

# EDUCATIONAL ADMINISTRATION

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

Courses are taught by professionally active faculty and are designed as small, intensive seminars. In addition to on-campus courses, Lewis & Clark offers administrative licensure program course work in Central Oregon, Eastern Oregon, Northeastern Oregon, the South Oregon Coast, and the Central Willamette Valley.

## Accreditation

Lewis & Clark offers educational administration and leadership programs approved by the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

## Preliminary Administrator License

This program is designed for licensed teachers, personnel service providers (school counselors, school psychologists, and school social workers) and/or others with **exceptional educational leadership experience** ([http://graduate.lclark.edu/departments/educational\\_leadership/educational\\_leadership/master\\_of\\_education](http://graduate.lclark.edu/departments/educational_leadership/educational_leadership/master_of_education)) who wish to become pre-K-12 administrators with the knowledge, values, skills/tools and courage to improve teaching and learning through an equitable lens.

## Licensure Program Requirements

A minimum of 18 semester hours, distributed as follows:

### Required Courses

EDAD 501/ EDAD 601	Educational Leadership for Equity and Social Justice	3
EDAD 502/ EDAD 602	Instructional Leadership	3
EDAD 504/ EDAD 604	Ethics, Policy, and the Law	2
EDAD 508/ EDAD 608	Engaging the Community for Effective Schools	2
EDAD 509/ EDAD 609	Using Data for School Improvement	2
EDAD 511/ EDAD 611	Budgeting and Operations for Equity	2
EDAD 518/ EDAD 618	Pre-Practicum for School Administrators	1
EDAD 519/ EDAD 619	Practicum for School Administrators (students must enroll every term in which preliminary coursework is being pursued, a minimum of 3 terms totaling 3 credit hours.)	1

## Licensure

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

1. Completion of a master's or higher degree<sup>†</sup> in the arts and sciences or an advanced degree in the professions from a regionally accredited institution and an equally accredited bachelor's degree.
2. Have three academic years of experience as a full-time licensed educator on any license appropriate for the assignment in an Oregon Teacher Standards and Practices Commission-approved setting.
3. Admission to the Lewis & Clark Preliminary Administrator License program.
4. Completion of the required hours of graduate coursework appropriate to the Preliminary Administrator License.
5. Passing scores on the required tests (see below).

Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

## Portfolio and Testing Requirements

The following tests must be passed in order to be eligible for a recommendation by Lewis & Clark for administrative licensure in any state. Detailed information regarding the point in the program by which each test or portfolio must be passed is available in the program handbook. The requirements are:

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com>)<sup>††</sup>
2. Practicum professional portfolio **or** ORELA: Administrator Test, Subtests 1 and 2 (<http://www.orela.nesinc.com>) in Practicum for School Administrators (EDAD 519)

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu>) account.

<sup>†</sup> Students who are also seeking a Masters of Education can apply to the joint **MEd and Preliminary Administrator Licensure program** ([http://graduate.lclark.edu/departments/educational\\_leadership/educational\\_leadership/master\\_of\\_education](http://graduate.lclark.edu/departments/educational_leadership/educational_leadership/master_of_education))

<sup>††</sup> Students who hold a current Oregon Basic, Standard, Initial, Continuing, or Professional teaching or personnel services license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.

## Professional Administrator License

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

## Professional Administrator License Program Licensure Program Requirements

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

**Required Courses**

EDAD 549/ EDAD 649	Professional Mentorship and Seminar	2
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**Strand One: Visionary & Ethical Leadership (choose two courses)**

EDAD 523/ EDAD 623	Communication Skills and Conflict Resolution	2
EDAD 541/ EDAD 641	Courage to Lead--Sustaining a Vision	2
EDAD 547/ EDAD 647	Ethical Leadership and Decision-Making	2
EDAD 553/ EDAD 653	Priority Leadership: Leading Systemic Change	2
EDAD 559/ EDAD 659	Collaborative Leadership and Team-Building	2

**Strand Two: Instructional Improvement (choose two courses)**

EDAD 532/ EDAD 632	Leading Difficult and Underperforming People to Excellence	2
EDAD 533/ EDAD 633	Leadership for Learning	2
EDAD 536/ EDAD 636	Leading Schools Through Instructional Technologies	2
EDAD 543/ EDAD 643	Evaluating Teaching and Leading	2
EDAD 548/ EDAD 648	Transforming Culture and Inspiring Innovation	2

**Strand Three: Effective Management (choose two courses)**

EDAD 535/ EDAD 635	Equitable Management of Resources	2
EDAD 546/ EDAD 646	Negotiation, Collective Bargaining, and Contract Management	2
EDAD 555/ EDAD 655	Building Positive Climate--Policy and Practice	2
EDAD 556/ EDAD 656	School Finance and District Budgeting	2
EDAD 577/ EDAD 677	Advanced Colloquium for Practicing Administrators	2

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

EDAD 531/ EDAD 631	Administrators' Colloquium for School Equity	2
EDAD 542/ EDAD 642	Courage to Lead for Democracy	2
EDAD 551/ EDAD 651	Legal and Procedural Aspects of Special Education	2
EDAD 567/ EDAD 667	Leading Intelligently in Schools and Community	2
EDAD 574/ EDAD 674	Foundations for Administrators in the Education of English Language Learners	2
EDAD 578/ EDAD 678	Leader as Ethnographer: Exploring and Engaging the School Community	2

**Professional Administrator License Bridge Program**

Administrators who hold an Oregon Standard Administrative License with a Standard Administrator endorsement may fulfill the requirements to earn the Professional Administrator License through a 9-semester-hour

"bridge" program, qualifying them to serve in any school administrative position (including superintendent).

**Bridge Program Requirements**

A minimum of 9 semester hours, distributed as follows:

**Required Courses**

Choose one class from Strand One (see above)

Choose one class from Strand Four (see above)

EDAD 546/ EDAD 646	Negotiation, Collective Bargaining, and Contract Management	2
EDAD 556/ EDAD 656	School Finance and District Budgeting	2
EDAD 550/ EDAD 650	Superintendent Bridge Professional Mentorship	1

**Licensure**

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

1. Successful completion of the Preliminary Administrator License (Initial Administrator or Standard Administrative License) at Lewis & Clark or another regionally accredited institution.
2. For students who did not complete their Preliminary Administrator License program at Lewis & Clark, passing scores or waivers for the required tests listed below.
3. Admission to the Lewis & Clark Professional Administrator License (or Bridge) program and approved individual course of study on file.
4. Hold a master's degree or higher.
5. Have three years of one-half time or more experience on any administrative experience on any administrator license appropriate for the assignment in a public or accredited private school setting.
6. Completion of the Professional Administrator License (or Bridge) program requirements.

Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

**Testing Requirements**

Students who did not complete the Preliminary Administrator License Program at Lewis & Clark must document passing scores on all of the tests listed below prior to admission to the Professional Administrator License Program.

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com>)\*
2. ORELA: Administrator Test, Subtests 1 and 2 (<http://www.orela.nesinc.com>) **or** completion of a professional portfolio

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu>) account.

\* Students who hold a current Oregon Basic, Standard, Initial, Continuing, or Professional teaching or personnel services license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.

## Master of Education in Educational Administration with Preliminary Administrator License

The MEd program combines the requirements for an Oregon Preliminary Administrator License with a master's degree and is designed for aspiring administrators.

### Degree Requirements

A minimum of 38 semester hours, distributed as follows:

### Required Courses

The 18 semester hours required for the Preliminary Administrator Licensure Program plus the following:

ED 500/ED 615	Educational Research	2
EDAD 533/ EDAD 633	Leadership for Learning	2
ED 509/ED 624	Master's Project Seminar	2

### Elective Courses

A minimum of 14 semester hours will be earned as electives chosen jointly by the advisor and student. A full list of education courses is available in this catalog.

### Licensure

Lewis & Clark recommends for the Oregon Preliminary Administrator License those candidates who have fulfilled all of the requirements specified under the Preliminary Administrator License Program. Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

## Educational Specialist in Administration with Preliminary and Professional Administrator Licenses

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

A culminating capstone project, Integrated Administrative Seminar (EDAD 576), will require students to synthesize and integrate their learning over time into a written report and a public presentation. The capstone may draw upon coursework, action research, or practical projects related to current professional responsibilities. The project must have the approval of the program director and will be designed and completed within one semester. An oral presentation of the report

will demonstrate the practical application of the project findings with professional leadership skills. In addition to the written and oral presentations, students will write a reflection to assess leadership growth across their program coursework and experiences, including how their post-master's work has impacted their professional careers.

### Degree Requirements

A minimum of 37 semester hours, distributed as follows:

### Track I Required Courses

For students who have not yet completed an Preliminary Administrator License program:

- The 18 semester hours required for the Preliminary Administrator License Program
- The 18 semester hours required for the Professional Administrator License Program
- EDAD 576/ Integrated Administrative Seminar 1  
EDAD 676

### Track II Required Courses

For students who have earned a Preliminary Administrator License from an institution **other than** Lewis & Clark or who have completed the MEd with Preliminary Administrator License program through Lewis & Clark:

- 10 hours of transfer credit from a preliminary license program at another institution (or from the MEd: Preliminary Administrator License program)
- 8 hours of elective credit chosen from Lewis & Clark Professional Administrator License coursework
- The 18 semester hours required for the Professional Administrator License Program
- EDAD 576/ Integrated Administrative Seminar 1  
EDAD 676

### Licensure

Lewis & Clark recommends for administrative licenses those candidates who have fulfilled the requirements specified in the Preliminary Administrator License section and the Professional Administrator License section of this catalog. Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

## Preliminary Administrator Licensure Courses

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

**EDAD 501 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 Initial 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 Preliminary Administrator License program and enrollment in another Preliminary Administrator License program course.

Credits: 1 semester hour.

**Professional Administrator Licensure Courses**

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

**EDAD 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: Initial 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.

## Strand One

### EDAD 523 Communication Skills and Conflict Resolution

Content: Although many factors are thought to contribute to administrative effectiveness, the role of communication between and among different groups is not fully understood. Drawing from research on this topic, this course examines communication processes as they apply to personnel and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication between ethnic and social groups, investigate strategies for improving the content knowledge of problem-solving, and examine the role of communication as it relates to trust and credibility in different settings.

Prerequisites: None

Credits: 2 semester hours.

### EDAD 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 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 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 559 Collaborative Leadership and Team-Building

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

Prerequisites: None.

Credits: 2 semester hours.

## Strand Two

### EDAD 532 Leading Difficult and Underperforming People to Excellence

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

Prerequisites: 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 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 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 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.

**Strand Three****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 546 Negotiation, Collective Bargaining, and Contract Management**

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, including binding arbitration as a final step.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 555 Building Positive 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 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 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.

**Strand Four****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 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 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 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.

**Professional Administrator Licensure Bridge Program Courses**

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

**EDAD 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 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 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.

**MEd Courses**

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

**ED 500 Educational Research**

Content: This course examines how professional educators can gather and interpret the information they need for effective decision making. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the scholarly critique of research studies, and what it means to be a reflective teacher-researcher.

Prerequisites: None.

Credits: 2-3 semester hours.

**ED 509 Master's Project Seminar**

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

Prerequisites: None.

Restrictions: To be taken at end of master's program.

Credits: 2 semester hours.

**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.

**EdS Courses**

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

**EDAD 576 Integrated Administrative Seminar**

Content: In a capstone/culminating project 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.