successful defense of a dissertation proposal.
Restrictions: Admission to EdD program
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 (SAA)

SAA 501 Foundations of Higher Education and Student Affairs
Content: This course introduces students to the history and foundational philosophies of higher education with a focus on Student Affairs as a profession. It begins with an overview of the historical development of higher education in the United States and quickly moves to examining the integration of student affairs in the governance and administrative structure of higher education and explores the diversity of roles student affairs professionals play within colleges and universities. The course also introduces students to the function of a practitioner-scholar in the context of this field and informs the class the sense of purpose and culture of student affairs with a focus on the roles held within various offices and departments. Finally, contemporary issues and trends will be explored as student affairs administrators serve as guest speakers introducing their functional areas and discussing the nature of the issues they face.
Prerequisites: None.
Restrictions: Admission to the M.A. in 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: SAA 501, SAA 509.
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 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 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 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.