

Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Department School of Business Chair Joan McBee
Course # BA410/510 Course Title Events, Meetings, and Conventions

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

All graduate students will research a topic of their choice, subject to instructor's approval, related to events, meetings, and convention management and will be required to make a 30-minute presentation on that topic in class. Presentations will need to be presented using Power Point or Prezi. The presentation must be emailed to the instructor prior to presentation along with a written and cited narrative of the presentation. The instructor will assign a presentation date to each graduate student randomly.

Learnings outcomes include:

- a. Obtain in-depth knowledge on the chosen topic
 - b. Improve skills in literature research
 - c. Analyze and synthesize primary and secondary literature
 - d. Present topic in a professional and interesting manner
 - e. Effectively use audio visual aids.
2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☐ Additional class or seminar session(s) required. Describe:

☐ Additional readings required. Describe: Publications in primary and secondary literature in the area of event management. At least a dozen publications will be reviewed.

☐ Additional written assignments required. Describe: A written report regarding research findings will be submitted, including a reference page in APA format.

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☐

Other activities/requirements. Describe:

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** BA 410/510
2. **Course title:** Event, Meeting and Convention Management
3. **Abbreviated title for class schedule** (30 characters or less): Event Management
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

Catalog description:

This course seeks to introduce students to a more specialized area of study focusing on events, meetings, conventions and exhibition planning. In-depth analysis of convention and exhibition planning will provide students an understanding of managerial strategies whilst embracing a functional and operational context which is transferable to every sector of the hospitality industry.

5. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

6. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number) or or or or

7. **Major/Class restrictions: Please indicate any class or major restrictions:** Students must be admitted to the School of Business or be in a graduate program.

8. **Is course repeatable?** Yes No ☒ **If Yes, list maximum credits:** 8

9. **Labs requirements: If course includes a lab: # of hours lecture:** ; **# of hours lab:**

10. **Fees: List any course fees:** \$50 (software, applied research and practicum)

11. Grade Mode: Graded only: Pass/No Pass only: Option: X

12. CIP Code: Six-digit CIP code (check with your Division Director): 5209

13. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s)

B. Honors?

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

Rationale:

What is the overall strategic rationale for offering this course?

Students will recognize the history, organization, complexity, and scope of not only the Meeting, Event, Exposition and Convention industry but also the people and roles (stakeholders) involved in the industry. It is an important component for anyone working in the hospitality industry. BA407 Events, Meetings, and Convention Management is listed as a required course in the hospitality option. This proposal is a request for a hard number for this course. BA510 will be listed as a required course in the MBA for the Arts program.

A. Alignment:

1. How does this course align with the unit's mission plan? Serving the regional and statewide hospitality and tourism education and training needs of the hospitality industry, this course will provide expertise and training for the MEEC industry. Recently the largest meetings, conventions and expositions space in southern Oregon was bought for renovation; it needs support. With the professional training and understanding of events, meetings and convention management our hospitality and tourism students will be able to support this property and other proposals which will make southern Oregon a conventions destination. The unit's mission to develop well rounded hospitality and tourism graduates is met by adding this course.

2. How does the course fit into the rest of the unit's curriculum? This course is already being offered as a required course for the Hospitality and Tourism option in the School of Business and fits in with the rest of the unit's curriculum. It also is cross listed as a 507 course and meets the needs of the graduate program serving as an elective and is an elective for the Non – Profit Certificate offered within the School of Business. BA510 is being listed as a required course in the new MBA for the Arts program proposal.

B. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 20; Year 23; Year 25

C. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Byron Marlowe, co-taught by Lisa Sherrill
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. With a co-teacher, the impact on teaching obligations is minimal.
- c. If additional faculty members are needed, how will that need be met? The course may be co-taught course.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None at this point, the course is proposed to run at the HEC in Medford on Monday evenings.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? We have received positive affirmation from Native American Studies and The Center for Sustainability that this course is a direct support to their success. Contact has been made with David West of Native American programs and Vince Smith of The Center of Sustainability.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

This course seeks to introduce students to a more specialized area of study focusing on events, meetings, conventions and exhibition planning. In-depth analysis of convention and exhibition planning will provide students an understanding of managerial strategies while embracing a functional and operational context, which is transferable to every sector of the hospitality industry.

B. Learning objectives of the course

1. Recognize the history, organization, complexity, and scope of not only the MEEC industry but also the people and roles (stakeholders) involved in the industry.
2. Use terminology appropriate to the MEEC industry.
3. Recognize the roles of professional associations.
4. Give examples of the different types of MEEC industry establishments and organizations.
5. Discuss approaches to problem-solving and be able to apply these concepts.
6. Relate motivations in the MEEC Industry for different levels of stakeholders.
7. Identify the various career directions within the MEEC Industry.

C. Required texts

Meetings, Expositions, Events & Conventions: An Introduction to the Industry, 3/E. (2012). George G. Fenich, Ph.D., Pearson Publishing, ISBN-10: 0135124581

D. Course format

Hybrid, once a week face-to-face lecture with applied outcomes

- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Graduate Students:

All graduate students will be required to make a 30-minute presentation on a topic that will be assigned by the instructor. Presentations will need to be presented using Power Point or Prezi. The presentation must be emailed to the instructor prior to presentation along with a written and cited narrative of the presentation. There will be one presentation per class session beginning week two. The instructor will assign a presentation date to each graduate student randomly.

Approvals:

Signature of Division Director

Date

4/30/14

Master in Clinical Mental Health Counseling (CMHC), MS/MA

←Return to: [Psychology](#)

Prospective students should address inquiries to the Mental Health Counseling (MHC) graduate ~~office coordinator~~program specialist.

The Master in Clinical Mental Health Counseling (CMHC) prepares candidates to be competent, culturally aware, ethical counselors who will provide exceptional mental health services in both public and private settings to meet the needs of increasingly diverse communities.

The curriculum is designed to meet state and national standards, so that graduates can apply to become licensed counselors throughout the U.S. The CMHC program has attained national accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) also recognize the CMHC program as meeting the educational requirements for licensure as a Licensed Professional Counselor.

The CMHC program provides an academic environment with small classes where faculty members support students' personal and professional growth. Students develop a deep understanding of the personhood of the counselor as an important foundation for the counseling relationship and attain a broad theoretical and empirical understanding of counseling approaches.

Students grow in counseling skills throughout their studies, beginning experiential training in the first term with close supervision and guidance. Students learn to think and act ethically, demonstrating professional accountability and acumen for the welfare of clients, agencies, communities, and the mental health counseling profession. They develop strong professional identities as mental health counselors.

Admission Process

The deadline for applications for the next academic year is February 15. Students are required to submit two separate applications:

1. an SOU application for admission using the policies described in the Graduate Studies section, along with a \$50 application fee; and
2. a Master in Clinical Mental Health Counseling application, which may be acquired online at the program web site www.sou.edu/psychology/mhc or by contacting the CMHC Graduate ~~Office Coordinator Lori Courtney~~Program Specialist at 541-552-6947 or mhc@sou.edu.

Commented [SOU1]: Can this be made into a hyperlink that direct to the application?

Commented [SOU2]: MHC has changed their name to CMHC. How can we coordnalte the name change and the email name change?

CMHC Prerequisites

Prior to beginning their graduate program, all CMHC students are required to complete the following undergraduate requirements:

Required

General Psychology
~~Statistics (Descriptive)~~
Statistics (Inferential)
Research Design/Methods
Lifespan/Developmental
Abnormal Psychology

MHC Curriculum

Core Required Courses for the Master in Mental Health Counseling

(90 credits)

- [COUN 502 - ~~The Helping Relationship~~Counseling Skills and Process](#) 4 credits
- [COUN 504 - Individual Counseling Practicum](#) 4 credits
- [COUN 506 - Group Counseling Practicum](#) 4 credits
- [COUN 510 - Internship](#) 1 to 8 credits (minimum of 9 credits total)
- [COUN 521 - Assessment](#) 4 credits
- [COUN 525 - Substance Abuse and Co-Occurring Disorders](#) 3 credits
- [COUN 531 - Community Counseling](#) 4 credits
- [COUN 542 - Applied Research](#) 4 credits
- [COUN 549 - Career Counseling](#) 4 credits
- [COUN 570 - Advanced Human Growth and Development](#) 4 credits
- [COUN 571 - Counseling Theory](#) 4 credits
- [COUN 572 - Mental Health Counselor: Identity and Practice](#) 2 credits
- [COUN 573 - Mental Health Profession](#) 4 credits
- [COUN 574 - Group Counseling](#) 4 credits
- [COUN 575 - Advanced Crisis Intervention Strategies](#) 4 credits
- [COUN 576 - Family and Couples Counseling](#) 4 credits
- [COUN 581 - Ethics and Roles in the Counseling Profession](#) 4 credits
- [COUN 583 - Advanced Psychopathology](#) 4 credits
- [COUN 584 - Psychopharmacology](#) 2 credits
- [COUN 585 - Treatment Planning and Consultation](#) 3 credits
- [COUN 586 - Multicultural ~~Counseling~~Mental Health](#) 4 credits
- [COUN 599 - Professional Guidance](#) 1 to 4 credits (1 credit each term for six terms)
- [COUN 507 - Seminar: Special Topics](#) 1 to 4 credits OR approved PSY graduate classes;

3 credits required.

Electives

~~MHC students must complete at least 3 credits of approved graduate electives from COUN 507 (Seminar: Special Topics) or from psychology graduate classes approved by their advisor.~~

◀ Return to: [Psychology](#)

Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Department Communication Chair Alena Ruggerio
COMM
Course # 460E/560E Course Title Visual Communication

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

In addition to providing an introduction to primary theories associated with the study of Visual Communication, graduate students in COMM460E will be called to undertake a systematic inquiry of visual phenomena at a graduate school level. They will form a research question, retrieve an appropriate data set, analyze their data according to established methodology, and render conclusions in a way that could lead to successful, peer-reviewed publication or conference presentation.

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☒ Additional class or seminar session(s) required. Describe:

Grad students in COMM460E will have at least four additional seminar-style discussion sessions scheduled to provide more rigorous coverage of the scholarly readings assigned for this course.

☒ Additional readings required. Describe:

Undergraduate students in COMM460E will typically work with summaries or short excerpts of texts that describe the concepts under consideration. Grad students will be called to read the full-text or long excerpts for assigned topics, which will be drawn from foundational readings in the canon of graduate-level theory and research in visual communication. Prime sources of these readings will include Media & Cultural Studies Keyworks (Durham & Kellner) and Downcast Eyes: The Denigration of Vision in 20th Century French Thought (Jay).

☒ Additional written assignments required. Describe:

In addition to completing the basic writing assignments envisioned for COMM460E, graduate students will be called to write graduate-level abstracts and annotated bibliographies of the assigned graduate readings.

☐ Other activities/requirements. Describe:

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New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** COMM460E/560E
2. **Course title:** Visual Communication
3. **Abbreviated title for class schedule** (30 characters or less): Visual Communication
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Provides a comprehensive overview of the diverse frameworks by which we explain, explore and understand visual methods of communication. Students will gain a scientific understanding of visual communication (encompassing biological and cognitive models of vision), plus a social understanding (encompassing interpretation, content analysis, semiotics, discourse analysis and critical perspectives on the production and reception of visual content). This course also addresses changes in the nature of visual communication driven by the digitalization of media in the 21st century. COMM460v fulfills *University Studies Integration Strand H – Science, Technology & Society*.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)
 - A. (course prefix, (space) and number) COMM300 or Other Research Writing
course approved by instructor or or
 - B. (course prefix, (space) and number) or or or or
 - C. (course prefix, (space) and number) or or or or
7. **Co-requisites (including labs, if any):**
 - A. (course prefix, (space) and number) or or or or
8. **Major/Class restrictions: Please indicate any class or major restrictions:** Upper Division Standing
9. **Is course repeatable?** Yes No X **If Yes, list maximum credits:**
10. **Labs requirements: If course includes a lab: # of hours lecture: ; # of hours lab:**
11. **Fees: List any course fees:**

12. Grade Mode: Graded only: X Pass/No Pass only: Option:

13. CIP Code: Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? YES If yes, list Strand(s) H - Science

B. Honors?

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

COMM460E helps to bolster a thin inventory of 400-level courses that address the academic needs of students in the COMM department's new Social Media & Public Engagement and Digital Cinema concentrations. However, it is also a course intended to be useful and appealing to students in the Communication Studies concentration, and for students in majors across the campus.

B. **Alignment:**

1. How does this course align with the unit's mission plan? This course adds a new domain of inquiry and study to our curriculum, consistently with our mission to guide students to explore diverse practices of communication, and pay close attention to the social fabric within which we live.

2. How does the course fit into the rest of the unit's curriculum? The Communication Department offers several versions of COMM460. This version a peer to the others, but also provides an opportunity to teach a variety of scholarly topics that are relevant to robust traditions in Communication and Media theory and research that are not currently addressed in our curriculum at a 400/500 level.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 30; Year 2 30; Year 3 30

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Primary: Erik Palmer. Possibly also: Precious Yamaguchi, Andrew Gay
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. The first edition of this course is already on the Comm Department's tentative schedule for Spring 2016 (Palmer), and is likely to continue according to regular load planning.
- c. If additional faculty members are needed, how will that need be met? No additional faculty members currently envisioned.

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Course requires a Smart classroom with a flexible seating configuration such as AB124.

3. *Other*:

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes.
- b. Are any other resources needed to support this course? No.
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? None anticipated.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/30/14

Current

COUN 573 - Mental Health Profession

4 credits

Refines counseling skills and continues development of professional portfolios. Students write a professional disclosure statement, conduct a seminar on their theoretical framework, determine the setting and clients best-suited for their theoretical approach, and address other issues germane to the professional counselor and human service professional. Prerequisite(s): [COUN 571](#) and enrollment in the MHC program

Revised for 2016-2017

COUN 573 - Mental Health Profession

4 credits

Culminating class within the CMHC program, in which students reflect on their journey and both their professional and personal development while in the program, and prepare for the work of work beyond graduation. Students complete a professional portfolio and conduct a seminar on their theoretical framework, determine the setting and clients best-suited for their theoretical approach, reflect on their learning in the program, and address other issues germane to the professional counselor and human service professional. Prerequisite(s): [COUN 571](#) and enrollment in the CMHC program.

COUN 583 - Advanced Psychopathology

4 credits

Explores the diagnosis, assessment, and treatment of mental illness as defined by the DSM-~~IV~~.

Covers treatment planning, with special emphasis on psychopharmacology. Prerequisite(s):

Undergraduate course in abnormal psychology and enrollment in the MHC program.

ED 500 - Professional Development

1 to 6 credits

Designed and sponsored by educational agencies. Offers professional development courses for educators. A maximum of 6 credits may be applied to fifth-year or graduate degree programs

REPLACE WITH:

1 to 6 credits

Offers professional development for educators designed and sponsored by educational agencies. A maximum of 6 credits may be applied to graduate degree programs. Repeatable.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** EE 529
2. **Course title:** Environmental Education Program Administration
3. **Abbreviated title for class schedule** (30 characters or less): Envir Ed Prog Admin
4. **Credit hours:** 3
5. **Catalog description:** Focuses on the administrative elements necessary to design and implement safe and effective environmental education programs based on North American Association of Environmental Education Guidelines for Excellence. Topics will include a strong focus on program evaluation and reporting in addition to contract negotiations, liability insurance, grant writing, certifications and accreditations, marketing, safety, personnel management, and more.
6. **Prerequisites** (*to add each additional prerequisite, start a new line*):
(See attached Note for samples)

A. (course prefix, (space) and number) EE 525 or BI 523 or or
or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**
A. (course prefix, (space) and number) None or or or or
8. **Major/Class restrictions: Please indicate any class or major restrictions:** This class is restricted to those students in the Environmental Education graduate program.
9. **Repeatable: If course is repeatable list maximum credits:** No
10. **Labs requirements: If course includes a lab: # of hours lecture:** 3 hrs/week ; **# of hours lab:** none
11. **Fees: List any course fees:** None
12. **Grade Mode: Graded only: Yes Pass/No Pass only:** **Option:**
13. **CIP Code: Six-digit CIP code** (check with your dean): 13.1338

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s)

B. Honors? No

C. Community-Based Learning? No

15. Cross-listing: List any cross-listing: No and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

The SOU Environmental Education program is creating the next generation of leaders in the field of environmental education. Graduates take professional positions as Education Directors, Program Administrators, Executive Directors of non-profit organizations, Nature Center Directors and more. In addition to a strong science and environmental education program, our graduates have told us they must have confidence in program evaluation; grant development, report writing, knowledge of certifications, insurance, contact negotiation, personnel issues, and other administrative elements. This class responds to student feedback and will help fill a critical gap in our program.

B. **Alignment:**

1. How does this course align with the unit's mission plan? The class is well aligned to the program goals of creating leaders in environmental education.

2. How does the course fit into the rest of the unit's curriculum?

This course would be offered during spring term after students have been immersed in other environmental education, biology, and education coursework. They will be planning the Fall in the Field program including the administrative elements. It will also fill a need to have an Environmental Education class during spring term to help support the collaborative nature of the cohort.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 15 ; Year 2 15; Year 3 15

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Linda Hilligoss. Ms. Hilligoss will encourage community based support to showcase “real world” examples and applications of the content. Administrators from area non-profits, National Park Service, BLM, State and regional programs will be invited. In some cases, these presenters may be linked to the Environmental Education program through student internships, further nurturing these professional relationships.

- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This will fit within the faculty loading of Linda Hilligoss
- c. If additional faculty members are needed, how will that need be met? Due to the interdisciplinary nature of environmental education, other university faculty from other departments may be asked to be "guest presenters" to share their areas of expertise. These could include administrators from the SOU Grant Development and Assessment offices, SOURCE, The School of Business, Non-Profit Certificate program, Outdoor Adventure Leadership and others.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. No additional space is needed.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained. N/A

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? None. This course is restricted to Environmental Education students.

NOTE: Please document your contact with other departments which may be affected by this new course and the response you received. N/A

2. Will any of your prerequisites affect other departments/programs? No

NOTE: Please document your contact with other departments/programs which may be affected by this new course and the response you received. N/A

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description. This course will focus on the administrative elements necessary to design and implement safe and effective environmental education programs based on North American Association of Environmental Education Guidelines for Excellence. Topics will include a strong focus on program evaluation and reporting in addition to contract negotiations, liability insurance, grant writing, certifications and accreditations, marketing, safety, personnel management, and more.
- B. Learning objectives of the course. Upon completion of the course, learners will:
- Research best practices in current tools for program evaluation and design appropriate documents for the residential and non-residential programs implementing through the SOU Environmental Education program, i.e., Fall in the Field.
 - Demonstrate the knowledge and skills necessary to write a grant.
 - Research year-end reporting documents and design a template for a year-end report to be used by the SOU Environmental Education program.
 - Explore case studies of safety incidents in the field of environmental education including those in the SOU program, and design appropriate forms and policies.
 - Examine what liability insurance is necessary for programs being conducted on both private and public lands.
 - Determine what certifications and clearances may be necessary for residential and non-residential field programs including First Aid, Food Handlers Permits, fingerprinting, and others.
 - Research how to create a non-profit organization
 - Design a budget (\$200,000) for a nature center.
 - Create a marketing plan for an environmental education program.
- C. Required texts
- Russ, Alex. (2104). Measuring Environmental Education Outcomes. North American Association of Environmental Education: Washington, D.C..
 - Additional Readings will be provided by the course instructor and posted on Moodle.
- D. Course format. This course will meet once per week (3 hours/week) and meet in a seminar format supporting guest presenters. There will be an active Moodle component with readings, forums, etc. Instructor will design lessons to respond to student's SOU Environmental Education Fall in the Field program planning needs in addition to general information. Assignments will be linked to capstone program planning needs.

- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course. In addition, the Guidelines for Excellence developed by the North American Association of Environmental Education (NAAEE) will be used to frame the outcomes of the course.

Approvals:

_____ Signature of chair/director	_____ date
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_____ Signature of dean	_____ date
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5/13/10

Required Courses

(37 credits)

- [EE 524 - Concepts in Environmental Education](#) 3 credits
- [EE 525 - Special Methods in Environmental Education](#) 3 credits
- [EE 526 - Trends in Environmental Education](#) 2 credits
- [EE 527 - Place-Based Curriculum Development](#) 3 credits
- [EE 528 - Environmental Issues](#) 3 credits
- [EE 529 – Environmental Education Program Administration](#) 3 credits
- [EE 593 - Practical Applications of Environmental Education](#) 1 to 2 credits (2 credits total required)
- [EE 594 - Leadership in Environmental Education](#) 1 to 4 credits (4 credits total required)
- [EE 595 - Teaching in Environmental Education](#) 4 credits
- [EE 507 - Selected Topics in Environmental Education](#) 1 credit
- [ED 557A - Curriculum, Instruction, and Assessment](#) 3 credits
- [ED 557B - Curriculum, Instruction, and Assessment](#) 3 credits
- [BI 523 – Natural History of the Pacific Northwest](#) 3 credits

Electives

Complete 15 credits of electives from the following two groups of courses:

A. Complete 2-5 elective courses from the list below:

(6-16 credits)

- [BI 513 - Physiological Ecology of Animals](#) 5 credits
- [BI 514 - Advanced Animal Physiology](#) 5 credits
- [BI 515 - Mammalogy](#) 4 credits
- [BI 533 - Plant Systematics](#) 4 credits
- [BI 534 - Plant Form and Function](#) 5 credits
- [BI 538 - Conservation Biology](#) 3 credits
- [BI 544 - Vascular Plant Identification and Field Botany](#) 3 credits
- [BI 550 - Fish and Fisheries](#) 4 credits
- [BI 554 - Plant Ecology](#) 4 credits
- [BI 566 - Biology of Insects](#) 3 credits
- [BI 570 - Herpetology](#) 4 credits
- [BI 571 - Ornithology](#) 4 credits
- [BI 575 - Aquatic Ecology](#) 4 credits
- [BI 580 - Animal Behavior](#) 4 credits
- [ES 521 - Ecological Economics and Sustainable Development](#) 4 credits
- [ES 533 - Soil Science](#) 4 credits
- [ES 537 - Conservation in the US](#) 4 credits
- [ES 579 - Biosphere, Ecology, and Global Environmental Change](#) 4 credits

- ES 580 - Fire Ecology 4 credits
- ES 581 - Geomorphology 4 credits
- ES 582 - Climatology 4 credits

• **B. Select 0–3 courses from outside the sciences (if needed to reach 15 credits)***

(Examples of potential courses include the following, although other courses may be used subject to advisor approval):

(0-8 credits)

- COMM 548 - Mediation and Conflict Management 4 credits
- COMM 555 - Conflict Resolution 4 credits
- ES 539 - Land Use Planning 4 credits
- GEOG 551 - Introduction to Geographic Information Systems 5 credits
- PE 548 - Leadership and Management 3 credits
- PSY 538 - Group Dynamics 4 credits
- OAL 570 - Environmental Physiology 3 credits
- SOAN 520 - Environmental Sociology 4 credits
- SOAN 552 Global Environmental Movements 4 credits

*Note: 52 credits are required for program completion, including 15 credits of electives. Choose a minimum of two courses and a maximum of five courses from section A. If more elective credits are needed to achieve 15 credits of electives, choose 0-3 courses from Elective Section B to reach 15 credits of electives.

Other catalog changes

EE 593 - Practical Applications of Environmental Education

1 to 4- 2 credits

Focuses on using the field as a classroom. Students work closely with environmental educators in either a nonprofit organization or local, state, or national government agency to develop and present activities and curricula for a variety of audiences. May not be repeated for additional credit. Two credits required for program completion.

EE 595 - Teaching in Environmental Education

1 to 4 credits

Students present and assess an educational program at Deer Creek Center for Field Research and Education involving a variety of audiences. Teaching is supervised by qualified faculty members.

Involves part-time residence at the field station. May not be repeated for additional credit.

Prerequisite(s): [EE 525](#) and [EE 527](#)

Summary of English Program catalog and curriculum changes for 2016-2017

- We have changed some of the language in the Declaring a Major in English section to eliminate references to our previous model of area concentrations.
- We have changed some of the language for the Minor to reflect prefix changes and the addition of ENG 301.
- We are changing all WR prefixes (except for WR 121,122) to ENG so that all of our courses will be listed together in the class schedule. This will facilitate student advising and registration and eliminate confusion about the new creative writing BFA. We are not changing the content of the WR courses, just the prefix.
- We are adding a new course, ENG 301 Introduction to Literary Analysis and Theory. This course will combine the curriculum of our current ENG 298 Introduction to Literary Analysis, and ENG 300 Introduction to Literary Theory. Although we will leave ENG 298 and ENG 300 in the catalog for at least another year so as not to confuse current students, we want to begin offering ENG 301 Fall term 2016.
- We have revised our major requirements to reflect the WR prefix changes and to include ENG 301. We will maintain ENG 298 and ENG 300 as alternate courses for ENG 301 in the outline of courses for the major, but will probably eliminate them after one more year.
- We are adding ENG 347 Slumming in the Nineteenth Century as a new course and have submitted the application to make it an Integration course as well. This course has already been offered several times as an ENG 399.
- The packet of catalog changes includes the new course proposals for ENG 301 and ENG 347.

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ENGLISH
• [Program Requirements](#)
Charlotte Hadella, Program Chair
Central 261
541-552-6181

	Professor	Associate Professor	Emeritus Faculty
Academic Programs	Alma Rosa Alvarez	Margaret Perrow	Peggy Cheng
General Degree Requirements	Edwin L. Battistella		Terry L. DeHay
Course Descriptions	Bill Gholson		Sandra J. Holstein
Distance Learning	Charlotte Hadella		Tom Nash
Reading This Catalog	Diana Maltz		

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Entering the University
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Tuition and Fees
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Academic Policies
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Faculty Listing
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Declaring a Major in English

Declaring a major in English is a two-step process. The first step is to apply for premajor status. Students may do this at any time, ~~although it is advisable to wait until the end of the freshman year.~~ The premajor application is available in the program office. Upon admission, students will be assigned a program faculty advisor.

The second step is to apply for major status. Before applying, students must complete program prerequisites (as described below), complete 75 credits, and maintain a minimum 2.75 GPA in English and writing coursework. Students are required to meet with their faculty advisor prior to turning in the major application, which requires an advisor's signature. At this time, students also select one of the program options.

Minors

Students interested in pursuing a minor in English should consult an advisor in the program and be aware of any course prerequisites. ~~English and writing majors also pursuing a minor in the program may not use any of the same courses, excluding prerequisites and core courses, for both programs.~~ Students must maintain a 2.75 GPA in minor coursework.

Teacher Licensing

Students who would like to teach English at the middle school or high school level in Oregon public schools must complete a bachelor's degree in English before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the program chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences working with children in the public schools prior to application to the MAT program are required.

Program Requirements

See
Insert
#1
attached

Programs

Major

- English, BA

Minor

- English Minor

Courses

English

Upper Division Courses

Before enrolling in ^{300-level English} upper division literature courses, English majors must complete ENG 298, and nonmajors must complete the research component of the writing sequence as required by their major program. ENG 300 is a prerequisite for all 400-level courses. Any exceptions require instructor consent. Graduate students registering for 500-level courses require either the stated prerequisites or their equivalents.

* A combined maximum of 8 credit hours of ENG 405, 407 and 409 may be applied to the major.

- ENG 104 - Introduction to Literature
- ENG 105 - Introduction to Literature
- ENG 107 - World Literature
- ENG 107H - Honors World Literature
- ENG 108 - World Literature
- ENG 108H - Honors World Literature
- ENG 199 - Special Studies
- ENG 200 - Shakespeare: Innovations (The Early Plays)
- ENG 201 - Shakespeare: Explorations (The Middle Plays)
- ENG 202 - Shakespeare: Consummations (The Late Plays)
- ENG 208 - Explorations in Literary Genres
- ENG 208H - Honors Exp in Literary Genre
- ENG 209 - Literature in the Modern World
- ENG 209H - Honors Lit in the Modern World
- ENG 214 - Language in the USA
- ENG 239 - Native American Myth and Culture
- ENG 240 - Native American Narratives, Fiction, and Poetry
- ENG 245 - Ethnic American Literature
- ENG 298 - Introduction to Literary Analysis
- ENG 299 - Special Studies
- ENG 300 - Introduction to Literary Theory and Critical Writing
- ENG 315 - Studies in Autobiographical Writing
- ENG 315H - Honors Studies in Autobiographical Writing
- ENG 341 - Class, Culture, and Feminism in Victorian and Edwardian England
- ENG 367 - British Women Writers
- ENG 368 - Women Writers in the U.S.
- ENG 371 - Topics in British Literature Before 1800
- ENG 372 - Topics in British Literature After 1800
- ENG 380 - Methods in Linguistic Anthropology
- ENG 381 - Topics in U.S. Literature Before 1865
- ENG 382 - Topics in U.S. Literature After 1865
- ENG 396 - Ethics and Film
- ENG 398 - Teaching Global Perspectives Through Children's Literature
- ENG 399 - Special Studies
- ENG 400 - Capstone I
- ENG 401 - Capstone II
- ENG 405 - Reading and Conference
- ENG 407 - Seminar
- ENG 409 - Practicum
- ENG 410 - Community Engagement Writing: Internships and Practica
- ENG 417 - Birth of the British Novel to 1850
- ENG 418 - The British Novel after 1850
- ENG 436 - Topics in Shakespeare
- ENG 443 - Chicana/o Literature

New
Courses {
ENG 301
ENG 341

or — See insert
2 attached

- [ENG 447 - Major Forces in Literature](#)
- [ENG 448 - Major Figures in Literature](#)
- [ENG 448A - Major Figures in Literature: Toni Morrison](#)
- [ENG 454 - Multicultural Literature of the U.S.](#)
- [ENG 455 - Topics in World Literature](#)
- [ENG 455H - Honors Topics in World Literature](#)
- [ENG 457 - Postcolonial Literature and Theory](#)
- [ENG 470 - Topics in Poetry](#)
- [ENG 481 - The Novel in the U.S. to 1900](#)
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- [ENG 487 - TESL \(Teaching of English as a Second Language\)](#)
- [ENG 488 - Teaching Literature](#)
- [ENG 489 - Young Adult Novel](#)
- [ENG 490 - The English Language: An Introduction](#)
- [ENG 491 - History of the English Language](#)
- [ENG 492 - Structure of the English Language](#)
- [ENG 494 - Recent Developments in Language Study](#)
- [ENG 495 - Topics in Film](#)
- [ENG 498 - Topics in Women's Writing](#)
- [ENG 499 - Special Studies](#)
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- [ENG 509 - Practicum](#)
- [ENG 517 - Birth of the British Novel to 1850](#)
- [ENG 518 - The British Novel after 1850](#)
- [ENG 536 - Studies in Shakespeare](#)
- [ENG 547 - Major Forces in Literature](#)
- [ENG 548 - Major Figures in Literature](#)
- [ENG 554 - American Multicultural Literature](#)
- [ENG 555 - Topics in World Literature](#)
- [ENG 557 - Postcolonial Literature and Theory](#)
- [ENG 570 - Topics in Poetry](#)
- [ENG 581 - The Novel in the U.S. to 1900](#)
- [ENG 582 - The Novel in the U.S.: 1900 and Beyond](#)
- [ENG 587 - TESL \(Teaching of English as a Second Language\)](#)
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- [ENG 594 - Recent Developments in Language Study](#)
- [ENG 595 - Topics in Film](#)
- [ENG 598 - Topics in Women's Writing](#)
- [ENG 599 - Special Studies](#)

Writing

Lower Division Courses

University Seminar now teaches introductory composition courses and offers a writing waiver by portfolio. For questions and registration for lower division composition classes (WR 122 or 227), please visit the University Seminar office (Central 008).

delete →

Change the
WR prefix
to ENG

and integrate

these into the
ENG list above

~~A combined maximum of 8 credit hours of WR 405, 407, and 409 may be applied to the major.~~

- [WR 199 - Special Studies](#)
- [WR 280 - Public Reasoning: Introductory Topics in Rhetoric](#)
- [WR 295 - Grammar and Style in Writing](#)
- ~~WR 299 - Special Studies~~ delete
- [WR 312 - Writing Workshop for Teachers](#)
- [WR 327 - Technical Writing](#)
- [WR 329 - Grantwriting and Workplace Literacy](#)
- [WR 355 - Topics in The Essay: Genre and Meaning](#)

- [WR 380 - Intermediate Topics in Rhetoric](#)
- [WR 395 - Advanced Grammar](#)
- ~~[WR 399 - Special Studies](#)~~
- ~~[WR 495 - Writing and Conference](#)~~

Delete

Page: 1 | 2



Helpful Links and Resources

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English Catalog revisions

Inserts:

#1

Declaring a Major in English

Declaring a major in English is a two-step process. The first step is to apply for premajor status. Students may do this at any time. The premajor application is available in the program office. Upon admission, students will be assigned a program faculty advisor.

The second step is to apply for major status. Before applying, students must complete program prerequisites (as described below), complete 75 credits, and maintain a minimum 2.75 GPA in English coursework. Students are required to meet with their faculty advisor prior to turning in the major application, which requires an advisor's signature.

Minors

Students interested in pursuing a minor in English should consult an advisor in the program and be aware of any course prerequisites. Students must maintain a 2.75 GPA in minor coursework.

#2

Before enrolling in 300-level English courses, English majors must complete two lower division ENG courses as described in the prerequisites section of the Requirements for the Major section of the catalog. ENG 300 or ENG 301 is a prerequisite for most 400-level courses. Any exceptions require instructor consent. Graduate students registering for 500-level courses require either the stated prerequisites or their equivalents.

Southern Oregon University

2015-16 Catalog

English, BA

Requirements for the Major

Exceptions to the following requirements may be presented to the program chair for consideration

1.

Fulfill baccalaureate degree requirements.

2.

Complete prerequisites.

3.

Complete the core courses, as well as the electives.

4.

Maintain a minimum 2.0 cumulative GPA and a minimum 2.75 GPA in English and writing courses.

Prerequisites

(12 credits) (8 credits)

- Two lower division literature courses ~~8 credits~~ from the following:
 - OR
 - One lower division literature course and one lower division creative writing, rhetoric, or grammar course, 8 credits
 - ENG 298 Introduction to Literary Analysis 4 credits

Core Courses

20-24
(8 credits)

See insert #4

See insert
#4

- ~~• ENG 300 - Introduction to Literary Theory and Critical Writing 4 credits~~

One of these courses, 4 credits:

- ENG 371 - Topics in British Literature Before 1800 4 credits
- ENG 381 - Topics in U.S. Literature Before 1865 4 credits
- ENG 436 - Topics in Shakespeare 4 credits

delete

- ~~• Two upper division WR courses, 8 credits~~

ENG

- ~~• WR 414 - Advanced Composition~~ 4 credits

change
prefix

One linguistics course, 4 credits:

- ENG 490 - The English Language: An Introduction 4 credits
- or
- ENG 491 - History of the English Language 4 credits
- or
- ENG 492 - Structure of the English Language 4 credits
- or
- ENG 494 - Recent Developments in Language Study 4 credits

- ENG 400 - Capstone I 2 credits
- ENG 401 - Capstone II 2 credits

Electives

- Upper division ENG or WR courses, 32 credits total

8 credits must be 400-level literature

4 credits may be 300- or 400-level creative writing (CW)

See
insert
#5

#3

Prerequisites

(8 credits)

- Two lower division literature courses from the following: ENG 104, 105, 208, 209, 239, 240, 245, 298

OR

- One lower division literature course (see above) and one lower division creative writing, rhetoric, or grammar course from the following: ENG 280, 295, CW 220, 230, 281, 282)

#4

Core Courses

(20-24 credits)

ENG 301 Introduction to Literary Analysis and Theory (4 credits)

OR

ENG 298 Introduction to Literary Analysis (4 credits), and ENG 300 Introduction to Literary Theory and Critical Writing (4 credits)

#5

- Upper division ENG courses, 40 credits total

8 credits must be 400-level literature

8 credits must be from the following writing emphasis courses: ENG 312, 327, 355, 380, 395, 455, 472, 480

4 credits may be a 300 or 400-level non-studio CW course

Southern Oregon University

2015-16 Catalog

English Minor

Pursuing a Minor in English

Students interested in pursuing a minor in English should consult an advisor in the program and be aware of any course prerequisites. Students must meet all applicable requirements listed in the Minors section of this catalog, including the Minor residence requirement. Students must maintain a 2.75 GPA in minor coursework.

Course Requirements

- ENG 300 - Introduction to Literary Theory and Critical Writing 4 credits

OR ENG 301 Introduction to Literary Analysis and Theory

- Upper division ENG ~~or WR~~ courses, 20 credits

delete

Southern Oregon University

2015-16 Catalog

Course Descriptions

[Expand All Courses](#) |

- [See Course Prerequisites Policy](#)

*Penny,
when the WR courses change to ENG,
they will need to be integrated into
the list*

English

Upper Division Courses

Before enrolling in upper division literature courses, English majors must complete ENG 298, and nonmajors must complete the research component of the writing sequence as required by their major program. ENG 300 is a prerequisite for all 400-level courses. Any exceptions require instructor consent. Graduate students registering for 500-level courses require either the stated prerequisites or their equivalents.

* A combined maximum of 8 credit hours of ENG 405, 407 and 409 may be applied to the major.

- [ENG 101 - Academic English for ESOL Students](#)
- [ENG 102 - Academic English for ESOL Students](#)
- [ENG 103 - English for Speakers of Other Languages](#)
- [ENG 104 - Introduction to Literature](#)
- [ENG 105 - Introduction to Literature](#)
- [ENG 107 - World Literature](#)
- [ENG 107H - Honors World Literature](#)
- [ENG 108 - World Literature](#)
- [ENG 108H - Honors World Literature](#)
- [ENG 199 - Special Studies](#)
- [ENG 200 - Shakespeare: Innovations \(The Early Plays\)](#)
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- [ENG 240 - Native American Narratives, Fiction, and Poetry](#)
- [ENG 245 - Ethnic American Literature](#)
- [ENG 298 - Introduction to Literary Analysis](#)
- [ENG 299 - Special Studies](#)
- [ENG 300 - Introduction to Literary Theory and Critical Writing](#)

add > • ENG 301 - Introduction to Literary Analysis and Theory

*see
(Course Description
in Insert
#6)*

- ENG 315 - Studies in Autobiographical Writing
- ENG 315H - Honors Studies in Autobiographical Writing
- ENG 341 - Class, Culture, and Feminism in Victorian and Edwardian England

- ENG 367 - British Women Writers
- ENG 368 - Women Writers in the U.S.
- ENG 371 - Topics in British Literature Before 1800
- ENG 372 - Topics in British Literature After 1800
- ENG 380 - Methods in Linguistic Anthropology
- ENG 381 - Topics in U.S. Literature Before 1865
- ENG 382 - Topics in U.S. Literature After 1865
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- ENG 417 - Birth of the British Novel to 1850

- ENG 418 - The British Novel after 1850

- ENG 436 - Topics in Shakespeare

- ENG 443 - Chicana/o Literature

- ENG 447 - Major Forces in Literature

- ENG 448 - Major Figures in Literature

- ENG 448A - Major Figures in Literature: Toni Morrison

- ENG 454 - Multicultural Literature of the U.S.

- ENG 455 - Topics in World Literature

- ENG 455H - Honors Topics in World Literature

- ENG 457 - Postcolonial Literature and Theory

- ENG 470 - Topics in Poetry

- ENG 481 - The Novel in the U.S. to 1900

- ENG 482 - The Novel in the U.S.: 1900 and Beyond

- ENG 487 - TESL (Teaching of English as a Second Language)

- ENG 488 - Teaching Literature

- ENG 489 - Young Adult Novel

- ENG 490 - The English Language: An Introduction

- ENG 491 - History of the English Language

- ENG 492 - Structure of the English Language

- ENG 494 - Recent Developments in Language Study

- ENG 495 - Topics in Film

- ENG 498 - Topics in Women's Writing

- ENG 499 - Special Studies

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- ENG 505 - Reading and Conference

- ENG 507 - Seminar

- ENG 509 - Practicum

- ENG 517 - Birth of the British Novel to 1850

- ENG 518 - The British Novel after 1850

- ENG 536 - Studies in Shakespeare

- ENG 547 - Major Forces in Literature

ENG 347 Slumming in the Nineteenth Century

(See course description in Insert # 7)

change to Reading/Writing and Conference

Reading/Writing and Conference

- [ENG 548 - Major Figures in Literature](#)
- [ENG 554 - American Multicultural Literature](#)
- [ENG 555 - Topics in World Literature](#)
- [ENG 557 - Postcolonial Literature and Theory](#)
- [ENG 570 - Topics in Poetry](#)
- [ENG 581 - The Novel in the U.S. to 1900](#)
- [ENG 582 - The Novel in the U.S.: 1900 and Beyond](#)
- [ENG 587 - TESL \(Teaching of English as a Second Language\)](#)
- [ENG 588 - Teaching Literature](#)
- [ENG 589 - Young Adult Novel](#)
- [ENG 590 - The English Language: An Introduction](#)
- [ENG 591 - History of the English Language](#)
- [ENG 592 - Structure of the English Language](#)
- [ENG 594 - Recent Developments in Language Study](#)
- [ENG 595 - Topics in Film](#)
- [ENG 598 - Topics in Women's Writing](#)
- [ENG 599 - Special Studies](#)

[Expand All Courses](#) |

Southern Oregon University

2015-16 Catalog

Course Descriptions

[Expand All Courses](#) |

- [See Course Prerequisites Policy](#)

~~Writing~~~~Lower Division Courses~~

~~University Seminar now teaches introductory composition courses and offers a writing waiver by portfolio. For questions and registration for lower division composition classes (WR 122 or 227), please visit the University Seminar office (Central 008).~~

~~*A combined maximum of 8 credit hours of WR 405, 407, and 409 may be applied to the major.~~

- WR 121 - English Composition - I

- WR 122 - English Composition

- WR 199 - Special Studies

- WR 280 - Public Reasoning: Introductory Topics in Rhetoric

- WR 295 - Grammar and Style in Writing

- WR 299 - Special Studies

- WR 312 - Writing Workshop for Teachers

- WR 327 - Technical Writing

- WR 329 - Grantwriting and Workplace Literacy

- WR 355 - Topics in The Essay: Genre and Meaning

- WR 380 - Intermediate Topics in Rhetoric

- WR 395 - Advanced Grammar

- WR 399 - Special Studies

- WR 405 - Writing and Conference

- WR 407 - Writing Seminar

- WR 409 - Practicum

- WR 410 - Community Engagement Writing: Internships and Practica

- WR 414 - Advanced Composition

- WR 415 - Supervised Tutoring Practicum

- WR 455 - The History of Publishing: From Alphabet to E-Book

- WR 472 - Teaching Written Composition

- WR 480 - Advanced Topics in Rhetoric

- WR 499 - Special Studies

- WR 503 - Thesis

- WR 505 - Writing and Conference

Remove this section and list them w/ University Studies

Change pre fix to ENG and integrate these courses in to the list

ENG

- ~~WR 502 - Writing Seminar~~ *delete*
- ~~WR 509 - Practicum~~ *delete*
- ENG. WR 514 - Advanced Composition
- WR 515 - Supervised Tutoring Practicum
- WR 555 - The History of Publishing: From Alphabet to E-Book
- WR 572 - Teaching Written Composition
- WR 580 - Advanced Topics in Rhetoric
- WR 593 - Topics in Rhetoric
- WR 599 - Special Studies

[Expand All Courses](#) |

#6

- ENG 301- Introduction to Literary Analysis and Theory

Emphasis on principles of literary analysis and their application to multiple genres, information literacy, and design of the literary research essay.

English premajors or minors only, or permission of instructor. Prerequisites: successful completion of two lower division literature courses, or one lower division literature course and one lower division creative writing, rhetoric, or grammar course.

#7

- ENG 347-Slumming in the Nineteenth Century

Uses the issues of poverty and philanthropy as lenses for examining British literature and culture in the nineteenth century. Students read a variety of genres from slum novels to non-fiction texts of social investigation, journalism, and memoir. Approved for University Studies (Integration – Strand J). Prerequisite(s): ENG 298 or ENG 301, or completion of writing requirement in major department.

Southern Oregon University

2015-16 Catalog

Course Descriptions

[Contract All Courses](#) |

- [See Course Prerequisites Policy](#)

English

Upper Division Courses

Before enrolling in upper division literature courses, English majors must complete ENG 298, and nonmajors must complete the research component of the writing sequence as required by their major program. ENG 300 is a prerequisite for all 400-level courses. Any exceptions require instructor consent. Graduate students registering for 500-level courses require either the stated prerequisites or their equivalents.

* A combined maximum of 8 credit hours of ENG 405, 407 and 409 may be applied to the major.

• ENG 101 - Academic English for ESOL Students

4 credits

Designed for students whose first language is not English; required of students whose TOEFL score is below 580. Introduces students to U.S. culture and campus life while focusing on the academic English skills needed to succeed at a U.S. university. Covers such skills as critical thinking, reading, writing, grammar, vocabulary building, oral communication, and library research. Approved for University Studies (Explorations Strand E-Humanities).

• ENG 102 - Academic English for ESOL Students

4 credits

Designed for students whose first language is not English; required of students whose TOEFL score is below 580. Introduces students to U.S. culture and campus life while focusing on the academic English skills needed to succeed at a U.S. university. Covers such skills as critical thinking, reading, writing, grammar, vocabulary building, oral communication, and library research. Approved for University Studies (Explorations Strand E-Humanities).

• ENG 103 - English for Speakers of Other Languages

4 credits

Completes the sequence for students whose first language is not English. The course focuses on the proficiencies that will prepare students for the USEM three-term sequence. Covers such skills as critical thinking, reading, writing, grammar, vocabulary building, oral communication, and library research. Approved for University Studies (Exploration Strand E-Humanities) Prerequisite(s): [ENG 102](#).

• ENG 104 - Introduction to Literature

4 credits

Involves critical reading, discussion, and written analysis of literary texts. ENG 104 focuses on novels and poetry. Students see and review a film when appropriate. [ENG 105](#) explores short fiction and drama. Students attend and review a play. Approved for University Studies (Explorations Strand E-Humanities).

• ENG 105 - Introduction to Literature

4 credits

Involves critical reading, discussion, and written analysis of literary texts. ENG 104 focuses on novels and poetry. Students see and review a film when appropriate. [ENG 105](#) explores short fiction and drama. Students attend and review a play. Approved for University Studies (Explorations Strand E-Humanities).

- **ENG 107 - World Literature**

4 credits

Cross-cultural exploration of selected works of literature, organized thematically. ENG 107 focuses on literature before 1800; [ENG 108](#) focuses on modern literature. Provides insight into world cultures and encourages students to examine their own cultural assumptions. Recommended for students intending to become English and writing majors. Approved for University Studies (Explorations Strand E-Humanities).

- **ENG 107H - Honors World Literature**

4 credits

Cross-cultural exploration of selected works of literature, organized thematically. ENG 107 focuses on literature before 1800; [ENG 108](#) focuses on modern literature. Provides insight into world cultures and encourages students to examine their own cultural assumptions. Recommended for students intending to become English and writing majors. Approved for University Studies (Explorations Strand E-Humanities).

- **ENG 108 - World Literature**

4 credits

Cross-cultural exploration of selected works of literature, organized thematically. [ENG 107](#) focuses on literature before 1800; ENG 108 focuses on modern literature. Provides insight into world cultures and encourages students to examine their own cultural assumptions. Recommended for students intending to become English and writing majors. Approved for University Studies (Explorations Strand E-Humanities).

- **ENG 108H - Honors World Literature**

4 credits

Cross-cultural exploration of selected works of literature, organized thematically. [ENG 107](#) focuses on literature before 1800; ENG 108 focuses on modern literature. Provides insight into world cultures and encourages students to examine their own cultural assumptions. Recommended for students intending to become English and writing majors. Approved for University Studies (Explorations Strand E-Humanities).

- **ENG 199 - Special Studies**

1 to 18 credits

Credits to be arranged. Repeatable.

- **ENG 200 - Shakespeare: Innovations (The Early Plays)**

4 credits

Serves as an introduction to the study of Shakespeare, providing the appropriate backgrounds and contexts with which to analyze Shakespeare's work, including biographical, historical/cultural, critical/theoretical, linguistic, and theatrical. Examines two plays from the first decade of Shakespeare's writing career. Approved for University Studies (Explorations Strand E-Humanities). (Cross-listed with [SHS 200](#) and [TA 200](#).)

- **ENG 201 - Shakespeare: Explorations (The Middle Plays)**

4 credits

Examines 4-5 plays from the middle period of Shakespeare's career, roughly 1598-1604. Includes consideration of at least one comedy, history, and tragedy. Approved for University Studies (Explorations Strand E-Humanities). (Cross-listed with [SHS 201/TA 201](#).)

• **ENG 202 - Shakespeare: Consummations (The Late Plays)**

4 credits

Examines 4-5 plays from the last stage of Shakespeare's career, roughly 1604-1611. Includes consideration of at least one history, tragedy, and romance. Approved for University Studies (Explorations Strand E-Humanities).

(Cross-listed with [SHS 202/TA 202](#).)

• **ENG 208 - Explorations in Literary Genres**

4 credits

Involves close reading and analysis of texts, with a focus on literary genres. Topics include poetry, novel, essay, film, short story, drama, or a comparison of two or more genres. Some experience with literary analysis recommended. Repeat credit is allowed for different topics. Approved for University Studies (Explorations Strand E-Humanities).

• **ENG 208H - Honors Exp in Literary Genre**

4 credits

Involves close reading and analysis of texts, with a focus on literary genres. Topics include poetry, novel, essay, film, short story, drama, or a comparison of two or more genres. Some experience with literary analysis recommended. Repeat credit is allowed for different topics. Approved for University Studies (Explorations Strand E-Humanities).

• **ENG 209 - Literature in the Modern World**

4 credits

Focuses on reading and analysis of texts organized around a specific topic, with an emphasis on the literary work in its social and cultural context. Topics vary. Repeat credit is allowed for different topics. Approved for University Studies (Explorations Strand E-Humanities).

• **ENG 209H - Honors Lit in the Modern World**

4 credits

Focuses on reading and analysis of texts organized around a specific topic, with an emphasis on the literary work in its social and cultural context. Topics vary. Repeat credit is allowed for different topics. Approved for University Studies (Explorations Strand E-Humanities).

• **ENG 214 - Language in the USA**

4 credits

Provides an introduction to linguistic anthropology through several examples of languages in the United States, which include indigenous (Native American) languages, colonial languages, languages introduced through recent immigration, and languages that newly developed in the United States. Topics include an overview to language usage patterns and norms; how language is linked to personal and group identity; an introduction to linguistic analysis; how languages differ, change and influence each other; and how language usage and ideologies both reflect and affect policy. Approved for University Studies Explorations - Strand F.

(Cross-listed with [SOAN 214](#).)

• **ENG 239 - Native American Myth and Culture**

4 credits

After an introduction to mythical constructs, students participate in critical reading, discussions, written analysis, and performance of traditional myths and legends from a variety of Native American cultures. Texts include myths, legends, and tales in translation. Films, art slides, guest speakers, and performers supplement the readings to provide oral and visual examples of American Indian art and culture. Approved for University Studies (Explorations Strand E-Humanities).

- **ENG 240 - Native American Narratives, Fiction, and Poetry**

4 credits

Critical reading, discussion, written analysis of Native American narrative texts. Texts may include novels, essays, stories, and poems by contemporary Native American writers. Discussions consider negotiation between traditional forms and structural forms of western literary genres. Approved for University Studies (Explorations Strand E-Humanities).

- **ENG 245 - Ethnic American Literature**

4 credits

Students will be introduced to a sampling of texts in various U.S. ethnic literary traditions that demonstrate the dynamic nature of each particular tradition. Given that many of these texts are an act of resistance to dominant society's forms of categorization, we will be exploring some of the histories that have engendered these texts. Relevant topics that may be addressed: migrations, racism, sexism, marginalization, nationalism, colonization, resilience and celebration. Approved for University Studies Explorations - Humanities.

- **ENG 298 - Introduction to Literary Analysis**

4 credits

Involves intensive academic writing, research skills, and analysis of the main genres of literature: poetry, drama, fiction, essay, and film. English premajors and minors only, or permission of instructor. Prerequisite(s): Successful completion of two lower division literature courses, or one lower division literature course and one lower division creative writing, rhetoric, or grammar course.

- **ENG 299 - Special Studies**

1 to 4 credits

Credits to be arranged. Repeatable for a maximum of 8 credits.

- **ENG 300 - Introduction to Literary Theory and Critical Writing**

4 credits

Intensive writing course for English and writing majors emphasizing principles of analysis of literary texts. Surveys twentieth-century critical theory and practice. English and writing majors, premajors, and minors only. Prerequisite(s): ENG 298.

- **ENG 301 - Introduction to Literary Analysis and Theory**

- **ENG 315 - Studies in Autobiographical Writing**

4 credits

Examines diverse modes of autobiographical writing (e.g., memoir, autobiography, testimonial, conversion narrative) as texts that represent the self in society. Through the reading and writing of autobiographical texts, the course explores the ways writers construct and represent memory, as well as the relationship of these narratives to the social, political, and cultural contexts in which they are produced. Approved for University Studies (Integration - Strand I). Prerequisite(s): ENG 298 or completion of writing requirement in major department

- **ENG 315H - Honors Studies in Autobiographical Writing**

4 credits

Examines diverse modes of autobiographical writing (e.g., memoir, autobiography, testimonial, conversion narrative) as texts that represent the self in society. Through the reading and writing of autobiographical texts, the course explores the ways writers construct and represent memory, as well as the relationship of these narratives to the social, political, and cultural contexts in which they are produced. Approved for University Studies (Integration - Strand I). Prerequisite(s): ENG 298 or completion of writing requirement in major department

see insert #6 for description

• **ENG 382 - Topics in U.S. Literature After 1865**

4 credits

Exposes students to a community of writers and their positions as expressed through various genres relative to a particular theme with a focus on eras, schools, and/or movements. Examines the historical underpinnings of the chosen theme(s). English and writing majors must complete either the U.S. or British sequence. Repeat credit is allowed for different topics. Prerequisite(s): ~~ENG 298~~.

7 Insert #8

• **ENG 396 - Ethics and Film**

4 credits

Studies ten or more important films, American and foreign, that dramatize significant moral choices or ethical dilemmas.

• **ENG 398 - Teaching Global Perspectives Through Children's Literature**

4 credits

Immerses prospective elementary and middle school teachers in integrated content and instruction. Students examine both the literary elements and the social science information in international children's literature. Approved for University Studies (Integration - Strand J). Prerequisite(s): Completion of all lower division University Studies requirements (Cross-listed with ED 398.)

• **ENG 399 - Special Studies**

1 to 18 credits

Credits to be arranged. Repeatable.

• **ENG 400 - Capstone I**

2 credits

Preparation of an independent senior project for English and Writing majors with concentrations in Literary Studies and English Education. Special Studies students may also choose this emphasis. Students assemble a bibliography of contextual and/or critical works and write a prospectus for a project that will be completed in ENG 401. Prerequisite(s): ENG 300, senior standing, and approved application as an English and Writing major.

or ENG 301

• **ENG 401 - Capstone II**

2 credits

Senior project for English and Writing majors with concentrations in Literary Studies and English Education. Special Studies students may also choose this emphasis. Each individually-designed project integrates knowledge and skills in the discipline. Oral presentation of final project is required. Prerequisite(s): ENG 400.

• **ENG 405 - Reading and Conference**

1 to 12 credits

Credits to be arranged. Repeatable.

Prerequisite: ENG 300 or ENG 301

• **ENG 407 - Seminar**

1 to 4 credits

Credits to be arranged. Repeat credit is allowed for different topics. Prerequisite(s): ENG 300 [^] or ENG 301

• **ENG 409 - Practicum**

1 to 16 credits

Credits to be arranged. Repeatable for a maximum of 16 credits. Prerequisite(s): ENG 300 or ENG 301

• **ENG 410 - Community Engagement Writing: Internships and Practica**

4 credits

A writing and internship course that exposes students to professional applications of rhetoric and writing through fieldwork with people and organizations outside the classroom. Approved for University Studies (Integration - Strand I). Prerequisite(s): ENG 300 (Cross-listed with WR 410.) [^] or ENG 301

• **ENG 417 - Birth of the British Novel to 1850**

4 credits

Studies the birth and early development of the English novel, with attention to the early masterpieces of Defoe, Swift, Fielding, and Austen. Occasional emphasis is on fictional precursors or special issues in prose fiction. Prerequisite(s): ENG 300 [^] or ENG 301

• **ENG 418 - The British Novel after 1850**

4 credits

Explores the English novel from the Brontës, Dickens, and Eliot to modernism and other twentieth-century movements. Prerequisite(s): ENG 300 [^] or ENG 301

• **ENG 436 - Topics in Shakespeare**

4 credits

A study of select Shakespearean plays keyed to a particular topic, issue, genre, theme, or critical/theoretical method. Recent examples include "Shakespeare, Gender, and Sexuality" and "Shakespeare's Problem Comedies." Repeat credit is allowed for different topics. Prerequisite(s): ENG 200 or SHS 200 or TA 200, or SHS 236 or TA 236, plus upper-division course eligibility, minor in Shakespeare Studies, or consent of the instructor. (Cross-listed with SHS 436/TA 436.)

• **ENG 443 - Chicana/o Literature**

4 credits

Introduces students to Chicana/o literature and its historical and political contexts. Aside from focus on the genesis of the Chicana/o literary canon, this course will also look at the representations of Chicana/o identities. Approved for University Studies Integration - Strand J. Prerequisite(s): ENG 300. Restricted to students with junior standing or above. [^] or ENG 301

• **ENG 447 - Major Forces in Literature**

4 credits

Explores the underlying social, economic, and political philosophies of an age as they find expression in the dominant literary forms and theories that characterize it. Repeat credit is allowed for different topics. Some topics approved for University Studies (Integration - Strand J). Prerequisite(s): ENG 300 [^] or ENG 301

- **ENG 448 - Major Figures in Literature**

4 credits

Provides a concentrated study of the canon of one or two major writers, including detailed analysis of at least one of the author's major works. Repeat credit is allowed for different topics. Prerequisite(s): ENG 300

or ENG 301

- **ENG 448A - Major Figures in Literature: Toni Morrison**

4 credits

Provides a concentrated study of the fictional and critical works of Toni Morrison, accompanied by videos that demonstrate the ethnic and racial context of her works. Approved for University Studies (Integration - Strand J). Prerequisite(s): Completion of all lower division University Studies requirements and ENG 300 or instructor consent

or ENG 301

- **ENG 454 - Multicultural Literature of the U.S.**

4 credits

Reading and analysis of texts by African Americans, Asian Americans, Latinos, Native Americans and other marginalized ethnic groups. Approved for University Studies (Integration - Strand J). Prerequisite(s): ENG 300

or ENG 301

- **ENG 455 - Topics in World Literature**

4 credits

Examines selected literary works in English translation from Asian and African countries studied in relation to cultural upheavals of the twentieth century. The region to be studied is announced in the class schedule. Repeat credit is allowed for different topics. Some topics fulfill University Studies requirements (Integration - Strand J). Prerequisite(s): ENG 300

or ENG 301

- **ENG 455H - Honors Topics in World Literature**

4 credits

Examines selected literary works in English translation from Asian and African countries studied in relation to cultural upheavals of the twentieth century. The region to be studied is announced in the class schedule. Repeat credit is allowed for different topics. Some topics fulfill University Studies requirements (Integration - Strand J). Prerequisite(s): ENG 300

or ENG 301

- **ENG 457 - Postcolonial Literature and Theory**

4 credits

Focuses on the works of authors from colonized countries, both during the colonial period and after independence. Includes an examination of postcolonial literary and cultural theories and explores the impact of colonization on the production of literature and the importance of literature in the redefinition of the postcolonial nation. Topics may include the politics of exile, the relationship between narration and nationhood, women and postcolonialism, and postcolonial historiographic fiction. Approved for University Studies (Integration - Strand J). Prerequisite(s): ENG 300

or ENG 301

- **ENG 470 - Topics in Poetry**

4 credits

Examines works by various poets. Repeat credit is allowed for different topics. Prerequisite(s): ENG 300

or ENG 301

• **ENG 481 - The Novel in the U.S. to 1900**

4 credits

Addresses significant aesthetic, philosophical, and cultural ideas affecting the development of the novel in the United States. Prerequisite(s): ENG 300 or ENG 301

• **ENG 482 - The Novel in the U.S.: 1900 and Beyond**

4 credits

Explores the directions of the U.S. novel in the twentieth and twenty-first centuries. Prerequisite(s): ENG 300 or ENG 301

• **ENG 487 - TESL (Teaching of English as a Second Language)**

4 credits

Examines approaches to and methods of teaching English as a second language. Includes an overview of first- and second-language acquisition and processes, styles, and strategies in learning. Prerequisite(s): USEM 103

• **ENG 488 - Teaching Literature**

4 credits

Utilizes current theories and applications to present methods of teaching literature in elementary and secondary language arts classes. Emphasizes rationales, strategies, and projects for literature curriculum development and enrichment. Prerequisite(s): ENG 300 or ENG 301

• **ENG 489 - Young Adult Novel**

4 credits

Surveys young adult novels. Emphasizes the selection and evaluation of books, adolescent reading interests, and reading guidance for curricular and personal needs. Prerequisite(s): ENG 300 or ENG 301

• **ENG 490 - The English Language: An Introduction**

4 credits

Beginning course in linguistics. Introduces the basic principles of oral and written communication, the sound system of English, dialects, usage problems, competing grammars, development and change in language, problems in semantics, and the acquisition of language and reading skills by young children.

Prerequisite(s): ENG 300 or ENG 301

• **ENG 491 - History of the English Language**

4 credits

Provides a historical view of the growth of the English language, from its beginnings to the present. Approved for University Studies (Integration - Strand J).

Prerequisite(s): ENG 300 or ENG 301

• **ENG 492 - Structure of the English Language**

4 credits

Compares traditional, structural, and transformational models of English grammar, with emphasis on the transformational. Explores grammatical differences in various dialects of American English. Prerequisite(s): ENG 300 or ENG 301

- **ENG 494 - Recent Developments in Language Study**

4 credits

Examines the theories of structure and meaning in language, with emphasis on the English language. Studies of recent developments may include the acquisition of language in early childhood with implications for preschool and school curricula, sexist and racist language, and contemporary grammatical theory and research.

Prerequisite(s): ENG 300 or ENG 301

- **ENG 495 - Topics in Film**

4 credits

Interprets films using the techniques of modern literary criticism. Typical offerings include surveys of film history, studies of particular types, and close analysis of selected directors. Repeat credit is allowed for different topics. Prerequisite(s): ENG 300 or ENG 301

- **ENG 498 - Topics in Women's Writing**

4 credits

Selected topics from women's writing are announced in the class schedule. Repeat credit is allowed for different topics. Prerequisite(s): ENG 300 or ENG 301

- **ENG 499 - Special Studies**

1 to 4 credits

Credits to be arranged. Repeatable for a maximum of 8 credits.

- **ENG 503 - Thesis**

1 to 9 credits

Credits to be arranged. Repeatable.

- **ENG 505 - Reading and Conference**

1 to 9 credits

Credits to be arranged. Repeatable for a maximum of 9 credits.

- **ENG 507 - Seminar**

1 to 9 credits.

Credits to be arranged. Repeatable for a maximum of 9 credits. Prerequisite(s): ENG 300 or ENG 301

- **ENG 509 - Practicum**

1 to 8 credits

Credits to be arranged. Repeatable for a maximum of 15 credits.

Southern Oregon University

2015-16 Catalog

Course Descriptions

[Contract All Courses](#)

- [See Course Prerequisites Policy](#)

delete
Writing**Lower Division Courses**

University Seminar now teaches introductory composition courses and offers a writing waiver by portfolio. For questions and registration for lower division composition classes (WR 122 or 227), please visit the University Seminar office (Central 008).

more to University Studies
~~*A combined maximum of 8 credit hours of WR 405, 407, and 409 may be applied to the major.~~

• WR 121 - English Composition - I

4 credits

Teaches rhetoric, the writing process, and critical reading and thinking at the college level. Through formal and informal writing the student will identify and use a variety of rhetorical strategies, selecting ones appropriate to a given writing situation and intended audience. Fundamental skills in planning, drafting, revising, and editing lead to essays with focused and argumentative claims, backed by logical reasoning and researched evidence. Restrictions: course is online, and registration is restricted to students entering or completing SOU online degree program. In special circumstances, University Seminar Director or Instructor may permit enrollment by students needing Foundational Strand writing credits.

• WR 122 - English Composition

4 credits

Focuses on close reading, organization, and effective expression in academic essays, concentrating primarily on argumentation. May be approved for University Studies (Information Literacy-Strand C). Prerequisite(s): [WR 121](#).

ENG**• ~~WR~~ 199 - Special Studies**

1 to 18 credits

Credits to be arranged. Repeatable.

ENG**• ~~WR~~ 280 - Public Reasoning: Introductory Topics in Rhetoric**

4 credits

Focuses on the ways in which classical rhetorical theories have relevance for contemporary students and contemporary issues and problems. This is an introductory rhetoric course in which students understand rhetoric in its symbolic dimensions as it relates to public discourse and literary genres. (Approved for University Studies Explorations - Strand E.)

ENG**• ~~WR~~ 295 - Grammar and Style in Writing**

4 credits

Covers some fundamentals of grammar, with emphasis on usage and style in writing. Prerequisite(s): Successful completion of the University Studies writing requirement.

*Penny,
Change prefixes
and integrate into
ENG list*

ENG

• WR 299 - Special Studies

1 to 18 credits

Credits to be arranged. Repeatable.

ENG

• WR 312 - Writing Workshop for Teachers

4 credits

Emphasizes writing across the curriculum and writing to learn strategies for K-12 classrooms in any subject area. Completion of Explorations sequences from all three of the learning areas, in addition to the writing-intensive course for the respective major required. Approved for University Studies (Integration - Strand I). Prerequisite(s): Successful completion of the University Studies writing requirement.

ENG

• WR 327 - Technical Writing

4 credits

Prepares students for a variety of problem-solving situations faced by professionals and professional writers. Covers strategies for in-house and career communications (memos, progress reports, resumés, and professional correspondence). Introduces techniques for professional/technical writing and editing (drafting, copyediting, and proofreading). Focuses on audience analysis and rhetorical awareness for both texts and visuals. Involves a term project designed to meet the needs of the individual student. Prerequisite(s): ENG 298 [^] or ENG 301

ENG

• WR 329 - Grantwriting and Workplace Literacy

4 credits

A writing course directed toward building rhetorical and technical skills in the world of community action and service. The primary focus is a hands-on, collaborative project of writing a grant for a local nonprofit or public agency. Course designed for writing majors and non-majors. Approved for University Studies (Integration - Strand I).

ENG

• WR 355 - Topics in The Essay: Genre and Meaning

4 credits

Focuses on the genre and scope of the literary essay as a form which employs multiple modes to address complex issues. Rhetorically, the course assumes writing is a mode of thinking and a form of engagement with words and the world. Students will attend closely to essays by new and established writers, focusing on form and meaning. Students will write both analytical and creative essays. Repeatable up to 8 credits. Prerequisite(s): ENG 298 [^] or ENG 301 or permission of instructor.

ENG

• WR 380 - Intermediate Topics in Rhetoric

4 credits

Introduces students to a range of contemporary critical methods in rhetoric, focusing on both theory and application. Of particular focus will be rhetorical theories about the nature of language and truth, especially as they relate to narrative and poetics. Repeatable for a maximum of 8 credits with different topics. Prerequisite(s): WR 280.

ENG

• WR 395 - Advanced Grammar

4 credits

Provides a hands-on approach to English grammar, including traditional approaches and diagramming. Prerequisite(s): WR 295 or ENG 298 [^] or ENG 301

Delete
• WR 399 - Special Studies

1 to 18 credits

Credits to be arranged. Repeatable.

Delete
• WR 405 - Writing and Conference

1 to 12 credits

Credits to be arranged. Repeatable.

Delete
• WR 407 - Writing Seminar

1 to 15 credits

Credits to be arranged. Repeatable.

Delete
• WR 409 - Practicum

1 to 16 credits

Credits to be arranged. Repeatable for a maximum of 16 credits.

Delete
• WR 410 - Community Engagement Writing: Internships and Practica

4 credits

A writing and internship course that exposes students to professional applications of rhetoric and writing through fieldwork with people and organizations outside the classroom. Approved for University Studies (Integration - Strand I). Prerequisite(s): ENG 300. (Cross-listed with ENG 410.)*ENG***• ~~WR~~ 414 - Advanced Composition**

4 credits

A writing-intensive course for English and writing majors and minors. Offers advanced instruction and practice in writing. Prerequisite(s): ENG 300. (Students registering at the 414 level must be English and writing majors or minors or have instructor consent.)*ENG***• ~~WR~~ 415 - Supervised Tutoring Practicum**

1 to 15 credits

Trains students to tutor students of all disciplines. Tutors are responsible for giving writing assistance on a one-on-one basis or in groups. Good writing and interpersonal communication skills are necessary. Repeatable for a maximum of 16 credits. Prerequisite(s): ENG 298 and instructor consent.or ENG 301*ENG***• ~~WR~~ 455 - The History of Publishing: From Alphabet to E-Book**

4 credits

Explores the history of the book in the West from the invention of writing to electronic publication. Topics include authorship, publication, manufacture, distribution, reception, competition, and the survival of books. Introduces students to various writing professions through visits from professional writers.

Recommended: ENG 300 or ENG 301

ENG

• ~~WR~~ 472 - Teaching Written Composition

4 credits

Preparation for teaching writing in K-14 language arts and composition classes. Emphasizes recent theory and research in the teaching of writing. Class members learn to model desirable writing and learning behaviors. Prerequisite(s): ENG 300 *or ENG 301*

ENG

• ~~WR~~ 480 - Advanced Topics in Rhetoric

4 credits

Focuses on rhetorical invention in relation to emerging media. Students will explore the communicative value of emerging media and learn to communicate with rhetorical purpose in mind, critically analyze, interpret and invent with multiple modes and methods of rhetoric and to learn to invent and express themselves through multivocal rhetorical inventions. Repeatable for a maximum of 8 credits with different topics. Prerequisite(s): ENG 300; WR 380 recommended but not required. *or ENG 301*

delete • ~~WR~~ 499 - Special Studies

1 to 4 credits

Credits to be arranged. Repeatable for a maximum of 8 credits.

delete • ~~WR~~ 503 - Thesis

1 to 9 credits

Credits to be arranged. Repeatable.

delete • ~~WR~~ 505 - Writing and Conference

1 to 6 credits

Credits to be arranged. Repeatable.

delete • ~~WR~~ 507 - Writing Seminar

1 to 15 credits

Credits to be arranged. Repeatable.

delete • ~~WR~~ 509 - Practicum

1 to 16 credits

Credits to be arranged. Repeatable for a maximum of 16 credits.

ENG

• ~~WR~~ 514 - Advanced Composition

4 credits

A writing-intensive course for English and writing majors and minors. Offers advanced instruction and practice in writing. Prerequisite(s): ENG 300. (Students registering at the 414 level must be English and writing majors or minors or have instructor consent.)

ENG**• ~~WR~~ 515 - Supervised Tutoring Practicum**

1 to 15 credits

Trains students to tutor students of all disciplines. Tutors are responsible for giving writing assistance on a one-on-one basis or in groups. Good writing and interpersonal communication skills are necessary. Repeatable for a maximum of 15 credits. Prerequisite(s): ENG 298 and instructor consent.

or ENG 301

ENG**• ~~WR~~ 555 - The History of Publishing: From Alphabet to E-Book**

4 credits

Explores the history of the book in the West from the invention of writing to electronic publication. Topics include authorship, publication, manufacture, distribution, reception, competition, and the survival of books. Introduces students to various writing professions through visits from professional writers.

Recommended: ENG 300 or ENG 301**ENG****• ~~WR~~ 572 - Teaching Written Composition**

4 credits

Preparation for teaching writing in K-14 language arts and composition classes. Emphasizes recent theory and research in the teaching of writing. Class members learn to model desirable writing and learning behaviors. Prerequisite(s): ENG 300 or ENG 301

ENG**• ~~WR~~ 580 - Advanced Topics in Rhetoric**

4 credits

Focuses on rhetorical invention in relation to emerging media. Students will explore the communicative value of emerging media and learn to communicate with rhetorical purpose in mind, critically analyze, interpret and invent with multiple modes and methods of rhetoric and to learn to invent and express themselves through multivocal rhetorical inventions. Repeatable for a maximum of 8 credits with different topics. Prerequisite(s): WR 320 and WR 380.

ENG**• ~~WR~~ 593 - Topics in Rhetoric**

4 credits

Explores a range of rhetorical theories and practices. Topics may include Western rhetorical history and traditions, discourse analysis, twentieth-century rhetorical theory, rhetoric and the body, women in rhetoric, rhetoric and cultural studies, and rhetoric and technology. Repeat credit is allowed for different topics.

Prerequisite(s): ENG 300 or ENG 301**• ~~WR~~ 599 - Special Studies**

1 to 4 credits

Credits to be arranged. Repeatable for a maximum of 8 credits.

[Contract All Courses](#) |

#6

- ENG 301- Introduction to Literary Analysis and Theory

Emphasis on principles of literary analysis and their application to multiple genres, information literacy, and design of the literary research essay.

English premajors or minors only, or permission of instructor. Prerequisites: successful completion of two lower division literature courses, or one lower division literature course and one lower division creative writing, rhetoric, or grammar course.

#7

- ENG 347-Slumming in the Nineteenth Century

Uses the issues of poverty and philanthropy as lenses for examining British literature and culture in the nineteenth century. Students read a variety of genres from slum novels to non-fiction texts of social investigation, journalism, and memoir. Approved for University Studies (Integration – Strand J). Prerequisite(s): ENG 298 or ENG 301, or completion of writing requirement in major department.

#8

- Prerequisites: successful completion of two lower division literature courses, or one lower division literature course and one lower division creative writing, rhetoric, or grammar course.

Program Completion Requirements

1. Completion of the required coursework (including four approved elective at the graduate level (totaling 15 or more credits). Students must achieve a grade of B or better in all courses. SOU permits up to 15 credits of graduate-level courses (quarter hours or their equivalent) to be transferred into the program with advisor approval.
2. (no change)
3. (delete first paragraph)

All students must complete an oral examination which is attended by the student's Evaluation Committee which consists of a minimum of three Graduate Faculty, at least two of which are from the Environmental Education faculty or the Biology program. An outside representative from the Graduate Faculty will also attend the Oral Examination. The role of the fourth member is to assure the student is treated fairly and that the standards of SOU are upheld. The oral examination typically takes one-and-a-half hours. It is the responsibility of the student to coordinate a time and place for the examination.

For those students completing the program with a thesis or project, the following applies. Students must apply for completion by thesis or project by the end of the second quarter of coursework at SOU with the Program Coordinator and have secured an advisor at the time of application. Students conducting research in the field of environmental education complete a thesis while those producing a product complete a project. The thesis or project substitutes for one of the science electives.

Proposed Changes in the Environmental Education master's program

16 October 2015

We are finishing up with our 7th cohort of students in the revised Environmental Education program. Now that we have lived with the revised program a few years, we find it is time to make a few revisions to better serve our students.

In brief we propose the following changes:

1. **We propose to replace Human Development, Cognition and Learning (ED 562) with Environmental Education Program Administration (EE 529), a new course.** (See attached proposal.) We discovered that ED 562 was not meeting the needs of our students, and at the same time, an Environmental Education program administration piece was lacking. The relevant pieces of ED 562 will be incorporated into EE 524 Concepts in Environmental Education, ED 557B Curriculum, Instruction, and Assessment, and EE 525 Special Methods: Environmental Education.
2. Environmental Issues (EE 528) is an important, required component of our program, and, currently, the first EE course taken by incoming graduate students. With the high number of out-of-state students that come to our program, we have found it necessary to add a large natural history component to the course to enable our students to understand forest, range and water issues that affect our region. At the same time the loss of faculty and appropriate 500-level electives in the biological sciences have made it a challenge for our students to find sufficient electives to fill out their program. To help resolve this issue, **we propose to reactivate BI 523 Natural History of the Pacific Northwest (3 credits) and offer it during the first summer of a student's program as a required course in the program.** We will then move Environmental Issues (EE 528) into winter term. **By reducing the natural history component of the Environmental Issues (EE 528) course, we propose to reduce the credit hours for EE 528 from 4 to 3.**
3. EE 525 Special Methods: Environmental Education is currently offered as a 2 credit course required by the program. As the program has evolved, we have found it necessary to add additional content still covered by the current catalog description for the course. Further, we have found a greater need for increased student presentation time to practice the course content. We also have determined that the addition of field trips to local environmental education providers to see the skills that we teach in practice would enhance the value of the course to our students. To accommodate these changes, **we propose to increase EE 525 Special Methods: Environmental Education from a 2-credit class to a 3-credit class.** Because of the proposed reduction in credits to EE 528 Environmental Issues, this would not result in a change to the number of credits required by the program.

4. **We propose to increase the range of courses acceptable as electives** (the approved list will be determined by the faculty associated with the program, Dr. Janes, Dr. Parker, and Linda Hilligoss). We need to change the category on the Planned Program from (“Biology Electives” to “Program-related Electives.” We advertise the program as having a science-based curriculum, but recent losses of faculty in the Biology Program and a reduction in course offerings has strained this aspect of the program. We are currently considering specific courses in the Environmental Studies program and elsewhere on campus for inclusion on a list as acceptable “Program-related Electives.” With the addition of BI 523 as a required course, we will reduce the number of required electives from five to four. Two of the electives must be approved Biology electives. The remaining two may be either approved Biology electives or other courses from the approved list of program-related electives. We hope the future will allow us to restore a broader range of appropriate biology electives available to our graduate students.
5. **We propose to change the set of exit exams required for program completion.** At present, students must complete two separate exit interviews, one regarding *leadership* in the program and especially their performance in the Fall in the Field Program and a second regarding *teaching* performance in the Fall in the Field Program using the rubrics we have developed for each. The third assessment tool has been a *natural science* presentation developed by each student highlighting both teaching skills and natural science knowledge. This was followed by a general questioning period directed by the faculty. However, we feel this last element has not been as successful as hoped in evaluating the student’s knowledge in the natural sciences. **We propose to return to a standard oral examination where a student meets with their advisor and two additional faculty that comprise the Examination Committee. The oral examination is to last for approximately one and a half hours and is to be attended by an outside Graduate Faculty representative.** The leadership and teaching exit interviews will remain unchanged.

Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Department Environmental Studies Chair Arp, Alissa
Course # ES 520 Course Title Environmental Sociology

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

Solving environmental issues in intelligent, just, and cooperative ways will require, among other things, an understanding of environmental problems as social problems. Learning to recognize and understand the social dimensions of environmental problems is the primary objective of this course. Special attention will be given to how sociological theory and method are used to describe and explain environmental problems.

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☒ Additional readings required. Describe:

Gunter, Valerie and Steve Kroll-Smith, *Volatile Places: A Sociology of Communities and Environmental Controversies*. Thousand Oaks: Pine Forge Press, 2007.

Heberlein, Thomas A., *Navigating Environmental Attitudes*. New York: Oxford Press, 2012.

☒ Additional written assignments required. Describe:

Find one peer-reviewed research article, written by a social scientist, evaluating attitude or behavior change related to an environmental education program. Briefly summarize what the authors found, and briefly reflect on what you can learn from such work that might be applied to your teaching endeavors.

☒ Other activities/requirements. Describe:

- 1) Be responsible weekly for initiating in-class discussion on assigned readings, modeling good seminar behavior for undergraduates.
- 2) Present a ten minute oral presentation on your life and career trajectory and the role of higher education in pursuit of those goals.
- 3) Function as project leader for the group research component of the course.

Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Department Environmental Studies Chair Arp, Alissa
Course # ES 523 Course Title Sustainability and Natural Resources

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

Students will use basic and applied research to evaluate the implications of sustainability initiatives

Students will analyze assumed benefits of initiatives against potential costs of initiatives as determined by a careful review of basic and applied research

Students will demonstrate their ability to use presented tools in the facilitation of large and small groups working in the field of environmental science and sustainability

Students will demonstrate participatory leadership in the direction of facilitated work in sustainability and environmental science

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☐ Additional readings required. Describe: Publications in primary and secondary literature in natural and social sciences, as found by students and subject to my approval. Graduate students will also read Kaner, S. et. al. Facilitator's Guide to Participatory Decision-Making.

☒ New Society Publishers. 2002.

☒ Additional written assignments required.

All students in ES 423/523 must develop a campus sustainability initiative that provides evidence of an understanding of the skills and competencies outlined in course objectives. Graduate students will be asked to contribute to the project in two unique ways.

1. All graduate students will be asked to include a review and analysis of peer-reviewed research analyzing the environmental implications of their chosen project.

☐ Other activities/requirements. Describe:

2. All graduate students will be asked to contribute to project development as lead facilitators. All students read and work through components of facilitation. Graduate students will develop leadership skills as they assist as leads in the facilitation process. Graduate students will meet with the instructor during two workshops (held during regularly scheduled class time) to further develop the skills necessary to lead facilitation.

☒

Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Department Environmental Studies Chair Alissa Arp
Course # ES 535 Course Title Water Resources

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

The learning outcomes are essentially two-fold: (1) performing graduate-level analysis on the quality/sufficiency of robust data sets (and then use appropriate and effective evaluation modalities for the data); and (2) to act as a mentor/teacher to the undergraduates in the class using a topic developed by the graduate students (in consultation with the instructor). Both activities are designed to address issues of analysis and synthesis at a level higher than that normally expected of the undergraduate student.

2. Indicate and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

Additional graduate-level activities fall into two areas: (1) A research and presentation project that requires greater data analysis than the projects structured for the undergraduates in the class, and (2) an instructional module designed and delivered by the graduate students to the rest of the class.

The Research and Presentation Project: In lieu of the water supply system paper required of the undergraduates, graduate students will be required to work with substantive data sets as part of their second research project (the undergraduate water supply system paper is an information-acquisition and presentation report). Using the data sets will require the students to evaluate the quality/ sufficiency of the data sets (evaluation, critical thinking) and then select appropriate and significant evaluation modalities (analysis, synthesis) for use.

The Instruction Module: The graduate students will be tasked with the design and delivery of an instructional module for one week of the term. The instructor will work with the graduate students in defining the module and the desired learning outcomes for the module. The graduate students will then execute the module for the undergraduates in the class (synthesis, critical thinking)

Additional written assignments required. Describe:

The second research paper of the course is not an addition to that required of the undergraduates, but instead is a replacement with significantly greater data evaluation and analysis.



Other activities/requirements. Describe:

The graduate students will create all the materials required in the development and delivery of a week-long educational module which they will then deliver to the undergraduates.



Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Department Environmental Science & Policy Chair Alissa Arp
Course # ES 542 Course Title Valuation of Ecosystem Goods & Services

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

Graduate students will: 1) comprehend and apply economic concepts and techniques to the understanding and potential solutions of local and global environmental resource issues 2) review economic approaches estimating the value of non-market environmental goods and services 3) identify economic impacts from potential changes to ecosystems 4) comprehend the role of economic valuation in the public process of environmental resource decision-making 5) conduct qualitative and quantitative in a cost-benefit analysis of a particular environmental resource problem and propose policy options to resolve the problem.

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☒ X

Additional readings required. Describe:

Graduate students will be required to review and present a scientific peer reviewed article from the international journal *Ecological Economics* or equivalent addressing the non-market valuation of ecosystem goods and services. It is also required that they complete an in-depth written review of the article.

☒ X

Additional written assignments required. Describe:

Graduate students will be expected to write a paper for scientific peer-review detailing the non-market valuation of specific ecosystem goods & services in the context of a benefit-cost analysis.

☒ X

Other activities/requirements. Describe:

Graduate students will be expected to conduct a robust benefit-cost analysis of a proposed action and calculate the net present value of the action over a specified time horizon. The paper will be expected to be written at a level comparable to reports and published works of resource economists.

Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Department Environmental Science & Policy Chair Alissa Arp
Course # ES 575 Course Title Environmental Modeling

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

Graduate students will: 1) conduct a review of environmental science and modeling research literature 2) understand key concepts of systems ecology and 3) comprehending the fundamentals of environmental modeling. The graduate course involves conceptualization and construction of a dynamic computer simulation model utilizing STELLA™ to analyze and estimate changes to respective environmental systems over time. Proposed research and the conceptual model of an environmental issue will be submitted as a written proposal. Ecological simulation results and their relevance for environmental decision-making will be presented in a final seminar and detailed in a final written paper that can be submitted to a peer-reviewed journal for scientific review.

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☐ X

Additional readings required. Describe:

Graduate students will be required to review and present a scientific peer reviewed article from the international journal *Ecological Modeling* or equivalent. It is also required that they complete an in-depth written review of the article.

☐ X

Additional written assignments required. Describe:

Graduate students will be expected to write a paper for scientific peer-review detailing the construction, calibration, verification and validation (where appropriate) of an ecological simulation model including result runs and sensitivity analysis.

☐ X

Other activities/requirements. Describe:

Graduate students will be expected to construct, calibrate, verify and validate (where appropriate) an ecological simulation model including deriving results and sensitivity analysis. Graduate students will be expected to consider spatial and temporal constraints of modeling and address issues of optimization at the level of a professional scientist.

ESSouthern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Department Environmental Studies Chair Arp, Alissa
Course # ES580 Course Title Fire Ecology

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

Graduate students will research a topic of their choice, subject to my approval, related to ecological, social, or other aspects of fire ecology, give an oral presentation to the class, and turn in an annotated bibliography. For Environmental Education Master's students, this may take the form of preparing and presenting a lesson packet designed for a specific grade level.

Learning outcomes:

In-depth knowledge on the chosen topic

Improved skills in

Literature research

Analysis and synthesis of primary and secondary literature in natural and social sciences

Small-group communication, oral presentation, and effective use of audio-visual aids.

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☐ Additional readings required. Describe: Publications in primary and secondary literature in natural and social sciences, as found by students and subject to my approval. I expect at least a dozen significant publications to be reviewed.



☐ Additional written assignments required. Describe: Annotated bibliography of publications read for the graduate project – includes full bibliographic citation and one or two paragraphs summarizing relevant points for each publication.



☐ Other activities/requirements. Describe: Oral presentation to class analyzing and synthesizing publications on chosen topic.



ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)/BILINGUAL ENDORSEMENT PROGRAM

This endorsement program is for licensed teachers who teach or who would like to teach English to speakers of other languages (ESOL) and/or bilingual education. Designed for educators with full-time teaching loads, the ~~eight~~^{six} courses (including a field-based practicum) are offered in the evening, ~~through V-TEL (distance learning), online~~ and during the summer. You do not have to be proficient in a second language to teach ESOL. Teachers wishing to add the bilingual portion to the ESOL endorsement must demonstrate proficiency in a second language.

The program provides a strong foundation related to language acquisition, as well as linguistic structures and their functions. This foundation is enhanced by an understanding of the relationships between language and culture, as well as an awareness of and sensitivity to cultural issues. The history, growth, and current status of ESOL/Bilingual Education form a significant portion of the program, which also offers a strong foundation in effective teaching strategies and methodology. The practicum requirement provides a practical and experiential base to enhance the learning of students from Hispanic, Native American, and other language backgrounds. Visit the ESOL/Bilingual website at <http://www.sou.edu/education/esol/index.html>.

Course Descriptions

ED 521 – Field-Based Practicum: ESOL/Bilingual

3 credits

Provides practicum experience in an ESOL/bilingual classroom. Students work with second-language learners and are required to work closely with a mentor teacher. Students also complete a work sample.

ED 521: Practicum/Portfolio, 4 credits

Provides a 90-hour practicum experience in an English Language Development (ELD) or bilingual classroom. Students develop and teach a worksample designed for English Language Learners (ELLs) and are required to work closely with a mentor teacher. Participants document their understanding and competency through the development of a professional portfolio. Includes information on professional portfolios and format options for documenting the required ELL Standards for the ESOL/Bilingual endorsement. The portfolio is an accumulation and presentation of evidence of how each of the ELL standards has been met.

ED 543 – Foundations in Second Language Education

3 credits

Examines philosophies and practices in teaching language-minority students. Studies bilingualism and biculturalism from psychological, social, and political standpoints. Analyzes program models, as well as the theories and philosophies underlying these models. Provides an understanding of the laws pertaining to educating second-language learners and current theory and research in the fields of ESOL and bilingual education.

ED 543: Foundations of Dual Language Education: Policies and Family/Community Involvement, 4 credits

The purpose of this course is to examine philosophies and practices in the schooling of Culturally and Linguistically Diverse (CLD) students. Students will study bilingualism and biculturalism from historical, psychological, social and political perspectives. Program models will be analyzed as well as theories and research pertaining to the fields of ESOL/Bilingual Education. This course also builds knowledge & skills to effectively involve parents and community members in educating students whose primary language is not English. This course provides the foundation for promoting school, family and community connections and involvement in education. Emphasis is on building communication and understanding of students learning English and their culture.

ED 544 – Strategies and Materials: Second-Language Learner

3 credits

Equips teachers with a range of effective instructional methodologies for facilitating learning among language-minority students. Examines innovative materials for developing culturally appropriate learning experiences. Presents approaches to instruction in specific content areas (reading, writing, mathematics, science, and social studies). Examines and integrates the use of current technology to enhance instruction for second-language learners.

ED 544: English Language Development: Curriculum and Pedagogy, 4 credits

Equips teachers with a range of effective instructional methodologies for facilitating ELL students' learning. Examines innovative materials for developing culturally appropriate learning experiences. Presents approaches to instruction in specific content areas (reading, writing, mathematics, science,

and social studies). Examines and integrates the use of current technology to enhance instruction for ELLs.

ED 545—First and Second Language Acquisition and Development

3 credits

Explores the various theories on how first and second languages are acquired. Considers the importance of the early development of a first language and the relationship of this development to the acquisition of other languages. Integrates the relationship of language to cognitive development, as well as definitions and descriptions of bilingualism.

ED 545: 1st and 2nd Language Acquisition and Cultural Impacts, 4 credits

Explores theories on how first and second languages are learned and acquired. Considers the importance of the early development of a first language and the relationship of this development to the acquisition of other languages promoting academic literacy. Investigates the relationship of the four domains of language to cognitive and cultural development for all learners. Focuses on how culture manifests itself in school settings and provides a foundation for understanding methods and strategies to ensure that each student's own cultural experiences are reflected and validated in classroom learning experiences.

ED 546—Assessment and Evaluation of Second-Language Learners

3 credits

Teaches assessment principles in the context of language acquisition theory, pedagogical methodology, and legal considerations for second-language learners in the public school system. Emphasizes language proficiency and academic progress in the first and second languages of the students. Introduces standard and alternative instruments and measures. Examines cultural and linguistic biases in assessment and evaluation.

ED 546: Assessment/Evaluation of English Language Learners, 4 credits

Teaches assessment principles in the context of language acquisition theory, pedagogical methodology, and legal considerations for ELLs in the public school system. Emphasizes language proficiency and academic progress in the first and second languages of students. Introduces standard and alternative instruments and measures. Examines cultural and linguistic biases in assessment and evaluation.

ED 547 - Impact of Culture in the Classroom

3 credits

Focuses on how culture manifests itself in school settings and provides a foundation for understanding methods and strategies to ensure that each student's own cultural experiences are reflected and validated in classroom learning experiences.

ED 548 - Culture and Family/Community Involvement

3 credits

Focuses on parent and community involvement in schools. Presents strategies for building strong partnerships among parents, teachers, students, and community members. A study of the differences between school culture and the diverse cultures represented by children and families provides a foundation for learning methods and programs that promote cooperation and

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collaboration among the school, family, and community. Considers communication strategies among school personnel and families with limited English proficiency.

ED 549 - ESOL/Bilingual Portfolio

3 credits

Participants in the ESOL/Bilingual Endorsement Program document their understanding and competency through the development of a professional portfolio. Includes information on professional portfolios and format options for documenting the required competencies. Establishes standards for quality. The instructor works individually with students to facilitate the development of a thorough accumulation and presentation of evidence regarding each of the competencies.

Program Modification Proposal for the English for Speaker of Other Languages/Bilingual (ESOL/BIL) Endorsement Program

Overview

This is a proposal to update the current ESOL/Bilingual Endorsement program in the Education Department at SOU to align with the 2014 Oregon Department of Education (ODE) adopted English Language Learner (ELL) standards (see page 4). The current ESOL/Bil Endorsement program consists of eight courses for 24 credits. This proposal reduces the number of courses to five and the program credits to 20. It proposes four credit courses by combining certain existing courses, offering some courses wholly on-line, expanding class time to meet required hours and content, and infusing the new state required technology standard within most courses.

Existing ESOL/BIL Endorsement Program, 24 credits

ED 543 Foundations of ESL and Bilingual Education (3)
ED 544 Strategies/Materials for the Second Language Learner (3)
ED 545 1st and 2nd Language Acquisition (3)
ED 546 Assessment/Evaluation: Second Language Learners (3)
ED 547 Impact of Culture in the Classroom (3)
ED 548 Culture and Family/Community Involvement (3)
ED 521 Field-based Practicum (3)
ED 549 ESOL/BIL Portfolio (3)

ESOL courses at SOU have historically been offered as V-Tel distant education courses or as a hybrid course combining V-Tel and online instruction. Each course has also been offered face-to-face during the summer term. We typically offer courses in chronological order with two academic courses and two field-based courses each term during the academic year. Summer offerings include all coursework courses except ED 548 Culture and Family/Community Involvement and ED 521 ESOL Practicum.

Upon completion of all courses, candidates must pass the NES ESOL exam with a passing score of 228. To add the Bilingual portion of the endorsement candidates must have a score at the Advanced level of the ACTFL OPI.

Proposed ESOL/Bilingual Endorsement Program Modification, 20 credits

ED 521: Practicum/Portfolio, 4 credits on-line (combines 521 and 549)
ED 543: Foundations of Dual Language Education: Policies and Family/Community Involvement, 4 credits, on-line (combines 543 and 548)
ED 544: English Language Development: Curriculum and Pedagogy, 4 credits, hybrid
ED 545: 1st and 2nd Language Acquisition and Cultural Impacts, 4 credits, hybrid (combines 545 and 547)
ED 546: Assessment/Evaluation of English Language Learners, 4 credits, on-line

Upon completion of all courses, candidates must pass the NES ESOL exam with a passing score of 228. To add the Bilingual portion of the endorsement candidates must have a score at the Advanced level of the ACTFL OPI.

Modified Course Descriptions

ED 521: Practicum/Portfolio, 4 credits

Provides a 90-hour practicum experience in an English Language Development (ELD) or bilingual classroom. Students develop and teach a worksample designed for English Language Learners (ELLs) and are required to work closely with a mentor-teacher. Participants document their understanding and competency through the development of a professional portfolio. Includes information on professional portfolios and format options for documenting the required ELL Standards for the ESOL/Bilingual endorsement. The portfolio is an accumulation and presentation of evidence of how each of the ELL standards has been met.

Standards Addressed: Meets all ELL standards 1-6.

ED 543: Foundations of Dual Language Education: Policies and Family/Community Involvement, 4 credits

The purpose of this course is to examine philosophies and practices in the schooling of Culturally and Linguistically Diverse (CLD) students. Students will study bilingualism and biculturalism from historical, psychological, social and political perspectives. Program models will be analyzed as well as theories and research pertaining to the fields of ESOL/Bilingual Education. This course also builds knowledge & skills to effectively involve parents and community members in educating students whose primary language is not English. This course provides the foundation for promoting school, family and community connections and involvement in education. Emphasis is on building communication and understanding of students learning English and their culture.

Standards Addressed: ELL Standard 1; Language. ELL Standard 2; Culture. ELL Standard 5, Professionalism.

ED 544: English Language Development: Curriculum and Pedagogy, 4 credits

Equips teachers with a range of effective instructional methodologies for facilitating ELL students' learning. Examines innovative materials for developing culturally appropriate learning experiences. Presents approaches to instruction in specific content areas (reading, writing, mathematics, science, and social studies). Examines and integrates the use of current technology to enhance instruction for ELLs.

Standards Addressed: ELL Standard 3; Planning, implementing, and managing instruction. ELL Standard 4; Assessment. ELL Standard 6; Technology.

ED 545: 1st and 2nd Language Acquisition and Cultural Impacts, 4 credits

Explores theories on how first and second languages are learned and acquired. Considers the importance of the early development of a first language and the relationship of this development to the acquisition of other languages promoting academic literacy. Investigates the relationship of the four domains of language to cognitive and cultural development for all learners. Focuses on how culture manifests itself in school settings and provides a foundation for understanding methods and strategies to ensure that each student's own cultural experiences are reflected and validated in classroom learning experiences.

Standards Addressed: ELL Standard 1; Language. ELL Standard 2; Culture. ELL Standard 4; Assessment. ELL Standard 5, Professionalism. 6. Technology.

ED 546: Assessment/Evaluation of English Language Learners, 4 credits

Teaches assessment principles in the context of language acquisition theory, pedagogical methodology, and legal considerations for ELLs in the public school system. Emphasizes language proficiency and academic progress in the first and second languages of students. Introduces standard and alternative instruments and measures. Examines cultural and linguistic biases in assessment and evaluation.

Standards Addressed: ELL Standard 4; Assessment. ELL Standard 3; Planning, implementing, and managing instruction. ELL Standard 6; Technology.

**Oregon Department of Education (ODE) 2014 adopted English Language Learner (ELL)
Standards for ESOL/ Bilingual Endorsement**

1) Language:

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.

2) Culture:

Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

3) Planning:

Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ELD and content instruction; including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

4) Assessment:

Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages.

5) Professionalism:

Candidates demonstrate knowledge of the history of ELD teaching. Candidates keep current with the new instructional techniques, research results, advances in the ELD field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.

6) Technology:

Candidates use information technology to enhance learning and to enhance personal and professional productivity.

Course Syllabi

ED 543: Foundations of Dual Language Education: Policies and Family/Community Involvement

Southern Oregon University School of Education

Location & class time: on-line

Required texts

Baker, Colin (2011). *Foundations of Bilingual Education and Bilingualism*, 5th edition: Multilingual Matters, Ltd.

Mackenzie, J. Z. (2011). *Empowering Spanish Speakers*. Summerland Corp.

We will also be using a variety of articles and media for this course. For the Parent Involvement Plan and RTI assignments, students are required to seek additional resources (web-based or academic journals).

Other readings will be assigned.

Course description

The purpose of this course is to examine philosophies and practices in the schooling of Culturally and Linguistically Diverse (CLD) students. Students will study bilingualism and biculturalism from historical, psychological, social and political perspectives. Program models will be analyzed as well as theories and research pertaining to the fields of ESOL/Bilingual Education. We will also build knowledge & skills to effectively involve parents and community members in educating students whose primary language is not English. This course provides the foundation for promoting school, family and community connections and involvement in education. Emphasis is on building communication and understanding of students learning English and their culture.

Goals:

I. Historical/Political Foundations

1. Students will develop an understanding of historical and political foundations of bilingual education in the US.

II. Cultural Foundations

1. Students will develop a better understanding of first and second language learning.
2. Students will gain knowledge of state, local, and federal laws pertaining to the education of language minority students.
3. Students will gain knowledge of cultural diversity and the impact it has on learning and communication.

III. Pedagogy

1. Students will gain knowledge of development levels of children and adolescents and how these influence approaches to teaching and learning.
2. Students will become familiar with specific methods of teaching language minority students.

IV. Professional Leadership

1. Students will gain a better understanding of the current policies and movements regarding language minority students and ESOL/bilingual education.

Topics

- ❖ Cross-cultural communication & miscommunication
- ❖ Establishing home-school communication
- ❖ Federal policy regarding Parental Involvement
- ❖ Funds of Knowledge
- ❖ Non-majority students, families & communities

Course Competencies

- ❖ Knowledge of cultural diversity and impact of diversity on communication styles
- ❖ Ability to effectively engage parents in educating students
- ❖ Ability to create an inclusive safe, linguistically & culturally-rich learning community
- ❖ Ability to advance the goals of education reform movement specifically in the areas of multiculturalism

INTASC STANDARDS

Students will:

1. Understand the ways learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Standard #1: Learner Development).
2. Identify individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (Standard #2: Learning Differences)
3. Engage in ongoing professional learning and use evidence to evaluate her practice, particularly the effects of her choices and actions on others (learners, families, professionals, community) and adapt practice to meet the needs of each learner (Standard #9: Professional Learning and Ethical Practice).
4. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession (Standard #10: Leadership and Collaboration).

Oregon Department of Education ELL standards (July, 2014): Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways. Applies to ALL teacher candidates,

administrators, educators, and teacher educators:

1) Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.

2) Culture: Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

3) Planning, Implementing, and Managing Instruction: Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners.

5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.

6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity.

ASSIGNMENTS:

1. Participation and Attendance:

Each student is expected to read assigned material, complete assigned tasks and participate in class discussions. Professionalism is to be maintained at all times. Participation includes initiating discussion and being engaged. During class sessions, laptops are only to be used for purposes directly relating to the specific class session (e.g., taking notes).

LANGUAGE RECORD: Complete 1 every class (5 classes x 5pts ea.= 25 POINTS). To document your language learning in this course, you will record language functions engaged in during class (See full document on Moodle).

1-Point to, match, nonverbal;

2-Describe people, places & things

3- Compare/contrast

4- Express & Support Opinions

5- Summarize

6- Predict & Justify

7- Analyze & Evaluate

8- Cause & Effect

2.) “Where I Stand” Argument Writing (25 pts.)

Part 1: During week 1, describe your views at this time about the success or failure of ELs by responding to ONE prompt from EACH category below

Part 2: Cite readings from text and 1 academic resource (e.g., journal article) **per category** contributing to your argument .

Part 3: Consider the information & experiences gained during the term and respond AGAIN to original prompts DESCRIBING your position on issues.

Part 4: Read your first response and then COMPARE & CONTRAST Parts 1 & 2. ANALYZE AND EVALUATE the areas in which you have developed, and/or changed. CITE EVIDENCE to support your position.

Part 5: Submit to peer for review. Peer scores all 4 parts and writes comments using rubric below. Final paper w/ peer review.

WIS SCORING RUBRIC

Criteria	Points possible	Points earned	Comments
Part 1: 1-2 pages; clearly described beliefs on prompts	4 pts.		
Part 2: Written notes submitted from supporting references	3 pts.		
Part 3: Respond AGAIN to prompts	4 pts.		
Part 4: Compare & Contrast responses from Parts 1 & 2; Analyze & Evaluate growth by providing evidence from resources (at least 5 citations);	5 pts.		
For parts 1-4: Work is edited & proofread; 4 -5pages; submitted on time; Correct APA in-text citations and reference page	5 pts.		
Peer Review	4		
TOTAL	25 pts.		

Chapter Presentations (15 points) and Discussion Prompts:

Where I'm From Poem- see template on Moodle (2 pts.).

Students will sign up for chapters in week one and follow SCORING RUBRIC

	POINTS POSSIBLE	Points earned/comment
Reflective, meaningful prompts/questions given to class for Moodle discussion	3	
Presents creatively (charts, pictures, video, hands-on activity, frontloads key vocabulary)	4	
Stays within 10 minutes; Summarizes or synthesizes key chapter info into 5 slides	3	
Makes explicit connections to ways can involve families in schools (PIP)	5	
TOTAL	15	

Forum discussions: (8 points per forum x 3 forums= 24 pts.). To receive full points on initial post: (5pts) Read the chapter(s), then make connections among topic, presentation, personal experiences, *cite information* (from text or presenter), and be punctual- responding before 11:59pm on MONDAYS

To receive 3 point for response to peers, you must compare and contrast responses AND respond to peer before 11:59pm on WEDNESDAYS. Be ready to discuss your responses in class.

NOTE: It is important to respect the rights and opinions of others - class discussions should be geared toward helping the group, as well as yourself to understand the material and issues specific to the class. Individual issues, questions, concerns should be brought to the instructor outside of class.

English Language Learners (ELLs) in Response to Intervention (RTI) process (15 pts.)

This paper must be based on one school's RTI process; Therefore, you must gather information from one school's process (AND interview staff) of how ELLs progress through the three tiers of RTI. First, draw a flowchart that visually explains the process (See ODE example on Moodle), and describe the process of decision-making in each tier and who is involved. Include form(s) used to document interventions and responses (or lack of). What student work is collected? Connect findings with recent research (after 2010).

Criteria	Points poss.	Points earned	Comments
Flowchart	3		
Description Tier 1	2		
Description Tier 2	2		
Description Tier 3	2		

Documentation of Interventions & Student work collected	3		
APA & 2 references; Correct in-text and bibliography; 3-4 pages written	3		
TOTAL	15		

Parent Involvement Plan (PIP 20 points)

Develop a plan designed to increase family involvement of parents in decision-making (RTI) for ELL student. Plan should be realistic and implementable.

Scoring Guide: Parent Involvement Plan

<i>Content and Organization</i>	Points poss.	Pts. earned
The introduction provides background: brief summary of case study student, relevant school information, classroom description	3	
<ul style="list-style-type: none"> • TWO objectives • Rationale supporting objectives • Implementation plan clearly outlined 	4	
Ways family culture and language are respected and integrated into plan	3	
Resources needed	1	
The conclusion sums up the PIP	1	
2 references (after 2000)	2	
Readability and Mechanics		
Sentences are complete, clear, and concise. Spelling and grammar are correct.	1	
Correct APA style: Reference page and In-Text citations	2	
Presentation		
Presentation is well prepared, rehearsed and/or an extension of the paper.	2	
The 5 W's are covered: Who, what, where, when and why. Information is a <u>summary</u>	1	
Total	20	

Laws & Program Models

- Do State and federal laws help/hinder educating BE/ELLs?
- Bilingual Education or ELD, what is the difference? Which program model is better and why?
- What is the future of our schools/society without BE/ELD?

Culture

- How does having ethnic minorities as teachers affect ELs?
- Assimilation or acculturation? What is the difference and what is best for individuals and the nation?

Pedagogy

- How do educators become more culturally competent? Why is this important?
- What teacher skills and dispositions contribute to teaching ELs effectively?

Technology

- What role does technology play in language instruction? learning, and assessment?

Chapter presentations (group or individual): 25 POINTS

Choose topics from textbook chapters and present content to peers during weeks 4, 6 & 8. 30-40 minute presentations.

SCORING RUBRIC

	POINTS POSSIBLE	Points earned/comments
Connects content to students' background knowledge explicitly using think-alouds	5	
Presents creatively (e.g., charts, pictures, videos, technology)	5	
Interaction: Provides hands-on activity	5	
Asks discussion questions that require multiple language functions	5	
Presentation submitted is proofread and punctual	5	
TOTAL	25	

Assessment Rubrics: Create 1 rubric for 4 Standards=4 rubrics x 6 pts. each = 25 pts. Examples will be given in class. You can work alone or with peer to create assessment guidelines for 4 Oregon ELL standards (see syllabus page 2):

1) Culture, 2) Language, 3) Instruction, 4) Professionalism and Technology.

GRADING

TOTAL= 100 pts.

A: 90% - 100%

B: 80% - 89%

C: 70% - 79

Incomplete

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Instructor reserves the right to amend dates on syllabus and assignments as needed.

All submissions to the instructor will be in MS Word. Note: (If the instructor cannot access your submitted work it will not be graded).

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ED 544: English Language Development: Curriculum and Pedagogy

Southern Oregon University School of Education

Class Location and Time: EP 164; 4:30-7:50pm

Course Description: This course is designed to equip practicing teachers with a range of effective instructional methodologies for facilitating learning among English Language Learners (ELLs). This course presents research-based instructional strategies that support in accessing the general content area curriculum with a special emphasis in teaching mathematics in the mainstream classroom.

INTASC Standards Students will:

1. Understand the ways learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (*Standard #1: Learner Development*).
2. Identify individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (*Standard #2: Learning Differences*).
3. Create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation (*Standard #3: Learning Environment*).
4. Use central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (*Standard #4: Content Knowledge*).
5. Plan and adapt instruction that supports students in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (*Standard #7: Planning for Instruction*).
6. Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (*Standard #8: Instructional Strategies*).

Oregon Department of Education adopted new ELL standards (**July, 2014**): Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways. Applies to ALL teacher candidates, administrators, educators, and teacher educators. ELL Standards focus on:

- 1) **Language:** Candidates know, understand, and use the major concepts, theories, and research

related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.

2) Culture: Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

3) Planning, Implementing, and Managing Instruction: Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners.

5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.

6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity.

Required Texts:

1) Gay, Geneva (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*, Second Edition: Teachers College Press.

2) Vogt, MaryEllen & Jana Echevarria (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*: Pearson.

Other readings: Articles will be assigned throughout the course

ASSIGNMENTS

1) Language Journal:

Each week, students will complete 1 entry of detailed language-use according to the following Language Functions for a total of 8 entries (see form on Moodle).

Week 1-Point to, match, nonverbal;
Week 2-Describe people, places & things
Week 3- Compare/contrast
Week 4- Express & Support Opinions

Week 5- Summarize
Week 6- Predict & Justify
Week 7- Analyze & Evaluate
Week 8- Cause & Effect

2) One Lesson Plan: (15 points)

In content area of your choice Use template provided to develop appropriate lesson for ELL students (your choice of ELD level(s) using a form of technology to supplement lesson. This can be an activity or a form of assessment built in your lesson.

2a) Peer Review (submit w/2) (5 points)

Perform peer review of lesson plan by filling out rubric below.

	Pts. poss.	Pts. earned/comments
Content Objective (CCSS)	1	
Language Objective	2	
Key Vocabulary	2	
Motivation (Hook, Launch): Access & Build Background	2	
I DO: Comprehensible Input Scaffolding	2	
WE DO: Interaction & Elicit Students Thinking	2	
YOU DO: Review/Assess content & language object	2	
Teacher REFLECTION on factors affecting learning: 1) social/emotional, 2) cultural, 3) economic	2	

3) Cultural Responsive Pedagogy Research Paper

Describe WHY effective teachers implement Cultural Responsive Pedagogy and HOW you will implement for case study student in your lesson plan (#2 above). Cite evidence (e.g., textbooks, articles, discussion prompts).

RUBRIC

	POINTS POSSIBLE	POINTS EARNED/comments
List and discuss 3 SKILLS needed for teachers of diverse learners	6	
List and discuss 3 DISPOSITIONS needed for teachers of diverse learners	6	
How you will implement SKILLS & DISPOSITIONS specifically into lesson	7	

plan for case study student		
Proofread, correct APA in-text citations (need 4 total) AND reference page; Punctual; 5-7 pages TOTAL	6	
TOTAL	25	

4) **Moodle Discussion Board** (3 weeks discussion board x 5 pts.= 15 pts.)

After reading prompts, you are required to create a FIRST post in response to the week's topic. To receive full points (3) on initial post, you must make connections among readings and experience, use supportive information (e.g., citing info. from readings), and be punctual-responding before 11:59pm due date (see calendar below). THEN, you are required to respond to a peer IN A SECOND POST. To receive 2 points for response to peers, you must respond thoughtfully BY 11:59 due date.

5) **Professional Leadership**: 15 points

- * Observe ELD teacher instructing students. Fill out observation form and reflection; OR
- * Teach Lesson plan (assignmt #2) to students in ED 431.

GRADING

Language Journal: 25 pts.

Lesson plan w/peer review: 20 pts.

CRP Research Paper 25 pts.

Moodle Discussion Board 15 pts.

Professional Leadership 15 pts.

TOTAL 100 pts.

Grading Method: A: 100-90 points; B: 80-89; C: 70-79; BELOW 70 SEE ME

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Comply with due dates for assignments unless other arrangements are made in advance. Coursework not turned in on time will be deducted 5 points for each day late.

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ED 545: 1st and 2nd Language Acquisition and Cultural Impacts

Southern Oregon University School of Education

Location and class and time; EP 164; 4:30-7:50p

Required Text(s)

Freeman, David E, Yvonne S. (2004) Essential Linguistics

ISBN: 0-325-00274-6

Howard, Gary (2006). We can't teach what we don't know: White teachers, multiracial schools. 2nd ed.

The instructor will provide supplemental readings

Course Description

This course explores the various theories on how first and second languages are learned and acquired. Students will consider the importance of the early development of a first language and the relationship of this development to the acquisition of other languages. They will also examine the relationship of language to cognitive development, as well as definitions and descriptions of bilingualism. This course also examines the similarities and the profound differences between various people and cultures. It will focus on how cultures are defined and redefined in the United States. We will explore the relationship between schools and the larger society of cultures within the contexts of equity, structural bias, SES, discrimination, race, gender, power, and opportunity.

Objectives:

- Students will be re-introduced to the social, historical, political, and philosophical perspectives of culture.
- Students will examine the impact of culture and how it has shaped our society to what that means today.
- Students will share perspectives of “self” and the “other” in order to challenge traditional norms that perpetuate the status quo in schools and society.
- Students will examine the impact of their own culture in schools as teachers, as a tool for change within a democratic society.

Oregon ELL Standards

Oregon Department of Education has adopted new standards focusing on meeting the needs of ELLs (July, 2014): Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways. Applies to ALL teacher candidates, administrators, educators, and teacher educators:

1) Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.

2) Culture: Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

3) Planning, Implementing, and Managing Instruction: Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners.

5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.

6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity

Assignments and Responsibilities

All written assignments must be turned in on time via Moodle. Please also bring a hard copy to share and discuss one another's work.

Late assignments are accepted but will accrue a 15% reduction for each day late. Assignments that are more than 6 days late will not be accepted and the student will get a grade of 0 points on that assignment.

Attendance and in class participation= 4 points per week = 40 points

Attend and participate fully in class every session

Demonstrate respect and cultural competence

Read the assigned chapters and prepare a summary with 3 key points and 1 question for each in-class discussion

Essential Questions: Pre and Post Assessments= 10 points Demonstrate growth in your knowledge and understanding of language acquisition by answering the same essential questions during the first and last class. POST: Analyze growth, in which areas did your understanding grow? How will you use new knowledge in practice? No notes/resources during the assessments.

Language Theorist Presentation= 10 points

Focus: Theory and vocabulary

- Sign-up to present on one of the language theorist from the list (please note the due date and your partner's name and contact information)
- Research the theory, contribution to the field of language acquisition and any vocabulary associated with this theorist
- Create a 10-15 minute presentation for the class
- Use the grading checklist and note-taking guide to organize your presentation (students will use this to take notes during the presentations).

Language Transcription and Analysis= 25 points

Focus: Phonology, morphology and syntax

- Record and transcribe 1-2 pages worth of oral language from an ELL. You must have permission from this individual (if the ELL is a minor you will need permission from parents/guardians) and maintain his or her anonymity.
- Analyze the phonology, morphology, and syntax of the language sample in a 2-3 page paper. (*Example will be provided*) You will need to select an appropriate technological tool to assist in the language analysis. We will discuss this more in-depth as the course continues.
- Transcription, introductory paragraph and analysis of phonology **send to peer**. Print a hard copy to share in class.
- Final and complete version (transcription; introductory paragraph; analysis of phonology, morphology and syntax; concluding paragraph). Print a hardcopy to share in class.

TRANSCRIPTION ANALYSES RUBRIC

Criteria	Pts. poss.	Pts. earned/comments
Intro to participant	4	
Accurate transcription of oral language, technology used.	8	
Analysis of phoneme or morpheme miscues (pattern?) and possible hypothesis of why (make connection to text)	7	
Analysis of syntax or semantic miscue (pattern?) and possible hypothesis of why (make connection to text)	7	
Analysis of syntax or semantic miscue (pattern?) and possible hypothesis of why (make connection to text)	7	
Analysis of pragmatic /cultural competence (or other linguistic miscue) and possible hypothesis of why (connection to resource)	4	
Conclusion: Brief Teaching implications	5	
TOTAL	35	

Language Acquisition in My Classroom= 15 points;

- Write a 2-3 page paper that synthesizes:
- Which language acquisition theories do you reject or embrace and why?
- How will you facilitate your students' language acquisition, especially your ELL students?
- How will you teach the many components of language such as pronunciation, reading, syntax, and vocabulary?

Research Paper=20 pts. This is a 10-20 page case study where you are the case or subject. Your focus will be on your cultural impact on your students, parents of your students, your peers and colleagues, as well as yourself. You may choose to interview some of them to gather and compare data. I want you to ask yourself the following questions throughout the term and while you are putting this together.

- i. How do my cultural beliefs affect my ways of teaching? How do they affect my students' ways of learning? How do they affect the parents of my students?
- ii. What is my cultural background (not just my ancestral heritage)? Does it really have an influence on my daily behaviors? How? Why?

- iii. Am I really a product of a larger culture that I have accepted or does my cultural embodiment drive my philosophical understandings of the everyday?

Calendar

Week one: Course overview. Define “Culture”. Demographics

Homework: We Can't Teach: Introduction. Read chapters 1-3 Essential Linguistics.

Week Two: Making Whiteness Visible

Homework: We Can't Teach: Chapter 1

Culturally Responsive Teaching Chapter 1

Week Three: Historical & Political Perspectives. Language acquisition v. language learning. Theorists and their impacts on today's ELL instruction.

Homework: We Can't Teach: Chapter 2. Read chapters 4-7 Essential Linguistics.

Culturally Responsive Teaching Chapter 2

Week Four: Affirmative Action. Language Theorist Presentations

Homework: We Can't Teach: Chapter 3

Culturally Responsive Teaching Chapter 3

Week Five: Impact of culture on society. The mechanics of language and how we analyze language.

Homework: We Can't Teach: Chapter 4. Culturally Responsive Teaching Chapter 4. Read remaining chapters in Essential Linguistics.

Week Six: Traditional norms in schools.

Homework: We Can't Teach: Chapter 5

Culturally Responsive Teaching Chapter 5

Week Seven: Tools of change. Language Transcription and Analysis due.

Homework: We Can't Teach: Chapter 6

Culturally Responsive Teaching Chapter 6

Week Eight: Racial diversity in schools

Homework: We Can't Teach: Chapter 7

Culturally Responsive Teaching Chapter 7

Week Nine: Bilingual Education vs. English Immersion

Homework: We Can't Teach: Chapter 8

Culturally Responsive Teaching Chapter 8

Week Ten: Research paper due

Grading:

Moodle discussions: 2 points per week for original response, 1 point for classmate response = 30 points

Attendance and in class participation= 4 points per week = 40 points

Essential Questions: Pre and Post Assessments= 10

Language Theorist Presentation= 10

Language Sample Transcription and Analysis= 25

Language Acquisition in My Classroom= 15

Research paper = 20 points

*** Late assignments will be deducted 5 points for every day late

*** See instructor if you are unable to attend class and possible ways to make up attendance points

Total =150 pts.

150-135=A; 134-120=B; 119-104= C; BELOW C SEE INSTRUCTOR

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ED 546: Assessment/Evaluation of English Language Learners
Southern Oregon University

Location and Class time; on-line

Course Description:

This course is designed to teach assessment principles in the context of language acquisition theory, pedagogical methodology and legal considerations for second language learners in the public school system. Emphasis is on language proficiency and academic progress in the first and second languages of students. Participants will become familiar with standard and alternative instruments and measures. An examination of cultural and linguistic bias in assessment and evaluation will be included in this course.

Required Text:

Gottlieb, Margo, (2006). Assessing English language learners: Bridges from language proficiency to academic achievement. Corwin Press.

Competencies

- Knowledge of and skills in using a variety of assessment measures including proficiency-oriented tools appropriate for assessing students' oral proficiency and literacy development in first and second language
- Ability to interpret assessment outcomes and communicate these clearly to parents and colleagues
- Ability to create a caring, inclusive, safe, and linguistically and culturally rich learning community for all learners

Examples of Topics:

- Definition of language proficiency construct, including terms such as: lexicon, syntax, and phonology
- Purposes of assessment: diagnosis, placement & achievement
- Use of tests and test scores in individual and program decision-making
- Introduction to methods and instruments of language proficiency assessment including oral language rating scales, scales for assessing writing, cloze, writing samples
- Review of major testing instruments include Woodcock-Munoz Language Survey and ELPA
- Evaluation of testing instruments
- Reliability and validity issues in assessment

INTASC STANDARDS

Students will:

7. Understand the ways learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (*Standard #1: Learner Development*).

8. Identify individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (*Standard #2: Learning Differences*)
9. Create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation (*Standard #3: Learning Environment*)
10. Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making (*Standard #6: Assessment*).
11. Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (*Standard #9: Professional Learning and Ethical Practice*).

Grading

Grades will be weighted by assignment and the number of points assigned as listed. It is the student's responsibility to see that assignments are turned in on time and to track progress using the Moodle grade book. Grading will be as objective as possible; however, it is important to recognize that instructor judgment will always be a factor. All assignments are due on the date indicated. If there are extenuating circumstances, an "I" (incomplete) will only be given by prior arrangement with the instructor.

Please note: Late assignments will *not* be accepted. Assignments are due by 11pm of the date due. Prior approval is necessary for any deviation from assigned schedule. **Instructor reserves the right to amend dates on syllabus and assignments as needed.**

ASSIGNMENTS and POINTS

- Attendance and in-class participation: 30pts
- Summative Language Analysis: 20pts
- Chapter Presentation: 15pts
- 2 Authentic Assessments: 10 pts. each x 2= 20pts
- Literature Review: 15pts

TOTAL= 100 PTS

***Attendance & Participation: (5 points per day x 6 = 30)**

Each student is expected to read assigned material, complete assigned tasks and participate in class discussions. Professionalism is to be maintained at all times. Ground rules, procedures and expectations will be upheld and reflected in your participation grade. Participation includes initiating discussion and being engaged. During class sessions, laptops are only to be used for purposes directly relating to the specific class session (e.g., taking notes). Activities such as browsing the Internet and checking email are unprofessional, and will result in a loss of points. 6

EXIT TICKETS

***Summative Language Analysis: (20 pts.)**

Create a Likert Scale, then rate yourself on your knowledge of Assessments with ELs: 1) Formal assmts (standardized ELPA, W-Munoz); 2) Informal written (rubrics, self-assmts, dynamic, performance, rating scales, analytic, holistic, checklist); 3) Oral language: EXPRESS, Observation; 4) Reading/Content ELA, science etc. assmts.

You will score yourself at end of course and analyze.

Include in your Analysis: **Compare and contrast** pre and post responses (Although, while I scored ____ on the pre, I scored __ on the post. The pre was different than the post because I scored ____ . **Describe your growth**, which includes new knowledge (e.g., cultural bias, validity, reliability, advantages, disadvantages of each assessment).

RUBRIC

Content	Pts. Possible	Pts. earned/comments
Baseline responses to 4 categories in pre-test	5	
Score 4 categories as post- test	5	
Graph results	5	
Analysis of quantitative and qualitative data	5	
TOTAL	20	

***Chapter Presentation: (15 pts.) RUBRIC:**

Content	Pts. possible	Pts. earned/comments
State objectives	2	
Connect new content to students' background knowledge (scaffold)	4	
Creativity (technology, interaction, graphic or)	4	
Authentic assessment (connected to objectives)	5	
TOTAL	15	

***TWO Authentic Assessments (10 x 2= 20 pts.)** Create *one* RUBRIC and ONE alternative (self-assessment, for content area

RUBRIC

Content	Pts. Possible	Awarded/comments	*Current Literature Review Research on Assessment
Assessment tool description: Are expectations/levels clear? How will you provide feedback to students? Will students help create the rubric? Is there a self-assessment?	4		
What did you learn? Will you modify these tools? How does this compare with other assessments you have used in the past?	4		
Spelling and grammar are correct 1 Reference	2		
TOTAL	10		

***Current Literature Review Research on Assessment of ELs in content area of choice (15pts):**

Locate one **professional** (Peer reviewed) journal, article, or text that reflect current research (within the last 5 years, 2009-2014).

Possible resources:

- <http://www.tolerance.org/magazine/archives>
- <http://www.ncela.gwu.edu/>
- <http://ondiversity.com/>
- <http://www.cal.org/about/calnews/051110.html>
- <http://newsletter.tolerance.org/cgi-bin4/DM/y/mBZcW0SQBIs0Ekk0HjTA0FM>

RESEARCH RUBRIC

Content	Pts. Poss	Pts. earned/comments
Introduction Why did you choose this resource? How is this relevant to you?	3	
Summary Academically written (Do NOT copy an abstract): concise summary of findings	3	
Analysis Implications for you as a teacher: How does this inform your practice? Implications for students/parents	4	
Self-reflection A personal reflection. What questions does it bring up? Have your ideas on	3	

assessment changed? What goals might you now have? Will you share with colleagues? Why/why not?		
Spelling and grammar are correct 3 pages; Correct APA	2	
TOTAL	15	

On-line sign-ups

Sign up for current information regarding teaching English. All are valuable sources for current strategies and information.

- The TEFL Insider @ <http://www.bridgetefl.com/tefl-blog/> (Check out the Teaching & Lesson Planning links)
- ACTFL Briefs @ <http://www.smartbrief.com/actfl/>
- ODE ELP21 <http://www.ode.state.or.us/search/page/?id=4148>

SOU Cares: SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

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ED 521: ESOL Practicum and Portfolio

Southern Oregon University School of Education

Location and Class time; on-line

Requirements of the ESOL or ESOL/BIL Practicum/Portfolio

1. Agreements for each school district providing field sites.
 - a) The School of Education is continuously establishing written agreements with each school district that provides field sites.
 - b) The cooperating teacher agrees to assist the School of Education in the evaluation of work samples and the success of candidates.
2. The practicum is at least 90 hours in duration.
 - a) The candidate assumes the responsibilities of instruction in an ELD or an ESOL/Bilingual program with hours sufficient to support a work sample; and
 - b) The remaining time may be met either through related full-time or the equivalent part-time experience. The assignment of responsibilities may be incremental in keeping with the objectives of the experience.
 - c) Frequency of observations and conferences:
 - i. - If needed the School of Education's supervisor meets with the candidate and the cooperating teacher in a joint conference to discuss observations and the worksample.
 - ii. - The School of Education's supervisor makes several visits during the practicum assignment with at least one formal observation.
 - iii. - The cooperating teacher is expected to document a minimum of one formal observation and can document several if desired or needed.
3. Each candidate assembles, analyzes, and implements a worksample to illustrate his/her ability to foster student learning. The sample includes:
 - 1) Goals for the unit of study, which is generally two weeks in length (10 lesson minimum), that vary in kind and complexity, and include concept attainment, and the application of knowledge and skills;
 - 2) Instructional plans to accomplish the learning goals of the group(s) of students;
 - 3) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction
 - 4) Interpretation and explanation of the learning gains, or lack there of.
4. The School of Education's supervisor and the cooperating teacher jointly determine that the candidate has demonstrated in the practicum the skills and standards specified by the ESOL/Bilingual Endorsement program.
5. Participants in the ESOL/Bilingual Endorsement Program document their understanding and competency through the development of a professional portfolio. Includes information on

professional portfolios and format options for documenting the required standards. Establishes standards for quality. The instructor works individually with students to facilitate the development of a thorough accumulation and presentation of evidence regarding each of the competencies.

Objectives

The objectives of the ESOL/bilingual education portfolio are at least fourfold. First, the portfolio is a means of demonstrating ones understanding of and ability to apply the program competencies. Secondly, the portfolio serves as synthesis for the endorsement program. Graduate programs typically have a comprehensive exam and/or a thesis paper that require program participants to reflect upon and integrated the range of topics they have encountered in their course work and experiences. A portfolio is another such synthesis device. Thirdly, a portfolio can serve as a tool for gaining employment and promotion. It is a tangible record of your professional development, knowledge of current theories, and classroom application of those theories. Finally, a well designed, comprehensive portfolio can serve as a teaching resource and a foundation for further professional growth.

Focus

The focus of your portfolio is the ELL standards that cover six areas (language foundations, cultural foundations, pedagogy, assessment, professional leadership, and technology) and the artifacts you use to demonstrate that you have met those standards. While most of these artifacts will come from the courses you have completed toward the ESOL/bilingual education endorsement, they need not be in total. They may be certificates of participation from conferences attended, standardized tests used by you in assessing students' language proficiency, or a lesson plan from your class. A variety of items may be used as artifacts to demonstrate that you have met the standards. You are not required to have an artifact for each competency. For a given area, an artifact will typically meet two or more standards. There is a requirement, however, that you have at least two artifacts for each standard area for a minimum of twelve artifacts.

Weaving the standards and the artifacts together are narratives and reflections. Narratives introduce, and describe each artifact and which standard it addresses. Your reflections explain how the artifact meets the standards.

ESOL/Bilingual Endorsement Standards and Competencies

1. Language Foundations
 1. Knowledge of first and second language development in children and young adults and its relationship to thinking, learning, and one's own cultural uniqueness
 2. Understanding of first and second language acquisition factors in relation to literacy development.
 3. Knowledge of major theories of first and second language acquisition

4. Knowledge of applied linguistics and of the structure and functions of spoken and written languages
2. Cultural Foundations
 1. Knowledge of local, state, and federal laws pertaining to educating students with limited English proficiency
 2. Knowledge of historical foundations of bilingual education
 3. Understanding and appreciation of the meaning and nature of culture that transcends simplistic stereotypical portrayals
 4. Knowledge of cultural diversity and the impact of diversity on learning and communication styles
 5. Ability to involve parents and the community in educating students with limited English proficiency and to create linkages that enhance educational experiences for LEP students
 6. Knowledge of human development as mediated by language, culture, beliefs, and values
3. Pedagogy
 1. Knowledge of and skills in using a variety of methods for teaching first and second languages, such as whole language, project approaches, inquiry/discovery techniques, individualized instruction, cooperative learning, cross-age grouping, and sheltered classrooms
 2. Knowledge of curriculum materials for teaching conversation, composition, literature, and culture of the second language, and for teaching content of other academic disciplines in the second language
 3. Knowledge of developmental levels of children and adolescents and how these influence approaches to teaching and learning
 4. Ability to use technology to enhance instruction of limited English speakers and to expand students' knowledge and skills in content areas
 5. Understanding of the basic tenants of a standards-based model and how to implement it
 6. Knowledge of learning styles and strategies
 7. Ability to create a caring, inclusive, safe and linguistically and culturally rich learning community
4. Assessment
 1. Knowledge of and skills in using a variety of assessment measures including proficiency oriented tools appropriate for assessing students' oral proficiency and literacy development in first and second language with awareness of assessments of students with special needs including gifted and talented students
 2. Knowledge of effective ways to assess academic content and student growth in a student's first language
 3. Ability to interpret assessment outcomes and communicate these to parents and colleagues
5. Professional Leadership
 1. Ability to advance the goals of the education reform movement, specifically in the areas of multiculturalism (the diversity of a pluralistic society should be reflected in all structures of educational institutions)

2. Ability to contribute to the growth and development of one's colleagues and the broader learning community.
6. Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity. Candidates:
 1. Demonstrate knowledge of current technologies and their application in ESOL;
 2. Design, develop, and implement student learning activities that integrate information technology; and
 3. Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120-342.143, 342.153, 342.165 & 342.223-342.232

Hist.: TSPC 9-2005, f. & cert. ef. 11-15-05; Renumbered from 584-065-0100 by TSPC 5-2013, f. & cert. ef. 11-14-13.

Other

In addition to the artifacts and accompanying narratives and reflections, your portfolio will include an autobiography, resume, and other documents that are personally and professionally reflective of you.

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Scoring Rubric for Portfolios
ESOL/Bilingual Endorsement Program

Name: _____

Date: _____

Assessment: ☐ Formative
 ☐ Summative

Assessor: ☐ Self
 ☐ Professor

CRITERIA	PERFORMANCE LEVELS (ANCHORS)			
	GOOD grade C to C+	VERY GOOD grade B- to B	EXCELLENT grade B+ to A-	EXCEPTIONAL grade A
RELEVANCE How well does the portfolio reflect each of the 5 competencies	The portfolio is related in a limited way to the competencies.	The portfolio is linked to the competencies.	The portfolio is clearly linked to the competencies.	The portfolio reflects exemplary high relevance to the competencies.
SCOPE How well does the portfolio address all competencies	The portfolio partially demonstrates teacher competency across the 5 areas.	The portfolio demonstrates competency across the 5 areas.	The portfolio fully demonstrates teacher competency across the 5 areas.	The portfolio incorporates treatment of elements beyond the scope of the class and recommended references.
ACCURACY How are concepts, terms, principles, and conventions treated throughout the portfolio?	Concepts, terms, principles, and conventions are more or less used correctly throughout the portfolio.	The portfolio is precise in the use of current concepts, terms and principles but relevant conventions not always followed.	The portfolio reflects correct and clear use of terms, concepts, principles, and conventions.	The portfolio demonstrates clear, correct, precise, and concise use of terms, concepts, principles and conventions.
COHERENCE How well are the	Artifacts, narratives and reflections are presented in a	Artifacts, narratives and reflections are cohesive and organized	Artifacts, narratives and reflections demonstrate	Artifacts, narratives and reflections are highly organized and

artifacts, narratives, and reflections presented within and across the competencies	somewhat cohesive fashion with some organization.	for all the competencies.	organization and cohesiveness within and across all the competencies.	demonstrate integral cohesiveness within and across all the competencies.
DEPTH How well do the artifacts, narratives, and reflections demonstrate analysis and relevancy across and within the competency areas?	Artifacts, narratives and reflections demonstrate personal analysis within several of the competency areas.	Artifacts, narratives and reflections demonstrate personal application with some degree of analysis in each competency area.	Artifacts, narratives and reflections clearly demonstrate a strong level of analysis for each competency area.	Artifacts, narratives and reflections indicate a high level of analysis across and within each competency area.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)/BILINGUAL ENDORSEMENT PROGRAM

This endorsement program is for licensed teachers who teach or who would like to teach English to speakers of other languages (ESOL) and/or bilingual education. Designed for educators with full-time teaching loads, the ~~eight-six~~ courses (including a field-based practicum) are offered in the evening, ~~through V-TEL (distance learning);online~~ and during the summer. You do not have to be proficient in a second language to teach ESOL. Teachers wishing to add the bilingual portion to the ESOL endorsement must demonstrate proficiency in a second language.

The program provides a strong foundation related to language acquisition, as well as linguistic structures and their functions. This foundation is enhanced by an understanding of the relationships between language and culture, as well as an awareness of and sensitivity to cultural issues. The history, growth, and current status of ESOL/Bilingual Education form a significant portion of the program, which also offers a strong foundation in effective teaching strategies and methodology. The practicum requirement provides a practical and experiential base to enhance the learning of students from Hispanic, Native American, and other language backgrounds. Visit the ESOL/Bilingual website at <http://www.sou.edu/education/esol/index.html>.

Course Descriptions

ED 521--Field-Based Practicum: ESOL/Bilingual

3 credits

Provides practicum experience in an ESOL/bilingual classroom. Students work with second-language learners and are required to work closely with a mentor teacher. Students also complete a work sample.

ED 521: Practicum/Portfolio, 4 credits

Provides a 90-hour practicum experience in an English Language Development (ELD) or bilingual classroom. Students develop and teach a worksample designed for English Language Learners (ELLs) and are required to work closely with a mentor-teacher. Participants document their understanding and competency through the development of a professional portfolio. Includes information on professional portfolios and format options for documenting the required ELL Standards for the ESOL/Bilingual endorsement. The portfolio is an accumulation and presentation of evidence of how each of the ELL standards has been met.

ED 543--Foundations in Second Language Education

3 credits

Examines philosophies and practices in teaching language-minority students. Studies bilingualism and biculturalism from psychological, social, and political standpoints. Analyzes program models, as well as the theories and philosophies underlying these models. Provides an understanding of the laws pertaining to educating second language learners and current theory and research in the fields of ESOL and bilingual education.

ED 543: Foundations of Dual Language Education: Policies and Family/Community Involvement, 4 credits

The purpose of this course is to examine philosophies and practices in the schooling of Culturally and Linguistically Diverse (CLD) students. Students will study bilingualism and biculturalism from historical, psychological, social and political perspectives. Program models will be analyzed as well as theories and research pertaining to the fields of ESOL/Bilingual Education. This course also builds knowledge & skills to effectively involve parents and community members in educating students whose primary language is not English. This course provides the foundation for promoting school, family and community connections and involvement in education. Emphasis is on building communication and understanding of students learning English and their culture.

ED 544--Strategies and Materials: Second-Language Learner

3 credits

Equips teachers with a range of effective instructional methodologies for facilitating learning among language-minority students. Examines innovative materials for developing culturally appropriate learning experiences. Presents approaches to instruction in specific content areas (reading, writing, mathematics, science, and social studies). Examines and integrates the use of current technology to enhance instruction for second language learners.

ED 544: English Language Development: Curriculum and Pedagogy, 4 credits

Equips teachers with a range of effective instructional methodologies for facilitating ELL students' learning. Examines innovative materials for developing culturally appropriate learning experiences. Presents approaches to instruction in specific content areas (reading, writing, mathematics, science,

and social studies). Examines and integrates the use of current technology to enhance instruction for ELLs.

ED 545 – First and Second Language Acquisition and Development

3 credits

~~Explores the various theories on how first and second languages are acquired. Considers the importance of the early development of a first language and the relationship of this development to the acquisition of other languages. Integrates the relationship of language to cognitive development, as well as definitions and descriptions of bilingualism.~~

ED 545: 1st and 2nd Language Acquisition and Cultural Impacts, 4 credits

Explores theories on how first and second languages are learned and acquired. Considers the importance of the early development of a first language and the relationship of this development to the acquisition of other languages promoting academic literacy. Investigates the relationship of the four domains of language to cognitive and cultural development for all learners. Focuses on how culture manifests itself in school settings and provides a foundation for understanding methods and strategies to ensure that each student's own cultural experiences are reflected and validated in classroom learning experiences.

ED 546 – Assessment and Evaluation of Second-Language Learners

3 credits

~~Teaches assessment principles in the context of language acquisition theory, pedagogical methodology, and legal considerations for second-language learners in the public school system. Emphasizes language proficiency and academic progress in the first and second languages of the students. Introduces standard and alternative instruments and measures. Examines cultural and linguistic biases in assessment and evaluation.~~

Formatted: Level 3

ED 546: Assessment/Evaluation of English Language Learners, 4 credits

Teaches assessment principles in the context of language acquisition theory, pedagogical methodology, and legal considerations for ELLs in the public school system. Emphasizes language proficiency and academic progress in the first and second languages of students. Introduces standard and alternative instruments and measures. Examines cultural and linguistic biases in assessment and evaluation.

ED 547 - Impact of Culture in the Classroom

3 credits

Focuses on how culture manifests itself in school settings and provides a foundation for understanding methods and strategies to ensure that each student's own cultural experiences are reflected and validated in classroom learning experiences.

ED 548 - Culture and Family/Community Involvement

3 credits

Focuses on parent and community involvement in schools. Presents strategies for building strong partnerships among parents, teachers, students, and community members. A study of the differences between school culture and the diverse cultures represented by children and families provides a foundation for learning methods and programs that promote cooperation and

collaboration among the school, family, and community. Considers communication strategies among school personnel and families with limited English proficiency.

ED 549 - ESOL/Bilingual Portfolio

3 credits

Participants in the ESOL/Bilingual Endorsement Program document their understanding and competency through the development of a professional portfolio. Includes information on professional portfolios and format options for documenting the required competencies. Establishes standards for quality. The instructor works individually with students to facilitate the development of a thorough accumulation and presentation of evidence regarding each of the competencies.

Program Modification Proposal for the English for Speaker of Other Languages/Bilingual (ESOL/BIL) Endorsement Program

Overview

This is a proposal to update the current ESOL/Bilingual Endorsement program in the Education Department at SOU to align with the 2014 Oregon Department of Education (ODE) adopted English Language Learner (ELL) standards (see page 4). The current ESOL/Bil Endorsement program consists of eight courses for 24 credits. This proposal reduces the number of courses to five and the program credits to 20. It proposes four credit courses by combining certain existing courses, offering some courses wholly on-line, expanding class time to meet required hours and content, and infusing the new state required technology standard within most courses.

Existing ESOL/BIL Endorsement Program, 24 credits

ED 543 Foundations of ESL and Bilingual Education (3)
ED 544 Strategies/Materials for the Second Language Learner (3)
ED 545 1st and 2nd Language Acquisition (3)
ED 546 Assessment/Evaluation: Second Language Learners (3)
ED 547 Impact of Culture in the Classroom (3)
ED 548 Culture and Family/Community Involvement (3)
ED 521 Field-based Practicum (3)
ED 549 ESOL/BIL Portfolio (3)

ESOL courses at SOU have historically been offered as V-Tel distant education courses or as a hybrid course combining V-Tel and online instruction. Each course has also been offered face-to-face during the summer term. We typically offer courses in chronological order with two academic courses and two field-based courses each term during the academic year. Summer offerings include all coursework courses except ED 548 Culture and Family/Community Involvement and ED 521 ESOL Practicum.

Upon completion of all courses, candidates must pass the NES ESOL exam with a passing score of 228. To add the Bilingual portion of the endorsement candidates must have a score at the Advanced level of the ACTFL OPI.

Proposed ESOL/Bilingual Endorsement Program Modification, 20 credits

ED 521: Practicum/Portfolio, 4 credits on-line (combines 521 and 549)
ED 543: Foundations of Dual Language Education: Policies and Family/Community Involvement, 4 credits, on-line (combines 543 and 548)
ED 544: English Language Development: Curriculum and Pedagogy, 4 credits, hybrid
ED 545: 1st and 2nd Language Acquisition and Cultural Impacts, 4 credits, hybrid (combines 545 and 547)
ED 546: Assessment/Evaluation of English Language Learners, 4 credits, on-line

Upon completion of all courses, candidates must pass the NES ESOL exam with a passing score of 228. To add the Bilingual portion of the endorsement candidates must have a score at the Advanced level of the ACTFL OPI.

Modified Course Descriptions

ED 521: Practicum/Portfolio, 4 credits

Provides a 90-hour practicum experience in an English Language Development (ELD) or bilingual classroom. Students develop and teach a worksample designed for English Language Learners (ELLs) and are required to work closely with a mentor-teacher. Participants document their understanding and competency through the development of a professional portfolio. Includes information on professional portfolios and format options for documenting the required ELL Standards for the ESOL/Bilingual endorsement. The portfolio is an accumulation and presentation of evidence of how each of the ELL standards has been met.

Standards Addressed: Meets all ELL standards 1-6.

ED 543: Foundations of Dual Language Education: Policies and Family/Community Involvement, 4 credits

The purpose of this course is to examine philosophies and practices in the schooling of Culturally and Linguistically Diverse (CLD) students. Students will study bilingualism and biculturalism from historical, psychological, social and political perspectives. Program models will be analyzed as well as theories and research pertaining to the fields of ESOL/Bilingual Education. This course also builds knowledge & skills to effectively involve parents and community members in educating students whose primary language is not English. This course provides the foundation for promoting school, family and community connections and involvement in education. Emphasis is on building communication and understanding of students learning English and their culture.

Standards Addressed: ELL Standard 1; Language. ELL Standard 2; Culture. ELL Standard 5, Professionalism.

ED 544: English Language Development: Curriculum and Pedagogy, 4 credits

Equips teachers with a range of effective instructional methodologies for facilitating ELL students' learning. Examines innovative materials for developing culturally appropriate learning experiences. Presents approaches to instruction in specific content areas (reading, writing, mathematics, science, and social studies). Examines and integrates the use of current technology to enhance instruction for ELLs.

Standards Addressed: ELL Standard 3; Planning, implementing, and managing instruction. ELL Standard 4; Assessment. ELL Standard 6; Technology.

ED 545: 1st and 2nd Language Acquisition and Cultural Impacts, 4 credits

Explores theories on how first and second languages are learned and acquired. Considers the importance of the early development of a first language and the relationship of this development to the acquisition of other languages promoting academic literacy. Investigates the relationship of the four domains of language to cognitive and cultural development for all learners. Focuses on how culture manifests itself in school settings and provides a foundation for understanding methods and strategies to ensure that each student's own cultural experiences are reflected and validated in classroom learning experiences.

Standards Addressed: ELL Standard 1; Language. ELL Standard 2; Culture. ELL Standard 4; Assessment. ELL Standard 5, Professionalism. 6. Technology.

ED 546: Assessment/Evaluation of English Language Learners, 4 credits

Teaches assessment principles in the context of language acquisition theory, pedagogical methodology, and legal considerations for ELLs in the public school system. Emphasizes language proficiency and academic progress in the first and second languages of students. Introduces standard and alternative instruments and measures. Examines cultural and linguistic biases in assessment and evaluation.

Standards Addressed: ELL Standard 4; Assessment. ELL Standard 3; Planning, implementing, and managing instruction. ELL Standard 6; Technology.

**Oregon Department of Education (ODE) 2014 adopted English Language Learner (ELL)
Standards for ESOL/ Bilingual Endorsement**

1) Language:

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.

2) Culture:

Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

3) Planning:

Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ELD and content instruction; including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

4) Assessment:

Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages.

5) Professionalism:

Candidates demonstrate knowledge of the history of ELD teaching. Candidates keep current with the new instructional techniques, research results, advances in the ELD field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.

6) Technology:

Candidates use information technology to enhance learning and to enhance personal and professional productivity.

Course Syllabi

ED 543: Foundations of Dual Language Education: Policies and Family/Community Involvement

Southern Oregon University School of Education

Location & class time: on-line

Required texts

Baker, Colin (2011). *Foundations of Bilingual Education and Bilingualism*, 5th edition: Multilingual Matters, Ltd.

Mackenzie, J. Z. (2011). *Empowering Spanish Speakers*. Summerland Corp.

We will also be using a variety of articles and media for this course. For the Parent Involvement Plan and RTI assignments, students are required to seek additional resources (web-based or academic journals).

Other readings will be assigned.

Course description

The purpose of this course is to examine philosophies and practices in the schooling of Culturally and Linguistically Diverse (CLD) students. Students will study bilingualism and biculturalism from historical, psychological, social and political perspectives. Program models will be analyzed as well as theories and research pertaining to the fields of ESOL/Bilingual Education. We will also build knowledge & skills to effectively involve parents and community members in educating students whose primary language is not English. This course provides the foundation for promoting school, family and community connections and involvement in education. Emphasis is on building communication and understanding of students learning English and their culture.

Goals:

I. Historical/Political Foundations

1. Students will develop an understanding of historical and political foundations of bilingual education in the US.

II. Cultural Foundations

1. Students will develop a better understanding of first and second language learning.
2. Students will gain knowledge of state, local, and federal laws pertaining to the education of language minority students.
3. Students will gain knowledge of cultural diversity and the impact it has on learning and communication.

III. Pedagogy

1. Students will gain knowledge of development levels of children and adolescents and how these influence approaches to teaching and learning.
2. Students will become familiar with specific methods of teaching language minority students.

IV. Professional Leadership

1. Students will gain a better understanding of the current policies and movements regarding language minority students and ESOL/bilingual education.

Topics

- ❖ Cross-cultural communication & miscommunication
- ❖ Establishing home-school communication
- ❖ Federal policy regarding Parental Involvement
- ❖ Funds of Knowledge
- ❖ Non-majority students, families & communities

Course Competencies

- ❖ Knowledge of cultural diversity and impact of diversity on communication styles
- ❖ Ability to effectively engage parents in educating students
- ❖ Ability to create an inclusive safe, linguistically & culturally-rich learning community
- ❖ Ability to advance the goals of education reform movement specifically in the areas of multiculturalism

INTASC STANDARDS

Students will:

1. Understand the ways learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Standard #1: Learner Development).
2. Identify individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (Standard #2: Learning Differences)
3. Engage in ongoing professional learning and use evidence to evaluate her practice, particularly the effects of her choices and actions on others (learners, families, professionals, community) and adapt practice to meet the needs of each learner (Standard #9: Professional Learning and Ethical Practice).
4. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession (Standard #10: Leadership and Collaboration).

Oregon Department of Education ELL standards (July, 2014): Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways. Applies to ALL teacher candidates,

administrators, educators, and teacher educators:

1) Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.

2) Culture: Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

3) Planning, Implementing, and Managing Instruction: Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners.

5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.

6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity.

ASSIGNMENTS:

1. Participation and Attendance:

Each student is expected to read assigned material, complete assigned tasks and participate in class discussions. Professionalism is to be maintained at all times. Participation includes initiating discussion and being engaged. During class sessions, laptops are only to be used for purposes directly relating to the specific class session (e.g., taking notes).

LANGUAGE RECORD: Complete 1 every class (5 classes x 5pts ea.= 25 POINTS). To document your language learning in this course, you will record language functions engaged in during class (See full document on Moodle).

1-Point to, match, nonverbal;

2-Describe people, places & things

3- Compare/contrast

4- Express & Support Opinions

5- Summarize

6- Predict & Justify

7- Analyze & Evaluate

8- Cause & Effect

2.) "Where I Stand" Argument Writing (25 pts.)

Part 1: During week 1, describe your views at this time about the success or failure of ELs by responding to ONE prompt from EACH category below

Part 2: Cite readings from text and 1 academic resource (e.g., journal article) **per category** contributing to your argument .

Part 3: Consider the information & experiences gained during the term and respond AGAIN to original prompts DESCRIBING your position on issues.

Part 4: Read your first response and then COMPARE & CONTRAST Parts 1 & 2. ANALYZE AND EVALUATE the areas in which you have developed, and/or changed. CITE EVIDENCE to support your position.

Part 5: Submit to peer for review. Peer scores all 4 parts and writes comments using rubric below. Final paper w/ peer review.

WIS SCORING RUBRIC

Criteria	Points possible	Points earned	Comments
Part 1: 1-2 pages; clearly described beliefs on prompts	4 pts.		
Part 2: Written notes submitted from supporting references	3 pts.		
Part 3: Respond AGAIN to prompts	4 pts.		
Part 4: Compare & Contrast responses from Parts 1 & 2; Analyze & Evaluate growth by providing evidence from resources (at least 5 citations);	5 pts.		
For parts 1-4: Work is edited & proofread; 4 -5pages; submitted on time; Correct APA in-text citations and reference page	5 pts.		
Peer Review	4		
TOTAL	25 pts.		

Chapter Presentations (15 points) and Discussion Prompts:

Where I'm From Poem- see template on Moodle (2 pts.).

Students will sign up for chapters in week one and follow SCORING RUBRIC

	POINTS POSSIBLE	Points earned/comment
Reflective, meaningful prompts/questions given to class for Moodle discussion	3	
Presents creatively (charts, pictures, video, hands-on activity, frontloads key vocabulary)	4	
Stays within 10 minutes; Summarizes or synthesizes key chapter info into 5 slides	3	
Makes explicit connections to ways can involve families in schools (PIP)	5	
TOTAL	15	

Forum discussions: (8 points per forum x 3 forums= 24 pts.). To receive full points on initial post: (5pts) Read the chapter(s), then make connections among topic, presentation, personal experiences, *cite information* (from text or presenter), and be punctual- responding before 11:59pm on MONDAYS

To receive 3 point for response to peers, you must compare and contrast responses AND respond to peer before 11:59pm on WEDNESDAYS. Be ready to discuss your responses in class.

NOTE: It is important to respect the rights and opinions of others - class discussions should be geared toward helping the group, as well as yourself to understand the material and issues specific to the class. Individual issues, questions, concerns should be brought to the instructor outside of class.

English Language Learners (ELLs) in Response to Intervention (RTI) process (15 pts.)

This paper must be based on one school's RTI process; Therefore, you must gather information from one school's process (AND interview staff) of how ELLs progress through the three tiers of RTI. First, draw a flowchart that visually explains the process (See ODE example on Moodle), and describe the process of decision-making in each tier and who is involved. Include form(s) used to document interventions and responses (or lack of). What student work is collected? Connect findings with recent research (after 2010).

Criteria	Points poss.	Points earned	Comments
Flowchart	3		
Description Tier 1	2		
Description Tier 2	2		
Description Tier 3	2		

Documentation of Interventions & Student work collected	3		
APA & 2 references; Correct in-text and bibliography; 3-4 pages written	3		
TOTAL	15		

Parent Involvement Plan (PIP 20 points)

Develop a plan designed to increase family involvement of parents in decision-making (RTI) for ELL student. Plan should be realistic and implementable.

Scoring Guide: Parent Involvement Plan

<i>Content and Organization</i>	Points poss.	Pts. earned
The introduction provides background: brief summary of case study student, relevant school information, classroom description	3	
<ul style="list-style-type: none"> TWO objectives Rationale supporting objectives Implementation plan clearly outlined 	4	
Ways family culture and language are respected and integrated into plan	3	
Resources needed	1	
The conclusion sums up the PIP	1	
2 references (after 2000)	2	
Readability and Mechanics		
Sentences are complete, clear, and concise. Spelling and grammar are correct.	1	
Correct APA style: Reference page and In-Text citations	2	
Presentation		
Presentation is well prepared, rehearsed and/or an extension of the paper.	2	
The 5 W's are covered: Who, what, where, when and why. Information is a <u>summary</u>	1	
Total	20	

Laws & Program Models

- Do State and federal laws help/hinder educating BE/ELLs?
- Bilingual Education or ELD, what is the difference? Which program model is better and why?
- What is the future of our schools/society without BE/ELD?

Culture

- How does having ethnic minorities as teachers affect ELs?
- Assimilation or acculturation? What is the difference and what is best for individuals and the nation?

Pedagogy

- How do educators become more culturally competent? Why is this important?
- What teacher skills and dispositions contribute to teaching ELs effectively?

Technology

- What role does technology play in language instruction? learning, and assessment?

Chapter presentations (group or individual): 25 POINTS

Choose topics from textbook chapters and present content to peers during weeks 4, 6 & 8. 30-40 minute presentations.

SCORING RUBRIC

	POINTS POSSIBLE	Points earned/comments
Connects content to students' background knowledge explicitly using think-alouds	5	
Presents creatively (e.g., charts, pictures, videos, technology)	5	
Interaction: Provides hands-on activity	5	
Asks discussion questions that require multiple language functions	5	
Presentation submitted is proofread and punctual	5	
TOTAL	25	

Assessment Rubrics: Create 1 rubric for 4 Standards=4 rubrics x 6 pts. each = 25 pts. Examples will be given in class. You can work alone or with peer to create assessment guidelines for 4 Oregon ELL standards (see syllabus page 2):

1) Culture, 2) Language, 3) Instruction, 4) Professionalism and Technology.

GRADING

TOTAL= 100 pts.

A: 90% - 100%

B: 80% - 89%

C: 70% - 79

Incomplete

Grading Grades will be weighted by assignment and the number of points assigned as listed. It is the student's responsibility to see that assignments are turned in on time and to track progress using the Moodle grade book. Grading will be as objective as possible; however, it is important to recognize that instructor judgment will always be a factor. All assignments are due on the date indicated. If there are extenuating circumstances, an "I" (incomplete) will only be given by prior arrangement with the instructor and a discussion with the program coordinator.

Instructor reserves the right to amend dates on syllabus and assignments as needed.

All submissions to the instructor will be in MS Word. Note: (If the instructor cannot access your submitted work it will not be graded).

SOU Cares: SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct: Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited". Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting: Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact any of SOU's confidential advisors (<http://www.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources: To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

ED 544: English Language Development: Curriculum and Pedagogy

Southern Oregon University School of Education

Class Location and Time: EP 164; 4:30-7:50pm

Course Description: This course is designed to equip practicing teachers with a range of effective instructional methodologies for facilitating learning among English Language Learners (ELLs). This course presents research-based instructional strategies that support in accessing the general content area curriculum with a special emphasis in teaching mathematics in the mainstream classroom.

INTASC Standards Students will:

1. Understand the ways learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (*Standard #1: Learner Development*).
2. Identify individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (*Standard #2: Learning Differences*).
3. Create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation (*Standard #3: Learning Environment*).
4. Use central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (*Standard #4: Content Knowledge*).
5. Plan and adapt instruction that supports students in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (*Standard #7: Planning for Instruction*).
6. Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (*Standard #8: Instructional Strategies*).

Oregon Department of Education adopted new ELL standards (**July, 2014**): Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways. Applies to ALL teacher candidates, administrators, educators, and teacher educators. ELL Standards focus on:

- 1) **Language:** Candidates know, understand, and use the major concepts, theories, and research

related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.

2) Culture: Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

3) Planning, Implementing, and Managing Instruction: Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners.

5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.

6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity.

Required Texts:

1) Gay, Geneva (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*, Second Edition: Teachers College Press.

2) Vogt, MaryEllen & Jana Echevarria (2008). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*: Pearson.

Other readings: Articles will be assigned throughout the course

ASSIGNMENTS

1) Language Journal:

Each week, students will complete 1 entry of detailed language-use according to the following Language Functions for a total of 8 entries (see form on Moodle).

Week 1-Point to, match, nonverbal;
Week 2-Describe people, places & things
Week 3- Compare/contrast
Week 4- Express & Support Opinions

Week 5- Summarize
Week 6- Predict & Justify
Week 7- Analyze & Evaluate
Week 8- Cause & Effect

2) One Lesson Plan: (15 points)

In content area of your choice Use template provided to develop appropriate lesson for ELL students (your choice of ELD level(s) using a form of technology to supplement lesson. This can be an activity or a form of assessment built in your lesson.

2a) Peer Review (submit w/2) (5 points)

Perform peer review of lesson plan by filling out rubric below.

	Pts. poss.	Pts. earned/comments
Content Objective (CCSS)	1	
Language Objective	2	
Key Vocabulary	2	
Motivation (Hook, Launch): Access & Build Background	2	
I DO: Comprehensible Input Scaffolding	2	
WE DO: Interaction & Elicit Students Thinking	2	
YOU DO: Review/Assess content & language object	2	
Teacher REFLECTION on factors affecting learning: 1) social/emotional, 2) cultural, 3) economic	2	

3) Cultural Responsive Pedagogy Research Paper

Describe WHY effective teachers implement Cultural Responsive Pedagogy and HOW you will implement for case study student in your lesson plan (#2 above). Cite evidence (e.g., textbooks, articles, discussion prompts).

RUBRIC

	POINTS POSSIBLE	POINTS EARNED/comments
List and discuss 3 SKILLS needed for teachers of diverse learners	6	
List and discuss 3 DISPOSITIONS needed for teachers of diverse learners	6	
How you will implement SKILLS & DISPOSITIONS specifically into lesson	7	

plan for case study student		
Proofread, correct APA in-text citations (need 4 total) AND reference page; Punctual; 5-7 pages TOTAL	6	
TOTAL	25	

4) **Moodle Discussion Board** (3 weeks discussion board x 5 pts.= 15 pts.)

After reading prompts, you are required to create a FIRST post in response to the week's topic. To receive full points (3) on initial post, you must make connections among readings and experience, use supportive information (e.g., citing info. from readings), and be punctual-responding before 11:59pm due date (see calendar below). THEN, you are required to respond to a peer IN A SECOND POST. To receive 2 points for response to peers, you must respond thoughtfully BY 11:59 due date.

5) **Professional Leadership: 15 points**

- * Observe ELD teacher instructing students. Fill out observation form and reflection; OR
- * Teach Lesson plan (assignmt #2) to students in ED 431.

GRADING

Language Journal:	25 pts.
Lesson plan w/peer review:	20 pts.
CRP Research Paper	25 pts.
Moodle Discussion Board	15 pts.
Professional Leadership	15 pts.
TOTAL	100 pts.

Grading Method: A: 100-90 points; B: 80-89; C: 70-79; BELOW 70 SEE ME

Grading Grades will be weighted by assignment and the number of points assigned as listed. It is the student's responsibility to see that assignments are turned in on time and to track progress using the Moodle grade book. Grading will be as objective as possible; however, it is important to recognize that instructor judgment will always be a factor. All assignments are due on the date indicated. If there are extenuating circumstances, an "I" (incomplete) will only be given by prior arrangement with the instructor and a discussion with the program coordinator. **Instructor reserves the right to amend dates on syllabus and assignments as needed.**

Comply with due dates for assignments unless other arrangements are made in advance. Coursework not turned in on time will be deducted 5 points for each day late.

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study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

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http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

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employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

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ED 545: 1st and 2nd Language Acquisition and Cultural Impacts

Southern Oregon University School of Education

Location and class and time; EP 164; 4:30-7:50p

Required Text(s)

Freeman, David E, Yvonne S. (2004) Essential Linguistics

ISBN: 0-325-00274-6

Howard, Gary (2006). We can't teach what we don't know: White teachers, multiracial schools. 2nd ed.

The instructor will provide supplemental readings

Course Description

This course explores the various theories on how first and second languages are learned and acquired. Students will consider the importance of the early development of a first language and the relationship of this development to the acquisition of other languages. They will also examine the relationship of language to cognitive development, as well as definitions and descriptions of bilingualism. This course also examines the similarities and the profound differences between various people and cultures. It will focus on how cultures are defined and redefined in the United States. We will explore the relationship between schools and the larger society of cultures within the contexts of equity, structural bias, SES, discrimination, race, gender, power, and opportunity.

Objectives:

- Students will be re-introduced to the social, historical, political, and philosophical perspectives of culture.
- Students will examine the impact of culture and how it has shaped our society to what that means today.
- Students will share perspectives of “self” and the “other” in order to challenge traditional norms that perpetuate the status quo in schools and society.
- Students will examine the impact of their own culture in schools as teachers, as a tool for change within a democratic society.

Oregon ELL Standards

Oregon Department of Education has adopted new standards focusing on meeting the needs of ELLs (July, 2014): Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways. Applies to ALL teacher candidates, administrators, educators, and teacher educators:

1) Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.

2) Culture: Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.

3) Planning, Implementing, and Managing Instruction: Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners.

5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.

6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity

Assignments and Responsibilities

All written assignments must be turned in on time via Moodle. Please also bring a hard copy to share and discuss one another's work.

Late assignments are accepted but will accrue a 15% reduction for each day late. Assignments that are more than 6 days late will not be accepted and the student will get a grade of 0 points on that assignment.

Attendance and in class participation= 4 points per week = 40 points

Attend and participate fully in class every session

Demonstrate respect and cultural competence

Read the assigned chapters and prepare a summary with 3 key points and 1 question for each in-class discussion

Essential Questions: Pre and Post Assessments= 10 points Demonstrate growth in your knowledge and understanding of language acquisition by answering the same essential questions during the first and last class. POST: Analyze growth, in which areas did your understanding grow? How will you use new knowledge in practice? No notes/resources during the assessments.

Language Theorist Presentation= 10 points

Focus: Theory and vocabulary

- Sign-up to present on one of the language theorist from the list (please note the due date and your partner's name and contact information)
- Research the theory, contribution to the field of language acquisition and any vocabulary associated with this theorist
- Create a 10-15 minute presentation for the class
- Use the grading checklist and note-taking guide to organize your presentation (students will use this to take notes during the presentations).

Language Transcription and Analysis= 25 points

Focus: Phonology, morphology and syntax

- Record and transcribe 1-2 pages worth of oral language from an ELL. You must have permission from this individual (if the ELL is a minor you will need permission from parents/guardians) and maintain his or her anonymity.
- Analyze the phonology, morphology, and syntax of the language sample in a 2-3 page paper. (*Example will be provided*) You will need to select an appropriate technological tool to assist in the language analysis. We will discuss this more in-depth as the course continues.
- Transcription, introductory paragraph and analysis of phonology **send to peer**. Print a hard copy to share in class.
- Final and complete version (transcription; introductory paragraph; analysis of phonology, morphology and syntax; concluding paragraph). Print a hardcopy to share in class.

TRANSCRIPTION ANALYSES RUBRIC

Criteria	Pts. poss.	Pts. earned/comments
Intro to participant	4	
Accurate transcription of oral language, technology used.	8	
Analysis of phoneme or morpheme miscues (pattern?) and possible hypothesis of why (make connection to text)	7	
Analysis of syntax or semantic miscue (pattern?) and possible hypothesis of why (make connection to text)	7	
Analysis of syntax or semantic miscue (pattern?) and possible hypothesis of why (make connection to text)	7	
Analysis of pragmatic /cultural competence (or other linguistic miscue) and possible hypothesis of why (connection to resource)	4	
Conclusion: Brief Teaching implications	5	
TOTAL	35	

Language Acquisition in My Classroom= 15 points;

- Write a 2-3 page paper that synthesizes:
- Which language acquisition theories do you reject or embrace and why?
- How will you facilitate your students' language acquisition, especially your ELL students?
- How will you teach the many components of language such as pronunciation, reading, syntax, and vocabulary?

Research Paper=20 pts. This is a 10-20 page case study where you are the case or subject. Your focus will be on your cultural impact on your students, parents of your students, your peers and colleagues, as well as yourself. You may choose to interview some of them to gather and compare data. I want you to ask yourself the following questions throughout the term and while you are putting this together.

- i. How do my cultural beliefs affect my ways of teaching? How do they affect my students' ways of learning? How do they affect the parents of my students?
- ii. What is my cultural background (not just my ancestral heritage)? Does it really have an influence on my daily behaviors? How? Why?

- iii. Am I really a product of a larger culture that I have accepted or does my cultural embodiment drive my philosophical understandings of the everyday?

Calendar

Week one: Course overview. Define “Culture”. Demographics

Homework: We Can't Teach: Introduction. Read chapters 1-3 Essential Linguistics.

Week Two: Making Whiteness Visible

Homework: We Can't Teach: Chapter 1

Culturally Responsive Teaching Chapter 1

Week Three: Historical & Political Perspectives. Language acquisition v. language learning.

Theorists and their impacts on today's ELL instruction.

Homework: We Can't Teach: Chapter 2. Read chapters 4-7 Essential Linguistics.

Culturally Responsive Teaching Chapter 2

Week Four: Affirmative Action. Language Theorist Presentations

Homework: We Can't Teach: Chapter 3

Culturally Responsive Teaching Chapter 3

Week Five: Impact of culture on society. The mechanics of language and how we analyze language.

Homework: We Can't Teach: Chapter 4. Culturally Responsive Teaching Chapter 4. Read remaining chapters in Essential Linguistics.

Week Six: Traditional norms in schools.

Homework: We Can't Teach: Chapter 5

Culturally Responsive Teaching Chapter 5

Week Seven: Tools of change. Language Transcription and Analysis due.

Homework: We Can't Teach: Chapter 6

Culturally Responsive Teaching Chapter 6

Week Eight: Racial diversity in schools

Homework: We Can't Teach: Chapter 7

Culturally Responsive Teaching Chapter 7

Week Nine: Bilingual Education vs. English Immersion

Homework: We Can't Teach: Chapter 8

Culturally Responsive Teaching Chapter 8

Week Ten: Research paper due

Grading:

Moodle discussions: 2 points per week for original response, 1 point for classmate response = 30 points

Attendance and in class participation= 4 points per week = 40 points

Essential Questions: Pre and Post Assessments= 10

Language Theorist Presentation= 10

Language Sample Transcription and Analysis= 25

Language Acquisition in My Classroom= 15

Research paper = 20 points

*** Late assignments will be deducted 5 points for every day late

*** See instructor if you are unable to attend class and possible ways to make up attendance points

Total =150 pts.

150-135=A; 134-120=B; 119-104= C; BELOW C SEE INSTRUCTOR

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ED 546: Assessment/Evaluation of English Language Learners
Southern Oregon University

Location and Class time; on-line

Course Description:

This course is designed to teach assessment principles in the context of language acquisition theory, pedagogical methodology and legal considerations for second language learners in the public school system. Emphasis is on language proficiency and academic progress in the first and second languages of students. Participants will become familiar with standard and alternative instruments and measures. An examination of cultural and linguistic bias in assessment and evaluation will be included in this course.

Required Text:

Gottlieb, Margo, (2006). Assessing English language learners: Bridges from language proficiency to academic achievement. Corwin Press.

Competencies

- Knowledge of and skills in using a variety of assessment measures including proficiency-oriented tools appropriate for assessing students' oral proficiency and literacy development in first and second language
- Ability to interpret assessment outcomes and communicate these clearly to parents and colleagues
- Ability to create a caring, inclusive, safe, and linguistically and culturally rich learning community for all learners

Examples of Topics:

- Definition of language proficiency construct, including terms such as: lexicon, syntax, and phonology
- Purposes of assessment: diagnosis, placement & achievement
- Use of tests and test scores in individual and program decision-making
- Introduction to methods and instruments of language proficiency assessment including oral language rating scales, scales for assessing writing, cloze, writing samples
- Review of major testing instruments include Woodcock-Munoz Language Survey and ELPA
- Evaluation of testing instruments
- Reliability and validity issues in assessment

INTASC STANDARDS

Students will:

7. Understand the ways learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (*Standard #1: Learner Development*).

8. Identify individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (*Standard #2: Learning Differences*)
9. Create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation (*Standard #3: Learning Environment*)
10. Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making (*Standard #6: Assessment*).
11. Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (*Standard #9: Professional Learning and Ethical Practice*).

Grading

Grades will be weighted by assignment and the number of points assigned as listed. It is the student's responsibility to see that assignments are turned in on time and to track progress using the Moodle grade book. Grading will be as objective as possible; however, it is important to recognize that instructor judgment will always be a factor. All assignments are due on the date indicated. If there are extenuating circumstances, an "I" (incomplete) will only be given by prior arrangement with the instructor.

Please note: Late assignments will *not* be accepted. Assignments are due by 11pm of the date due. Prior approval is necessary for any deviation from assigned schedule. **Instructor reserves the right to amend dates on syllabus and assignments as needed.**

ASSIGNMENTS and POINTS

- Attendance and in-class participation: 30pts
- Summative Language Analysis: 20pts
- Chapter Presentation: 15pts
- 2 Authentic Assessments: 10 pts. each x 2= 20pts
- Literature Review: 15pts

TOTAL= 100 PTS

***Attendance & Participation: (5 points per day x 6 = 30)**

Each student is expected to read assigned material, complete assigned tasks and participate in class discussions. Professionalism is to be maintained at all times. Ground rules, procedures and expectations will be upheld and reflected in your participation grade. Participation includes initiating discussion and being engaged. During class sessions, laptops are only to be used for purposes directly relating to the specific class session (e.g., taking notes). Activities such as browsing the Internet and checking email are unprofessional, and will result in a loss of points. 6
EXIT TICKETS

***Summative Language Analysis: (20 pts.)**

Create a Likert Scale, then rate yourself on your knowledge of Assessments with ELs: 1) Formal assmts (standardized ELPA, W-Munoz); 2) Informal written (rubrics, self-assmts, dynamic, performance, rating scales, analytic, holistic, checklist); 3) Oral language: EXPRESS, Observation; 4) Reading/Content ELA, science etc. assmts.

You will score yourself at end of course and analyze.

Include in your Analysis: **Compare and contrast** pre and post responses (Although, while I scored ____ on the pre, I scored __ on the post. The pre was different than the post because I scored ____ . **Describe your growth**, which includes new knowledge (e.g., cultural bias, validity, reliability, advantages, disadvantages of each assessment).

RUBRIC

Content	Pts. Possible	Pts. earned/comments
Baseline responses to 4 categories in pre-test	5	
Score 4 categories as post- test	5	
Graph results	5	
Analysis of quantitative and qualitative data	5	
TOTAL	20	

***Chapter Presentation: (15 pts.) RUBRIC:**

Content	Pts. possible	Pts. earned/comments
State objectives	2	
Connect new content to students' background knowledge (scaffold)	4	
Creativity (technology, interaction, graphic or)	4	
Authentic assessment (connected to objectives)	5	
TOTAL	15	

***TWO Authentic Assessments (10 x 2= 20 pts.)** Create *one* RUBRIC and ONE alternative (self-assessment, for content area

RUBRIC

Content	Pts. Possible	Awarded/comments	*Current Literature Review Research on Assessment
Assessment tool description: Are expectations/levels clear? How will you provide feedback to students? Will students help create the rubric? Is there a self-assessment?	4		
What did you learn? Will you modify these tools? How does this compare with other assessments you have used in the past?	4		
Spelling and grammar are correct 1 Reference	2		
TOTAL	10		

***Current Literature Review Research on Assessment of ELs in content area of choice (15pts):**

Locate one **professional** (Peer reviewed) journal, article, or text that reflect current research (within the last 5 years, 2009-2014).

Possible [resources](#):

- <http://www.tolerance.org/magazine/archives>
- <http://www.ncela.gwu.edu/>
- <http://ondiversity.com/>
- <http://www.cal.org/about/calnews/051110.html>
- <http://newsletter.tolerance.org/cgi-bin4/DM/y/mBZcW0SQBIs0Ekk0HjTA0FM>

RESEARCH RUBRIC

Content	Pts. Poss	Pts. earned/comments
Introduction Why did you choose this resource? How is this relevant to you?	3	
Summary Academically written (Do NOT copy an abstract): concise summary of findings	3	
Analysis Implications for you as a teacher: How does this inform your practice? Implications for students/parents	4	
Self-reflection A personal reflection. What questions does it bring up? Have your ideas on	3	

assessment changed? What goals might you now have? Will you share with colleagues? Why/why not?		
Spelling and grammar are correct 3 pages; Correct APA	2	
TOTAL	15	

On-line sign-ups

Sign up for current information regarding teaching English. All are valuable sources for current strategies and information.

- The TEFL Insider @ <http://www.bridgetefl.com/tefl-blog/> (Check out the Teaching & Lesson Planning links)
- ACTFL Briefs @ <http://www.smartbrief.com/actfl/>
- ODE ELP21 <http://www.ode.state.or.us/search/page/?id=4148>

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ED 521: ESOL Practicum and Portfolio

Southern Oregon University School of Education

Location and Class time; on-line

Requirements of the ESOL or ESOL/BIL Practicum/Portfolio

1. Agreements for each school district providing field sites.
 - a) The School of Education is continuously establishing written agreements with each school district that provides field sites.
 - b) The cooperating teacher agrees to assist the School of Education in the evaluation of work samples and the success of candidates.
2. The practicum is at least 90 hours in duration.
 - a) The candidate assumes the responsibilities of instruction in an ELD or an ESOL/Bilingual program with hours sufficient to support a work sample; and
 - b) The remaining time may be met either through related full-time or the equivalent part-time experience. The assignment of responsibilities may be incremental in keeping with the objectives of the experience.
 - c) Frequency of observations and conferences:
 - i. - If needed the School of Education's supervisor meets with the candidate and the cooperating teacher in a joint conference to discuss observations and the worksample.
 - ii. - The School of Education's supervisor makes several visits during the practicum assignment with at least one formal observation.
 - iii. - The cooperating teacher is expected to document a minimum of one formal observation and can document several if desired or needed.
3. Each candidate assembles, analyzes, and implements a worksample to illustrate his/her ability to foster student learning. The sample includes:
 - 1) Goals for the unit of study, which is generally two weeks in length (10 lesson minimum), that vary in kind and complexity, and include concept attainment, and the application of knowledge and skills;
 - 2) Instructional plans to accomplish the learning goals of the group(s) of students;
 - 3) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction
 - 4) Interpretation and explanation of the learning gains, or lack there of.
4. The School of Education's supervisor and the cooperating teacher jointly determine that the candidate has demonstrated in the practicum the skills and standards specified by the ESOL/Bilingual Endorsement program.
5. Participants in the ESOL/Bilingual Endorsement Program document their understanding and competency through the development of a professional portfolio. Includes information on

professional portfolios and format options for documenting the required standards. Establishes standards for quality. The instructor works individually with students to facilitate the development of a thorough accumulation and presentation of evidence regarding each of the competencies.

Objectives

The objectives of the ESOL/bilingual education portfolio are at least fourfold. First, the portfolio is a means of demonstrating ones understanding of and ability to apply the program competencies. Secondly, the portfolio serves as synthesis for the endorsement program. Graduate programs typically have a comprehensive exam and/or a thesis paper that require program participants to reflect upon and integrated the range of topics they have encountered in their course work and experiences. A portfolio is another such synthesis device. Thirdly, a portfolio can serve as a tool for gaining employment and promotion. It is a tangible record of your professional development, knowledge of current theories, and classroom application of those theories. Finally, a well designed, comprehensive portfolio can serve as a teaching resource and a foundation for further professional growth.

Focus

The focus of your portfolio is the ELL standards that cover six areas (language foundations, cultural foundations, pedagogy, assessment, professional leadership, and technology) and the artifacts you use to demonstrate that you have met those standards. While most of these artifacts will come from the courses you have completed toward the ESOL/bilingual education endorsement, they need not be in total. They may be certificates of participation from conferences attended, standardized tests used by you in assessing students' language proficiency, or a lesson plan from your class. A variety of items may be used as artifacts to demonstrate that you have met the standards. You are not required to have an artifact for each competency. For a given area, an artifact will typically meet two or more standards. There is a requirement, however, that you have at least two artifacts for each standard area for a minimum of twelve artifacts.

Weaving the standards and the artifacts together are narratives and reflections. Narratives introduce, and describe each artifact and which standard it addresses. Your reflections explain how the artifact meets the standards.

ESOL/Bilingual Endorsement Standards and Competencies

1. Language Foundations
 1. Knowledge of first and second language development in children and young adults and its relationship to thinking, learning, and one's own cultural uniqueness
 2. Understanding of first and second language acquisition factors in relation to literacy development.
 3. Knowledge of major theories of first and second language acquisition

4. Knowledge of applied linguistics and of the structure and functions of spoken and written languages
2. Cultural Foundations
 1. Knowledge of local, state, and federal laws pertaining to educating students with limited English proficiency
 2. Knowledge of historical foundations of bilingual education
 3. Understanding and appreciation of the meaning and nature of culture that transcends simplistic stereotypical portrayals
 4. Knowledge of cultural diversity and the impact of diversity on learning and communication styles
 5. Ability to involve parents and the community in educating students with limited English proficiency and to create linkages that enhance educational experiences for LEP students
 6. Knowledge of human development as mediated by language, culture, beliefs, and values
3. Pedagogy
 1. Knowledge of and skills in using a variety of methods for teaching first and second languages, such as whole language, project approaches, inquiry/discovery techniques, individualized instruction, cooperative learning, cross-age grouping, and sheltered classrooms
 2. Knowledge of curriculum materials for teaching conversation, composition, literature, and culture of the second language, and for teaching content of other academic disciplines in the second language
 3. Knowledge of developmental levels of children and adolescents and how these influence approaches to teaching and learning
 4. Ability to use technology to enhance instruction of limited English speakers and to expand students' knowledge and skills in content areas
 5. Understanding of the basic tenants of a standards-based model and how to implement it
 6. Knowledge of learning styles and strategies
 7. Ability to create a caring, inclusive, safe and linguistically and culturally rich learning community
4. Assessment
 1. Knowledge of and skills in using a variety of assessment measures including proficiency oriented tools appropriate for assessing students' oral proficiency and literacy development in first and second language with awareness of assessments of students with special needs including gifted and talented students
 2. Knowledge of effective ways to assess academic content and student growth in a student's first language
 3. Ability to interpret assessment outcomes and communicate these to parents and colleagues
5. Professional Leadership
 1. Ability to advance the goals of the education reform movement, specifically in the areas of multiculturalism (the diversity of a pluralistic society should be reflected in all structures of educational institutions)

2. Ability to contribute to the growth and development of one's colleagues and the broader learning community.
6. Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity. Candidates:
 1. Demonstrate knowledge of current technologies and their application in ESOL;
 2. Design, develop, and implement student learning activities that integrate information technology; and
 3. Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120-342.143, 342.153, 342.165 & 342.223-342.232

Hist.: TSPC 9-2005, f. & cert. ef. 11-15-05; Renumbered from 584-065-0100 by TSPC 5-2013, f. & cert. ef. 11-14-13.

Other

In addition to the artifacts and accompanying narratives and reflections, your portfolio will include an autobiography, resume, and other documents that are personally and professionally reflective of you.

SOU Cares: SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct: Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited". Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting: Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact any of SOU's confidential advisors (<http://www.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources: To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

Scoring Rubric for Portfolios
ESOL/Bilingual Endorsement Program

Name: _____

Date: _____

Assessment: ☐ Formative
 ☐ Summative

Assessor: ☐ Self
 ☐ Professor

CRITERIA	PERFORMANCE LEVELS (ANCHORS)			
	GOOD grade C to C+	VERY GOOD grade B- to B	EXCELLENT grade B+ to A-	EXCEPTIONAL grade A
RELEVANCE How well does the portfolio reflect each of the 5 competencies	The portfolio is related in a limited way to the competencies.	The portfolio is linked to the competencies.	The portfolio is clearly linked to the competencies.	The portfolio reflects exemplary high relevance to the competencies.
SCOPE How well does the portfolio address all competencies	The portfolio partially demonstrates teacher competency across the 5 areas.	The portfolio demonstrates competency across the 5 areas.	The portfolio fully demonstrates teacher competency across the 5 areas.	The portfolio incorporates treatment of elements beyond the scope of the class and recommended references.
ACCURACY How are concepts, terms, principles, and conventions treated throughout the portfolio?	Concepts, terms, principles, and conventions are more or less used correctly throughout the portfolio.	The portfolio is precise in the use of current concepts, terms and principles but relevant conventions not always followed.	The portfolio reflects correct and clear use of terms, concepts, principles, and conventions.	The portfolio demonstrates clear, correct, precise, and concise use of terms, concepts, principles and conventions.
COHERENCE How well are the	Artifacts, narratives and reflections are presented in a	Artifacts, narratives and reflections are cohesive and organized	Artifacts, narratives and reflections demonstrate	Artifacts, narratives and reflections are highly organized and

artifacts, narratives, and reflections presented within and across the competencies	somewhat cohesive fashion with some organization.	for all the competencies.	organization and cohesiveness within and across all the competencies.	demonstrate integral cohesiveness within and across all the competencies.
DEPTH How well do the artifacts, narratives, and reflections demonstrate analysis and relevancy across and within the competency areas?	Artifacts, narratives and reflections demonstrate personal analysis within several of the competency areas.	Artifacts, narratives and reflections demonstrate personal application with some degree of analysis in each competency area.	Artifacts, narratives and reflections clearly demonstrate a strong level of analysis for each competency area.	Artifacts, narratives and reflections indicate a high level of analysis across and within each competency area.

2016-17 Catalog Change Summary – Graduate Level

EDUCATION

New Courses

MAT 520 Reflective Professional Practice, 1 credit (repeatable to 4 credits)

Engages students in ongoing personal and professional reflection and learning. Students learn to use evidence to continually evaluate their self-development and classroom practice with a particular emphasis upon identifying the effects of their choices and actions upon learners, families, other professionals and the community. Restricted to students in the MAT program.

MAT 521 Research Foundations in Education, 4 credits

Examines literature and research from diverse social science disciplines to present American public education in its historical and social contexts. Particular emphasis is placed upon the multicultural history, social and political changes of public education in the United States and the implications of the increasing diversity of students and society. Focuses on identifying relevant research questions and problems of practice, including literature reviews, data collection, data analysis, ethics and the appropriate use of information technology. This course also assists students' identity development as teacher-researchers through the use of action research to assess teaching effectiveness in relation to student learning outcomes. Students must be admitted to the MAT program.

MAT 522 Learning Differences, 4 credits

Examines how an understanding of individual differences and diverse cultures can be used to promote inclusive learning environments that enable each learner to develop self-awareness and demonstrate care for self and others. Explores how learners grow and develop across linguistic, cultural and developmental differences and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for individuals with diverse learning styles and backgrounds. Restricted to students in the MAT program.

MAT 523 Curriculum Design, 4 credits [*replaces ED 557*]

Explores curricular decision-making, organization and planning for diverse classrooms using the Understanding by Design model. Students investigate how to support all learners in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, technological tools, and knowledge of learners and community contexts. Particular emphasis is placed upon outcome-based curriculum, differentiation, interdisciplinary curriculum design, short and long range planning; and an understanding of the Common Core Standards, Oregon State Standards and 21st Century Skills.

MAT 524A Literacy and Language Acquisition and Development for Multiple Subjects Endorsement, 4 credits [*replaces ED 563*]

Examines the relationship among linguistics, language acquisition and literacy development. Explores theories of first and second language acquisition and presents language and literacy as interactive processes involving reading, writing, thinking, speaking and active listening. Examines current theories, strategies, and pedagogy with an emphasis on early childhood groups and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences using multiple methodologies to meet the needs of twenty-first century learners.

MAT 524B Literacy and Language Acquisition and Development for Single Subject Endorsement, 4 credits [*replaces ED 563*]

Examines the relationships among linguistics, language acquisition and literacy development. It provides a conceptual foundation for valuing the unique communicative processes of culturally and linguistically diverse students bring to the general education classroom and emphasizes multicultural education perspectives in promoting literacy development including the selection and use of activities and materials. Prepares student to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for both native and second language learners.

MAT 525 Responsive Learning Environments, 4 credits [*replaces ED 566*]

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. Explores how learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences.

MAT 526 Assessment for Learning, 4 credits [*replaces ED 557*]

Explores various forms, uses, and approaches to educational assessment. Students will examine current assessment tools and methods, design culturally relevant and developmentally appropriate assessments, and learn how to evaluate and use assessment data. Students will make meaningful connections to the purpose and use of assessment in order to support and engage learners in their own growth, monitor learner progresses, and guide the teacher's and learners' decision making.

MAT 527A Integrated Methods: STEM for Multiple Subjects Endorsement, 4 credits [*replaces ED 558*]

Familiarizes students with the instructional techniques, curricular designs, and materials associated with successful teaching of multiple subjects with a specific focus upon academic language development in STEM (Science, Technology, Engineering, and Mathematics). Emphasizes effective strategies for standards-based education, culturally responsive pedagogy,

and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 527B Integrated Methods for Single Subject Endorsement, 4 credits *[replaces ED 558]*
Familiarizes students with the instructional strategies and materials, curricular designs and academic language associated with successful teaching of academic subject matter in the middle grades. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 528A Integrated Methods: Social Science and the Arts for Multiple Subjects Endorsement, 4 credits *[replaces ED 558]*
Familiarizes students with the instructional strategies and materials, curricular designs, and academic language associated with successful teaching of multiple subjects with a focus on social sciences and the arts. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 528B Special Methods for Single Subject Endorsement, 4 credits *[replaces ED 558]*
Familiarizes students with the instructional strategies and materials, curricular designs, and academic language associated with successful teaching of single subjects at the high school level. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 529 Cognition, Creativity and Critical Thinking, 4 credits *[replaces ED 562 and ED 534]*
Explores how students learn and develop cognitively and prepares teachers to design and implement developmentally appropriate, culturally responsive and challenging learning experiences. Examines how to connect concepts, use digital tools and resources, and employ differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

MAT 530 Responsive Instructional Strategies, 4 credits *[replaces ED 571]*
Explores how to select and employ a variety of instructional strategies to help all learners develop a deep understanding of academic content matter, build connections between subjects, and apply knowledge in meaningful and authentic ways. Explores the teacher's role in meeting the needs of exceptional learners within the general education classroom, explores the forms and functions of academic language, and examines the principles of universal design.

MAT 531 Professional Leadership & Collaboration, 4 credits *[replaces ED 567]*

Examines current issues affecting public school teachers including curriculum, instruction, assessment, technology, time, the learning environment, school-community relations, governance and teacher leadership. Students explore how beginning teachers can exercise appropriate leadership and take responsibility for student learning, collaborating with learners, families, colleagues, other school professionals, and community members to promote learner growth and advance the profession.

MAT 540 September Experience, 3 credits [*replaces ED 511*]

Enables students to observe and assist in preparing for the beginning of the school year with a particular emphasis upon observing and reflecting upon how public school teachers establish expectations and norms that affect the entire school year. May not be repeated for additional credit.

MAT 541 Practicum, 3 credits [*replaces ED 516*]

Offers a supervised field-experience in a public school as preparation for half-day student teaching. Students engage in systematic observation and gradually participate in delivery of instruction. May not be repeated for additional credit.

MAT 542 Half-day Student Teaching, 6 credits [*replaces ED 517*]

The course provides a supervised half-day student teaching experience in a public school as preparation for full-day student teaching. Students engage in systematic observation and gradually assume teaching responsibilities. May not be repeated for additional credit.

MAT 543 Full-day Student Teaching, 12 credits [*replaces ED 518*]

The course offers final supervised student teaching experience in a public school. Students assume the full-day classroom teacher's role and responsibilities. May not be repeated for additional credit.

Modified Courses

ED 500	Professional Development – modify description; repeatable.
ED 521	Field-Based Practicum: ESOL/Bilingual – rename Practicum/Portfolio; increase to 4 credits. Modify description.
ED 543	Foundations in Second Language Education – rename Foundations of Dual Language Education Policies and Family/Community Involvement; increase to 4 credits. Modify description.
ED 544	Strategies and Materials: Second-Language Learner – rename English Language Development: Curriculum and Pedagogy; increase to 4 credits; minor description changes.
ED 545	First- and Second-Language Acquisition and Development – rename 1 st and 2 nd Language Acquisition and Cultural Impacts; increase to 4 credits. Modify description.
ED 546	Assessment and Evaluation of Second-Language Learners – rename Assessment/Evaluation of English Language Learners; increase to 4 credits; minor changes to description.

Changes to Major

Master of Arts in Teaching (MAT)

- Update text to reflect TSPC-mandated changes.
- MAT Instructional Courses
 - Credits change from 41-45 credits to 44 credits.
 - Replace all current ED-prefix courses with the following MAT courses: MAT 521, 522, 523, 524A/B, 525, 526, 527A/B, 528A/B, 529, 530, and 531.
- MAT Field Experience
 - Replace all current ED-prefix courses with the following MAT courses: MAT 520, 540, 541, 542, 543.

Education (MEd) and Continuing License Program, MA or MS

- Change name to Education (MEd), MA or MS.
- Requirements for Admission to the MED Programs:
 - In #4, i: eliminate this section (pertains to TOEFL exam score)
 - In #4, j: eliminate this section (pertains to IELTS exam score)
- Exit Exam Program Completion requirements for the Master's in Education Degree: remove words "Exit Exam" from heading.
 - Remove the two paragraphs currently in this section, and replace with "Candidates for the Master in Education must register for ED 503 Thesis/Project to complete a thesis or project during the last year of their program following Southern Oregon University's "Guidelines and Style Manual for Theses and Projects. "
- Continuing Teaching License Program – remove this section from the catalog.
- Master of Arts or Science in Education/Standard Licensure Program: Professional Non-licensure track – remove "/Standard Licensure Program" from heading.
 - Add new paragraph about the MED Professional Track, to replace current sentence.

English for Speakers of Other Languages (ESOL)/Bilingual Endorsement Program

- Requirements total 20 credits
- Courses include ED 521, 543, 544, 545, 546; students must pass the NES ESOL exam with a passing score of 228; to add the Bilingual portion of the endorsement candidates must have a score at the Advanced level of the ACTFL OPI.

Read Oregon Reading endorsement Program

- Update consortium from five to three universities (EOU, PSU, SOU).

ENVIRONMENTAL STUDIES

New Courses

ES 580 Fire Ecology, 4 credits *[created from ES 480]*

Studies the effects of fire (both natural and anthropogenic) on ecological, social, and economic systems. Examines the effects of human intervention in natural fire cycles and the use of fire as a tool in conservation and resource management. Focuses primarily on forested ecosystems of the Pacific Northwest, but includes a global overview of fire and current research into probable effects of global climate change on fire regimes. Prerequisite: ES 102 and BI 340.

MUSIC

New Courses

MUS 574 Lab Ensemble, 1 credits (CIP 50.0912)

Refine teaching skills while gaining additional performance experience on a non-primary instrument. Students will have a teaching experience through practical applications while receiving immediate feedback. The apprentice teacher will focus on effective delivery of information, diagnostic skills to solve problems, classroom management, time management and proper repertoire and methods appropriate for the grade levels and medium. The class is open choral and instrumental music education students. Repeatable up to 6 credits. Prerequisite: graduate standing.

Modified Courses

MUS 504 Comprehensive Exam Preparation – rename Comprehensive Exam, change to 0 credits.

MUS 550 Research and Chamber Recital – reduce to 1 credit.

MUS 551 Research and Solo Recital – reduce to 1 credit.

Changes to Major

Master of Music: Performance

- Admission to program:
 - Entrance Auditions: increase number of audition works from two to three. Percussion students must prepare solos on snare drum, timpani, and mallet keyboard at minimum. Pianists must perform all selections from memory.
 - A repertoire list of significant solo and ensemble works is required.
 - A résumé is required.
- Requirements:
 - 9 credits per term is considered full-time graduate enrollment. Students receiving financial aid/scholarship are required to enroll in 9 credits per term.
 - MUS 510 no longer required, but it is an alternative to MUS 560.
 - Applied Lessons: 6 terms at 4 credits each
 - Ensembles: 6 credits
 - Add MUS 501, 585, 586, 587, 588 to course choices.
 - Recitals/Comprehensive Exams (4 credits)
 - MUS 550 and 551 change from 3 credits each to 1 credit each
 - MUS 504 changes from 2 credits to 0 credits
 - Program Electives

- Add 2 credits from any MUP or MUS 500-level courses

PHYSICS

Deleted Courses

PH 501	Research
PH 503	Thesis
PH 505	Reading and Conference
PH 507	Seminar
PH 508	Workshop
PH 509	Practicum
PH 511	Physics Laboratory and Instruction Practices
PH 516	Quantum Physics I
PH 524	Analytical Mechanics I
PH 525	Analytical Mechanics II
PH 531	Electricity and Magnetism
PH 532	Electricity and Magnetism
PH 534	Advanced Physics Laboratory (Various Topics)
PH 551	Topics in Atmospheric Physics
PH 561	Solid State Physics
PH 571	Advanced Topics in Mathematical Physics

POLITICAL SCIENCE

Modified Courses

PS 569	Topics in Political Theory – rename Topics in Political Philosophy.
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Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Submit with proposed syllabus clearly delineating graduate/undergraduate expectations

Department Music Chair Purslow

Course # 474/574 Course Title Lab Ensemble

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

Learning outcomes of the course for graduate students:

- Refine their band, orchestral, and choral rehearsal techniques
- Gain increased mastery on a secondary instrument
- Learn how to quickly diagnose problems with the ensemble and offer immediate suggestions for ensemble performance improvement and correction
- Learn intermediate levels of classroom management
- Explore selection of appropriate methods books and repertoire based on the skills of the ensemble

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☐ Additional class or seminar session(s) required. Describe:

☒ Additional readings required. Describe:

Texts will be required and based on student's area of emphasis. Band and orchestral students may be assigned the Rehearsal Handbook for Band and Orchestra Students by Robert Garofalo (or an equivalent) and voice students may be assigned Choral Rehearsal Skills and Techniques by Sandra Willetts (or an equivalent). Readings will be substantive and graduate students will be expected to demonstrate higher levels of rehearsal techniques.

☒ Additional written assignments required. Describe:

Graduate students will be expected to cite best practices in rehearsal techniques in support of their weekly lesson plans based on the assigned reading material. While all UG and GR students will be required to submit lesson plans, the GR lesson plans will be more reflective and grounded in the literature, including required texts specific to GR students.

☐ Other activities/requirements. Describe: Please note that rehearsal skill levels for undergraduate students vastly differs from the expected skill levels of graduate students.

Ability to successfully lead rehearsals is not measured through additional readings, exams, or written assignments. Rather, graduate students will be expected to demonstrate better diagnostic skills to solve rehearsal problems, have higher levels of classroom management, and be able to select appropriate repertoire and methods materials with little or no guidance from the professor. The course is experiential and learning is measured on the student's performance while directing the ensemble.

MUS 474/574 Lab Ensemble

Course Description: Refine teaching skills while gaining additional performance experience on a non-primary instrument. Students will have a teaching experience through practical applications while receiving immediate feedback. The apprentice teacher will focus on effective delivery of information, diagnostic skills to solve problems, classroom management, time management and proper repertoire and methods appropriate for the grade levels and medium. The class is open choral and instrumental music education students.

Learning Objectives of the Course: Students will:

- Refine their band, orchestral, and choral rehearsal techniques
- Gain increased mastery on a secondary instrument
- Learn how to quickly diagnose problems with the ensemble and offer immediate suggestions for ensemble performance improvement and correction
- Learn basic classroom management
- Explore selection of appropriate methods books and repertoire based on the skills of the ensemble

Required Texts:

Undergraduate Students: None. Text equivalent materials will come from the SOU Music Library.

Graduate Students: Texts will be required and based on student's area of emphasis. Band and orchestral students may be assigned the Rehearsal Handbook for Band and Orchestra Students by Robert Garofalo (or an equivalent) and voice students may be assigned Choral Rehearsal Skills and Techniques by Sandra Willetts (or an equivalent). Readings will be substantive and graduate students will be expected to demonstrate higher levels of rehearsal techniques.

Course Format: Students select materials to teach a week in advance. Each student will have 10-15 minutes per class to delivery instruction followed by verbal feedback and class observations. Students will submit a lesson plan prior to their instruction opportunity each week.

Graduate students will be expected to cite best practices in rehearsal techniques in support of their weekly lesson plans based on the assigned reading material.

Other: Weekly Topics

- | | |
|------------|---|
| Week 1-2 | warm up materials appropriate for young band and young choir.
Using method books, building the basics. |
| Week 3– 4 | introduction to technique and skill development using appropriate methods. |
| Week 5 – 9 | guided instruction of simple songs and instrumental works. |
| Week 10 | performance on Convocation 12:30 Music Recital hall |

Program

Music

ESOL

MAT

MBA

Comm

OAL

EnvEd

SPED

ES

English

HPEL

Mental Health

Proposals for 2016-2017 Catalog	GC Discussed
1. Master of Music Performance - changes to the catalog	4-Nov-15
2. New Course Proposal - MUS 474/574: Lab Ensemble	4-Nov-15
 1. Modification of ESOL/BIL	4-Nov-15
a. Reduced number of required credits from 24 to 20	4-Nov-15
b. Combined specific courses into one course (see Modification of Courses below)	4-Nov-15
c. Removed ED 549 ESOL/BIL Portfolio (3) from requirement	4-Nov-15
 2. Modification of courses	
a. Combine ED 521 and 549 into ED 521	4-Nov-15
b. Combine ED 543 and 548 into ED 543	4-Nov-15
c. Combine ED 545 and 547 into ED 545	4-Nov-15
d. Change credits for ED 544 from 3 to 4	4-Nov-15
e. Change credits for ED 546 from 3 to 4	4-Nov-15
 1. Change of credits from 3 to 4 for most MAT courses.	18-Nov-15
2. Replacing ED courses with MAT prefixes	18-Nov-15
3. Catalog changes	18-Nov-15
4. New Course Proposals	18-Nov-15
 1. New Program Proposal – Concentration Areas	18-Nov-15
2. New Program Proposal – MBA for the Arts Concentration	18-Nov-15
3. New Course Proposal - BA 410/510 (Event Meeting / Convention Management)	18-Nov-15
4. New Course Proposal - OCA 507	18-Nov-15
 1. New Course Proposal – Comm 460E/560E	2-Dec-15
 1. New Course Proposal – OAL 433/533	2-Dec-15
2. New Course Proposal – OAL 435/535	2-Dec-15
3. New Course Proposal – OAL 452/552	2-Dec-15
4. New Course Proposal – OAL 483/583	2-Dec-15
 1. Proposed changes in the Env. Ed Master's Program	
2. New Course Proposal - EE 529:Env Ed Program Administration	

1. Remove all labs: SPED 514L, 521L, 522 L, 523L, 524L, 525L, 526L, 529L, 529L
2. Remove SPED 528 Characteristics of Exceptionalities
3. Increase from 3 credits to 4 credits: SPED 514, 519, 520, 521, 522, 523, 524, 525, 526, 529
4. Make SPED 513A Seminar in Professional Studies repeatable, total of 2 credits required
5. Reduce from 3 credits to 1 credit: SPED 512 Orientation to Professional Studies
6. Remove SPED 509A and 509B
7. Replace SPED 511 with SPED 511A (4 credits) and SPED 511B (4 credits)
8. Replace SPED 540 with SPED 540A (3 credits) and 540B (6 credits)
9. Replace SPED 550 with SPED 550A (4 credits) and 550B (7 credits)
10. Replace SPED 519 with SPED 519A (4 credits) and SPED 519B (3 credits)
11. New course proposal: SPED 541 Transition Planning for Students with Special Needs, 3 credits
12. Reduce electives for Added Endorsement+Master Degree program from 6 to 3 credits
13. Add sections for ASD Specialist Program Courses and ABA-ASD Program Courses
14. Remove sections on Standard License and Standard Endorsement and Existing Master's Degrees Requiring Special Education Courses

1. Offer split level course - ES 542:Valuation of Ecosystem Goods and Services
2. Offer split level course - ES 580: Fire Ecology
3. Offer split level course - ES 523: Sustainability and Natural Resources
4. Offer split level course - ES 535:Water Resources
5. Offer split level course - ES 520:Environmental Sociology

1. Catalog edits/changes
3. Change prefix from WR to ENG for 514,515,555,572,580,593
4. Delete WR 499,503,505,507,509,599

1. Offer split level course - OAL 583:Avalanche I
2. Offer split level course - OAL 550:Adventure Programming Leadership
3. Offer split level course - OAL 552 Minimal Impact Adventuring
3. Offer split level course - OAL 535:Adventure Writing and Photography
3. Offer split level course - OAL 533:Outdoor Adventure Literature

1. Catalog edits/changes
2. Change name of program to Master in **Clinical** Mental Health Counseling (**CMCH**)
3. Edit to description of COUN 583

4. Change course description of and prerequisite to COUN 573

GC Approved	Notes:
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4-Nov-15

4-Nov-15

18-Nov-15

18-Nov-15

18-Nov-15

18-Nov-15

18-Nov-15

18-Nov-15

18-Nov-15

18-Nov-15

18-Nov-15

2-Dec-15

Portions of MAT proposed changes affect Stewart Janes' program.
The two departments to meet prior to Dec 2 meeting to iron out issues

2-Dec-15

2-Dec-15

2-Dec-15

2-Dec-15

2-Dec-15

Joan McBee to submit additional clarification on the description of the course.

2-Dec-15

2-Dec-15

2-Dec-15

2-Dec-15

2-Dec-15

2-Dec-15

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** MAT 520
2. **Course title:** Reflective Professional Practice
3. **Abbreviated title for class schedule** (30 characters or less): Reflective Prof. Practice
4. **Credit hours:** 1
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. **Catalog description:**

Engages students in ongoing personal and professional reflection and learning. Students learn to use evidence to continually evaluate their self-development and classroom practice with a particular emphasis upon identifying the effects of their choices and actions upon learners, families, other professionals and the community.

6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions: Please indicate any class or major restrictions:** Acceptance into the Master of Arts in Teaching Program

9. **Is course repeatable? Yes** If Yes, list maximum credits: 4

10. **Labs requirements: If course includes a lab: # of hours lecture:** ; # of hours lab:

11. **Fees: List any course fees:**

12. **Grade Mode: Graded only: X** Pass/No Pass only: **Option:**

13. **CIP Code: Six-digit CIP code** (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s)

B. Honors?

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

Rationale: What is the overall strategic rationale for offering this course? This course serves as an on-going programmatic course to support the new direction for the School of Education's (SoE) teacher education program includes the intentional redesign and alignment of the recently adopted national InTASC (Interstate Teacher Assessment and Support Consortium) standards and the possible shift by TSPC to a K-12 license in the current Master of Arts in Teaching (MAT). All students completing the MAT Teacher Program will obtain:

- A Master's of Education in Teaching
- An Oregon preliminary teaching license

A. Alignment:

1. How does this course align with the unit's mission plan? See above
2. How does the course fit into the rest of the unit's curriculum? See above

B. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 75; Year 2 75; Year 3 75

C. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? SOE Faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. None
- c. If additional faculty members are needed, how will that need be met?
None

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. NA

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
NA
- b. Are any other resources needed to support this course? NA
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed) See Below

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

John King

9/8/15

Signature of Division Director

Date

4/30/14

**Southern Oregon University
School of Education MAT Program**

MAT 520 Reflective Professional Practice

*“The only learning that significantly influences behavior is self-discovered, self-appropriated learning.”
-Carl Rogers*

Course Description (1 credit)

The course engages in ongoing professional reflection and learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Relation to the MAT Conceptual framework and Program Goals:

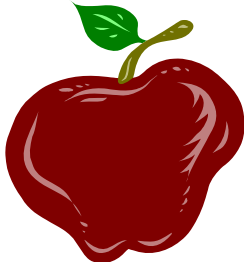
The MAT program offers a coordinated series of learning experiences, built upon a conceptual framework grounded in social constructivism and organized around themes of reflection, decision-making, facilitation, continuous learning, research, leadership and collaboration. The program has a strong connection with public schools and emphasizes the importance of providing pre-service teachers with multiple opportunities for observation, interaction, reflection, facilitation, instruction, collaboration and leadership in a P-12 learning community.

Special Note:

If you are in need of academic support because of a documented disability (whether it be psychiatric, learning, mobility, health-related, or sensory), you may be eligible for academic accommodations through disability services for students. Contact the Director of DSS at 552-6213 or schedule an appointment in person at the SOU Academic Support Programs, Stevenson Union, Lower Level.

International New Teacher Assessment and Support Consortium (InTASC)

Students will demonstrate through personal behavior and theoretical understanding the following InTASC Standards:



- ❑ Standard 1 – Content Pedagogy (Dispositions 1.20, 1.21, 1.22, 1.23, 1.24)
- ❑ Standard 2 – Student Development (Dispositions 2.20, 2.21, 2.22)
- ❑ Standard 3 – Diverse Learners (Dispositions 3.20, 3.21, 3.22, 3.23, 3.24, 3.25)
- ❑ Standard 4 – Multiple Instructional Strategies (Dispositions 4.20, 4.21, 4.22)
- ❑ Standard 5 – Motivation and Management (Dispositions 5.20, 5.21, 5.22, 5.23, 5.24, 5.25)
- ❑ Standard 6 – Communication and Technology (Dispositions 6.21, 6.22, 6.23, 6.24)

Course Text, Materials and Readings

Rath, T. & Conchie, B., (2009). *Strengths-based Leadership: Great Leaders, Teams, and Why People Follow*. New York, NY: Gallup Press.

Course Outcomes: MAT students will

- Analyze, discuss and define their changing teacher identity.
- Read and synthesize articles, and research surrounding current local, state, national and international issues in teaching and learning.
- Clarify values and beliefs relating to what is most important to include in teacher education programs.
- Apply relationships and applications of MAT coursework, projects, workshops and discussions to the teaching profession.
- Align coursework and field experience artifacts to requirements of SOU and TSPC (InTASC Standards) and reflect in writing (and in class discussions) how those artifacts provide evidence of their growth as a teacher.
- Continually revise their Philosophy of Education based on thoughtful reflection and application of coursework and field experiences.
- Define and demonstrate their leadership role as a teaching professional relative to MAT programmatic elements and events.
- Plan aspects of their future professional development.
- Suggest immediate areas for personal growth and set achievable goals for the next year which could include the selection of summer 2013 coursework.

Grading & Evaluation

Assignments	Percentage of Grade
Attendance, Punctuality & Participation Collaborative Group Work Positive Attitude & Humor	30% (30 pts)
Interactive Reflection Journal (on Moodle) and Reading Notes (Format will be shared in class 11/10)	30 % (30 pts)
InTASC Standards Definitions 1-5	20% (20 pts)
Synthesis of <i>Strengths-based Leadership</i> and Self-Assessment (Completed during class 12/1)	20% (10 pts)

93-100	%	A	83-87	%	B
90-92	%	A-	80-82	%	B-
88-89	%	B+	79 % and below		Unsatisfactory, does not meet the graduate requirements to pass the course.

Course Requirements, Instructional Strategies, Attendance & Grading:

This course has been designed to actively **engage** students during the class sessions. Students will read assigned materials and participate fully in class discussions and activities. In addition, a positive, professional attitude combined with a dash of good humor is also required.

Students are required to attend all class sessions. Please notify the instructor prior to class if there is an emergency and you are unable to attend or will **arrive late**. Unexcused absences and late arrivals could result in a reduction in the final grade.

Student work expectations. Work should be turned in on time. All work is to be of a professional, graduate level quality. **Please type all assignments, double space and use a 12 point font.**

Overview of Course Assignments:

Interactive Reflection Journal and Reading Notes It is expected that your assignments and discussions reflect critical thought and the “Professional Dispositions” of the MAT program.

Professional Participation, Service and Leadership. Students will further define aspects of their professional ethic as they actively participate in programmatic functions of the MAT program. Additional information and expectations will be provided by course instructors.

Philosophy of Education (this assignment will be in progress over the entire year). Students will compile the information from prior life experiences, field experiences and the combined content knowledge from MAT course work to reflect on their previously designed Philosophy of Education.

The Philosophy of Education is based on personal beliefs and values. Suggested elements to include might be:

- **The purpose of education**
- **The role of the student in education**
- **The role of the teacher in education**
- **The role of the parent in education**
- **The role of the teacher in the community**
- **The role of teacher dispositions and proficiencies**

EdTPA Portfolio (in progress all year). Students will begin work on their EdTPA portfolio. A discussion and reflection on professional growth outlined by InTASC Standards as required by TSPC and the MAT program. Students will be intentional and transparent as they explore their identity as a teacher and their role in defining and sustaining quality education for all students.

Focus during Fall Term will be on **Defining InTASC Standards**

Focus during Winter Term will be on **Reflecting on the implementation of InTASC Standards**

Focus during Spring Term will be on **EdTPA final portfolio.**

Sample Schedule

(May be subject to change based on the learning needs of the class)

Date	Class	Assignments
Part 1	<ul style="list-style-type: none"> ○ Introductions ○ InTASC Standards ○ Understanding Individual Strengths ○ True Colors 	<p>1) Read Intro and Part 1 in <i>Strengths-based Leadership</i> and Take <i>StrengthsFinder 2.0</i> Assessment</p> <p>2) Read Parts 2 and 3 in <i>Strengths-based Leadership</i>.</p> <p>4) Moodle - Post Interactive Reflection Journal entry (500 – 750 words)</p> <p>5) Moodle – Read and respond to peers’ reflections (at least 5).</p> <p>Draft Definitions of InTASC 1-2 in your own words</p>
Part 2:	<ul style="list-style-type: none"> ○ <i>Strengths-based Leadership</i> ○ Defining Professional Teaching Standards ○ Peer Review InTASC Definitions ○ Reading Notes 	<p>1) Read pp 103-141 Keep Reading Notes</p> <p>2) Read pp 143-189 Keep Reading Notes</p> <p>3) Read pp 191-235 Keep Reading Notes</p> <p>Moodle - Post Interactive Reflection Journal entry (500 – 750 words) and respond to peers</p> <p>4) Draft Definitions of InTASC Standards 3-5 in your own words</p>
Part 3	<ul style="list-style-type: none"> ○ Synthesis of <i>Strengths-based leadership</i> and Self-Assessment ○ Peer Review of InTASC Definitions 	<p>1) Reading Notes</p> <p>2) InTASC Standards Definitions 1-5</p> <p>3) Moodle - Post Interactive Reflection Journal entry (500 – 750 words) and respond to peers.</p>

University Messages and Services

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or

emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541)552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

New Course Proposal

Submit completed form electronically

- 1. Course prefix and course number:** MAT 521
- 2. Course title:** Foundations of Educational Research
- 3. Abbreviated title for class schedule:** Foundations of Ed Research
- 4. Credit hours:** 4
- 5. Catalog description:**

Examines literature and research from diverse social science disciplines to present American public education in its historical and social contexts. Particular emphasis is placed upon the multicultural history, social and political changes of public education in the United States and the implications of the increasing diversity of students and society. Focuses on identifying relevant research questions and problems of practice, including literature reviews, data collection, data analysis, ethics and the appropriate use of information technology. This course also assists students' identity development as teacher-researchers through the use of action research to assess teaching effectiveness in relation to student learning outcomes.

- 6. Prerequisites:** None
- 7. Co-requisites:** None
- 8. Major/Class restrictions:** Admission to MAT program
- 9. Is course repeatable?** No
- 10. Labs requirements:** None
- 11. Fees:** None
- 12. Grade Mode: Graded only:** A-F
- 13. CIP Code: Six-digit CIP code** (check with your Division Director):
- 14. Special qualifications; Is course proposed for (yes/no):**
A. University Studies? NO

B. Honors? NO

15. Cross-listing: List any cross-listing: None

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? Public school teachers must be able to understand the foundational research literature and theorists in their professional field. They must also be able to be critical consumers of educational research. It is also vital that teachers have the knowledge and skills to conduct classroom-based research to improve their own practice, assess student needs, and increase student achievement.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

Teachers need to be able to base their curricular decisions on sound educational research in order to respond to persistent educational challenges, and to adapt to the increasing diversity of public school settings.

2. How does the course fit into the rest of the unit's curriculum?

This course replaces ED 519 which served a similar purpose. Graduate programs in Oregon generally require a research course. It also meets the following Interstate Teacher and assessment and Support Consortium (InTASC) Standards adopted by the State of Oregon:

#4 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making

#9 Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 80 ; Year 2 80 ; Year 3 80

D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? MAT faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This course replaces a previous required research course and thus will have no additional impact on the current teaching obligations of the unit's faculty members.
- c. If additional faculty members are needed, how will that need be met? n/a

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Current facilities/lab space are adequate

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

MAT 521-Foundations of Educational Research

Required Text:

Earlier Text: Mills, G. E. (2014). *Action research: A guide for the teacher researcher* (5th ed.). Boston: Pearson Education, Inc.

New Text: To be decided

Additional Text:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association.

Note: In addition, other journal articles will be used to supplement the texts and students will obtain research articles pertinent to their research topic.

Course Description:

The course examines literature and research from diverse social science disciplines to present American public education in its historical and social contexts. Particular emphasis is placed upon the multicultural history, social and political changes of public education in the United States and the implications of the increasing diversity of students and society. This course focuses on identifying relevant research questions and problems of practice, including literature reviews, data collection, data analysis, ethics and the appropriate use of information technology. This course also assists students' identity development as teacher-researchers through the use of action research to assess teaching effectiveness in relation to student learning outcomes.

Course Format:

Face-to-face and Hybrid

Course Objectives:

This course is designed to help you to:

1. Become a critical and informed consumer of education research
2. Gain a working knowledge of the foundational research literature and theorists in your professional field.
3. Articulate the role that teacher-led research can play in classroom assessment
4. Articulate a working knowledge of research methodology with an emphasis on Action Research
5. Identify important research ethics concerns
6. Effectively conduct, synthesize and write a literature review of an education research topic
7. Complete a research proposal and action plan for an action research project
8. Correctly use APA format and citation style in your writing at a graduate student level

INTASC Standards:

Standard #4 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

Requirements

1. Class Attendance/Participation (10 pts): This course has been designed to actively engage

students during the class sessions through presentations, discussions, and activities. Because it is necessary to be present in order to actively participate, regular and prompt attendance at all class sessions is expected and is critical for success. Students will read assigned materials prior to class and participate fully in class discussions and activities.

2. Article Reviews (20 pts): There will be four (4) journal articles to review. A worksheet with guided questions will be provided. The first two articles will be provided by the instructor, and the second two articles should connect with the topic selected by the student.

3. Interview transcription (10 pts): The in-class interview activity will be transcribed and analyzed. Based on your own data collection and analysis, what are your results?

4. Survey (10 pts): Develop an online survey using SOU's Qualtrics survey tool that connects with your research topic.

5. Literature Review and Action Plan Drafts (10 pts): Provide a cohesive summation of literature, using at least 7 sources- from academic journals, ideally from peer-reviewed literature, that informs your view of the topic, and which might provide a theoretical framework for your intervention and action plan. The literature review draft will ultimately be included in the Final Action Plan. For the Action Plan draft, summarize your plans, describe your context, and outline your methods to collect data (e.g. surveys, observations, students' work samples, etc.) in addressing your research questions (see Mills, 2014) **APA format required in final paper.**

6. Triangulation Matrix (5 pts): In the form of a triangulation matrix, identify research questions(s) that clearly and concisely represent your research interest in the classroom. Frame your research questions using the stems "How does..." and/or "What happens when...." Identify your data sources (e.g. teacher observations, student surveys, test scores, videotapes, student work, grades, etc.) and plans for collecting the data needed to answer your research questions.

7. Final Paper- The Action Plan (25 pts): The culminating paper will include the components of a potential action research study, and the literature review on the selected topic. **APA format required in final paper.**

8. Posttest (10 pts): TBA

9. Presentation: All students will give a presentation of their action plan (see Mills, 2014)

Assignment	%
Attendance	10

Article worksheets (4)	20
Interview	10
Survey	10
Triangulation Matrix	5
Action Plan/Lit Review Drafts	10
Posttest	10
Final Paper: Action Research Proposal	25

***Work handed in late will be accepted with a slight point deduction**

****Work that is poor quality or shows inadequate effort can be resubmitted with a slight point deduction (except for final paper).**

Both your written work and your class participation should demonstrate professionalism. Written assignments should be of graduate-level quality and typed, double-spaced, using a 12-point font. All assignments are to follow APA format requirements. Please proofread all work before submitting it. You are a graduate student and a future teacher.

Format of Submissions: Any electronically submitted assignments will be either posted in a Moodle discussion thread and/or submitted via the Digital Assignments. Use the links in Moodle Assignments. The preferred digital format for submissions is Microsoft Office documents. However, I can open documents in Apple's Pages or .RTF. If you have questions about document formats check with instructor.

Values: In the 1890's, W.T. Harris promoted the development of *directive power* in education. This includes characteristics of ingenuity, initiative, persistence, and ability to work with others. These values still seem appropriate today, and I'd like to add 'purposefulness', i.e. having a goal in mind. Together, these values promote respective behaviors that I would like to see in students I teach.

Grading: A large portion of the class relies on student "engagement" in the course activities both in and out of class. This course has been developed with the notion that students learn best when allowed to be self-determining in achieving their learning outcomes. As the instructor, my role will be that of a facilitator to help students shape a successful learning experience

Grading Scale:

A	94-100 %
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%

(A grade of B- or better is necessary to meet graduate-level requirements.)

Moodle Site: All course resources and assignments will be available on the Moodle course site, including assignments associated with the hybrid format.

Course Calendar: This is an anticipated schedule. The professor retains the right and responsibility to revise the syllabus based on class needs. Students are responsible to keep track of changes.

Computer use during class: Inappropriate use of computers during class, such as surfing the Internet, reading or writing emails, writing papers for other classes, etc., is distracting and disrespectful to other students and the professor. In-class “presence” means being actively involved in class discussions and activities. Although these days many folks believe they can multi-task, research has demonstrated that people cannot **effectively** attend to more than one thing at a time.

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http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

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<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form

https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern

Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541)552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

Approvals:

John King

9/8/15

Signature of Division Director

Date

4/30/14

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** MAT 522
2. **Course title:** Learning Differences
3. **Abbreviated title for class schedule** (30 characters or less): **Learning Differences**
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. **Catalog description:**

Examines how an understanding of individual differences and diverse cultures can be used to promote inclusive learning environments that enable each learner to develop self-awareness and demonstrate care for self and others. Explores how learners grow and develop across linguistic, cultural and developmental differences and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for individuals with diverse learning styles and backgrounds.

6. **Prerequisites** *(to add each additional prerequisite, start a new line):*

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions:** Please indicate any class or major restrictions: MAT

9. **Is course repeatable?** Yes No X **If Yes, list maximum credits:**

10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:

11. **Fees:** List any course fees:

12. **Grade Mode:** Graded only: X Pass/No Pass only: **Option:**

13. CIP Code: Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s)

B. Honors?

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

A new direction for the School of Education's (SoE) teacher education program includes the intentional redesign and alignment of the recently adopted national InTASC (Interstate Teacher Assessment and Support Consortium) standards and the possible shift by TSPC to a K-12 license in the current Master of Arts in Teaching (MAT). All students completing the MAT Teacher Program will obtain:

1. A Masters of Education in Teaching
2. An Oregon preliminary teaching license

B. **Alignment:**

1. How does this course align with the unit's mission plan? See above
2. How does the course fit into the rest of the unit's curriculum? See above

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 50; Year 2 50; Year 3 50

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*
 - a. Who will teach the course? SOE Faculty
 - b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. NA
 - c. If additional faculty members are needed, how will that need be met? NA
2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. NA
3. *Other:*
 - a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
 - b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? NA

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

(Attach an accompanying, condensed syllabus, which should include the following items.

*Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Southern Oregon University: School of Education
MAT 522 Learning Differences
Instructor:

Course Description

The course examines how an understanding of individual differences and diverse cultures can be used to promote inclusive learning environments that enable each learner to develop self-awareness and demonstrate care for self and others. The course explores how learners grow and develop across linguistic, cultural and developmental differences and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for individuals with diverse learning styles and backgrounds.

Required Reading: Text selections will be made during the first class session. Additional readings and assignments will be distributed in class or posted on Moodle.

Supplementary Texts:

Banks, J. A. (2013). Multicultural education: Characteristics and goals. In J. A. Banks & C. A. M. Banks (Eds), *Multicultural education: Issues and perspectives* (8th ed.). Hoboken, NJ: Wiley.

Carter, P. L. & Welner, K. G. (Eds.) (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. New York: Oxford University Press.

Convertino, C., Levinson, B. A., Gonzalez, N. (2013). Culture, Teaching, and Learning. In J. A. Banks & C. A. M. Banks (Eds), *Multicultural education: Issues and perspectives* (8th ed.). Hoboken, NJ: Wiley.

Gorski, P. C. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York: Teachers College Press.

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

Hollins, E. R. (2015) *Culture in school learning: Revealing the deep meaning*. (3rd ed.). New York: Routledge.

Jensen, E. (2013). *Engaging students with poverty in mind: Practical strategies for raising achievement*. Alexandria, VA: ASCD.

Moule, J. (2012). *Cultural competence: A primer for educators*. Belmont, CA: Wadsworth.

Relationship to the Conceptual Framework and Program Goals

To successfully complete this course, students must show clear evidence of the knowledge and skills encompassed in the following standards:

Standard #1: Learner Development

The student understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1 (d) The student understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

1 (e) The student understands that each learner’s cognitive...social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

1 (f) The student identifies readiness for learning, and understands how development in any one area may affect performance in others.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2 (j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2 (k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

3 (l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

Standard #4: Content Knowledge

4 (m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

Standard #7: Planning for Instruction

The student plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7 (i) The teacher understands (learning theory, human development,) cultural diversity, (and individual differences) and how it impacts ongoing planning.

Standard #8: Instructional Strategies

The student understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8 (j) The student understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8 (k) The teacher knows how to apply a range of culturally appropriate instructional strategies to achieve learning goals.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners,

families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9 (i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Course Objectives:

1. Evaluate their own beliefs, values, and attitudes regarding diversity
2. Describe students from a strengths-based, positive, and affirming perspective
3. articulate the issues of diversity, equity, multicultural and social justice education
4. Demonstrate sensitivity to cultural and individual differences
5. Recognize historical and societal changes in the education of diverse student populations
6. Demonstrate why and how curriculum and instruction should be modified to support achievement of diverse students.
7. Recognize the larger political, social, and economic contexts and policies that affect students, families, and school success.

Topics

- Diversity encompasses differences of: ethnicity, race, gender, language, age, religion, sexual orientation, gender identification, socioeconomic condition, and group/individual cultures.
- Teacher as Critical Influence Agent
- Cognitive Development
- Behavioral Views of Learning
- Cultural competence and enhancing cross-cultural communication
- Cognitive Views of Learning
- Complex Cognitive Processes
- Learning Sciences and Constructivism
- Social Cognitive Views of Learning and Motivation
- Motivation in Learning and Teaching
- Use of cross-cultural communication and the effective use of culturally relevant content and instructional strategies.
- Creating Learning Environments

Course Assignments

Class Attendance/Readings/Notes/Activities/Discussions: Students are expected to read the chapters from the text and selected articles as assigned. Students will bring reading notes, reflections, insights, and questions to class for further discussion in small and large groups. The class discussion will expand individual interpretations of the readings and will challenge students to think critically and develop a deeper level of understanding and growth in perspectives. Therefore, it is critical for students to keep up with the readings, take ownership and responsibility for their own learning, and actively participate in class.

“My Diverse Self” Autobiography (10 pts.) Develop an autobiography of your diverse self. Describe your identity, including the social categories, cultures and subcultures with which you identify. Describe your family background and articulate your own and your family’s cultural

values and attitudes. Share your racial heritage, ethnic background, socioeconomic class, and religious or spiritual beliefs. Tell a family story; share your travel experiences; describe your own multicultural exposure. What groups of people have you encountered who are different from yourself and how have those experiences influenced your views about them and attitudes toward them? Describe a time you have been a target or a perpetrator of prejudice, bullying or discrimination? How would you define and describe your identity as an individual person, your core values, and your beliefs about others? What are the influences that have shaped your current thoughts and ideas about diversity? (12 font, 3-5 pages, double-spaced)

OR

“Where I’m From” Poem (10 pts.): Create a poem that uses sensory imagery and descriptive language to share the memories and experiences of your life, your home and family, and your values and beliefs. See the article and template on Moodle for examples. Remember that poetry makes pictures with words and sounds, plays with language, contains rhythm, and uses metaphors, similes, and figurative language to evoke emotion. Powerful word choice and descriptive details, such as colors, textures, sights, sounds, and smells, bring the images to life. Use the template as a guide and a starting point, but expand it and add your own categories (see autobiography assignment for diversity-oriented categories) and use creative, artistic license to broaden and deepen the meaning and significance of your writing and to craft a poem that is unique and personal. (12 font, 3-5 pages, double-spaced)

Partner Research and Reflection Paper (15 pts.): Students will identify potential research topics/issues based on self-assessment and interest during the first class sessions. Information and instructions will be provided in class and posted on Moodle.

Describe and annotate your personal “Top Ten Elements That Make Me a Better Teacher.”

Instructional Settings I and II (10 pts.): Students will carefully observe and examine their field placement, including the community, school, and classroom contexts and indicate how these demographics could affect the learning of diverse students. (Instructional Setting I = 3-5 pages). Students will also describe in depth three selected individual students in their class (Instructional Setting II = 2-3 pages). Select students who may be struggling or considered “at-risk,” exhibit diverse identities, have different cultural or social backgrounds than your own, or display special needs that will require attention during the creation and implementation of your work sample. Describe the behavior you observe objectively, rather than interpreting, labeling, or judging it. (See handout for detailed guidelines.)

Group Book Presentation (15 pts.): Five or six students will work together as a group to present their assigned “trade” book. Group members’ equal contribution and collaboration are required for this project. The presentation will be scored on the extent to which it shares key ideas from the book, contains a short but engaging, activity-based demonstration lesson, and displays team collaboration. (40 minute time limit)

Final essay (10 pts.): Students will reflect on and respond to four prompts that show how you have met the standards and goals for this class. Be sure to take notes on readings, class discussions, lessons, video clips, activities, and presentations to inform the completion of this final piece of reflective writing.

Reflect on the practical or personal knowledge you learned in the previous class and how you’ll incorporate it in your teaching. These are the kind of thoughts that instinctively run through your

head during the class. You might be listening to the professor or talking with a fellow student and think, “That’s a good idea!” Right it down and submit five of them each week. They could be something the instructor did/said, something you learned from a fellow student during a group discussion, or something you didn’t like and would do differently.

Dynamic Research and Presentations 10 points

Students will choose a topic or chapter from the text or a list of instructor-generated topics. (Students may negotiate a topic of their own choosing.) Students then make a Wiki that contains podcasts, video-shorts, PowerPoints, and educational links to web sources. (The instructor provides in-class instruction on how to make and manage your own Wiki sites.) You will prepare and exhibit a short presentation. See the list of potential topics at the end of this syllabus.

Research Component 10 points

Research a current topic in education. It can be the same topic from the One-Minute PPt, the Short Point Show, or the Dynamic Research Presentation. Find five academic resources that support or challenge your topic. Annotate and evaluate the resources.

University Messages and Services

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited”.

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate

courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

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If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541)552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at

www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

Approvals:

John King

9/8/15

Signature of Division Director

Date

MASTER OF ARTS IN TEACHING PROGRAM (MAT)

The Master of Arts in Teaching (MAT) program is offered in two formats: the full-time program, which is a thirteen-month program beginning in June and ending the following July and the two-year program, which is a twenty-one-month program beginning in ~~June~~**Fall**. Students progress through the program in a cohort arrangement: they enter together, enroll in the same classes, and finish together as a community of learners. In addition to receiving the MAT degree, students who complete the program qualify for an Oregon teaching license. ~~are eligible to teach at one or two of the following authorization levels:~~

~~Early childhood (age 3-grade 4)~~

~~Elementary (grades 3-6)~~

~~Middle school (grades 5-8)~~

~~High school (grades 8-12)~~

~~At the start of the program, students choose the two adjacent authorization levels in which they intend to be licensed. The three options are as follows:~~

~~1. Early childhood and elementary school~~

~~2. Elementary and middle school~~

~~3. Middle school and high school~~

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Admission Requirements

1.

Admission requirements include a baccalaureate degree in a field appropriate to the endorsement area and authorization level. These requirements do not specify a particular undergraduate major for the early childhood/elementary (multiple subjects) authorization level program. Applicants to the elementary/middle school (multiple/single subjects) authorization level program must select one ~~or of the four more~~ core subject areas (mathematics, science, language arts, social studies) and show competency in their area by completing a major in the subject area or passing the appropriate National Evaluation Series (NES) Specialty Area Test. Those applying to the middle/high school (single subject) authorization level program should complete an undergraduate major in the subject they plan to teach (e.g., English or math). In addition to a major, specific courses in the subject area are required. Please contact the School of Education for the appropriate list of courses.

2.

Applicants to the early childhood/elementary and elementary/middle school authorization levels programs are required to earn 12 credits (C- or better) in each of the following areas: a) social studies with at least one course in each of the following: history, geography, and a behavioral science; b) sciences with at least one course in the following: a biological science and a physical science; and c) language arts with at least one course in the following: communication, writing, and English literature.

3.

Applicants to the program are required to have a minimum cumulative GPA of 3.0 in the most recent 90 quarter hours or 60 semester hours of undergraduate work. Applicants to the middle/high school authorization levels must also have at least a 3.0 GPA in all graduate and undergraduate coursework in their endorsement area.

4.

Admission requirements include a passing score on a basic skills or specialty subject area test. Students may choose the Essential Academic Skills Test (EAST), California Basic Skills Test (CBEST), ~~or the~~ Praxis I Pre-Professional Skills Test (PPST), or the appropriate National Evaluation Series (NES) Specialty Area Test.

5.

Individuals planning to apply for early childhood/elementary and elementary/middle school programs ~~levels~~ must complete MTH 211, 212, 213 before entering the full-time program or the second year of the two-year program.

6.

The program requires applicants to document successful experiences working with children or adolescents in small or large group settings, preferably within public schools. This is a very important requirement for program admission. The School of Education recommends that students consider taking one or two undergraduate courses related to education. Courses such as ED 251 and 252 offer academic and field-based opportunities for students to explore interest in the teaching profession.

7.

Specialty subject knowledge-area tests are required for licensure and program completion. Please contact the School of Education for details.

Sequence of Courses and Fieldwork

The first and last stages of the program take place during the summer and consist primarily of instruction. Fall through spring terms comprise field experiences and courses on campus. The curriculum is a combination of theory, research, pedagogy, content, and process, all of which are woven throughout the program.

MAT Instructional Courses

~~(41-45)~~ 44 credits)

MAT 521 Research Foundations in Education, 4 credits

MAT 522 Learning Differences, 4 credits

MAT 523 Curriculum Design, 4 credits

MAT 524 Literacy and Language Acquisition and Development, 4 credits

MAT 525 Responsive Learning Environments, 4 credits

MAT 526 Assessment For Learning, 4 credits

MAT 527 Integrated Methods, 4 credits

MAT 528 Special Methods, 4 credits

MAT 529 Cognition, Creativity and Critical Thinking, 4 credits

MAT 530 Responsive Instructional Strategies, 4 credits

MAT 531 Professional Leadership & Collaboration, 4 credits

~~ED 519 Action Research as an Approach to School Improvement 1 to 3 credits~~

~~ED 534 Educational Technology 3 credits (3 credits required)~~

~~ED 557A Curriculum, Instruction, and Assessment 3 credits~~

~~ED 557B Curriculum, Instruction, and Assessment 3 credits~~

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~~ED 558 – Special Methods I, II, III 1 to 3 credits (6 to 9 credits required)~~
~~ED 559 – Foundations of Education 3 credits~~
~~ED 560 – Diversity 3 credits~~
~~ED 562 – Human Development, Cognition, and Learning 3 credits~~
~~ED 563 – Language and Literacy 3 credits~~
~~ED 566 – Human Relations 3 credits (3 credits required)~~
~~ED 567 – Contemporary Issues, Leadership, and Collaboration 3 credits (3 credits required)~~
~~ED 571 – Inclusion Strategies 2 3 credits~~
~~Advanced Professional Electives (3 to 6 credits, depending on authorization levels)~~

MAT Field Experience

~~(27-28 credits)~~

~~MAT 520 Reflective Professional Practice, 1 credit repeatable– 4 credits required~~
~~MAT 540 September Experience, 3 credits~~
~~MAT 541 Practicum, 3 credits~~
~~MAT 542 Half-day Student Teaching, 6 credits~~
~~MAT 543 Full-day Student Teaching, 12 credits~~

~~ED 507 – Seminar 1 to 9 credits **Guide Group** (3 credits)~~
~~ED 511 – September Experience 1 to 3 credits (3 credits required)~~
~~ED 516 – Field Experience: Gradual Participation in Delivering Instruction 1 to 3 credits (3 credits required)~~
~~ED 517 – Student Teaching: Second Authorization Level 4 to 10 credits (6 credits required)~~
~~ED 518 – Student Teaching: First Authorization Level 10 to 13 credits (12 credits required)~~

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Course Descriptions

MAT 520 Reflective Professional Practice, 1 credit repeatable– 4 credits required

The course engages students in ongoing personal and professional reflection and learning. Students learn to use evidence to continually evaluate their self-development and classroom practice with a particular emphasis upon identifying the effects of their choices and actions upon learners, families, other professionals and the community.

MAT 521 Research Foundations in Education, 4 credits

The course examines literature and research from foundational educational theories analyzing and exploring American public education. This course focuses on identifying relevant research questions and problems of practice, reviewing literature, collecting and analyzing data, understanding ethics and using information judiciously. This course supports the teacher as a reflective practitioner in developing appropriate plans of action to improve schooling and instructional practices.

MAT 522 Learning Differences, 4 credits

The course examines how an understanding of individual differences and diverse cultures can be used to promote inclusive learning environments that enable each learner to develop self-awareness and demonstrate care for self and others. The course explores how learners grow and develop across linguistic, cultural and developmental differences and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for individuals with diverse learning styles and backgrounds.

MAT 523 Curriculum Design, 4 credits

This course explores curricular decision-making, organization and planning for diverse classrooms using the Understanding by Design model. Students investigate how to support all learners in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, technological tools, and knowledge of learners and community contexts. Particular emphasis is placed upon outcome-based curriculum, differentiation, interdisciplinary curriculum design, short and long range planning; and an understanding of the Common Core Standards, Oregon State Standards and 21st Century Skills.

MAT 524A Literacy and Language Acquisition and Development for Multiple Subjects Endorsement, 4 credits

This course examines the relationship among linguistics, language acquisition and literacy development. It explores theories of first and second language acquisition and presents language and literacy as interactive processes involving reading, writing, thinking, speaking and active listening. The course examines current theories, strategies, and pedagogy with an emphasis on early childhood

groups and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences using multiple methodologies to meet the needs of twenty-first century learners.

MAT 524B Literacy and Language Acquisition and Development for Single Subject Endorsement, 4 credits

This course examines the relationships among linguistics, language acquisition and literacy development. It provides a conceptual foundation for valuing the unique communicative processes of culturally and linguistically diverse students bring to the general education classroom and emphasizes multicultural education perspectives in promoting literacy development including the selection and use of activities and materials. The course prepares student to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for both native and second language learners.

MAT 525 Responsive Learning Environments, 4 credits

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. The course explores how learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences.

MAT 526 Assessment For Learning, 4 credits

This course explores various forms, uses, and approaches to educational assessment. Students will examine current assessment tools and methods, design culturally relevant and developmentally appropriate assessments, and learn how to evaluate and use assessment data.

Students will make meaningful connections to the purpose and use of assessment in order to support and engage learners in their own growth, monitor learner progresses, and guide the teacher's and learners' decision making.

MAT 527A Integrated Methods: STEM for Multiple Subjects Endorsement, 4 credits

The course familiarizes students with the instructional techniques, curricular designs, and materials associated with successful teaching of multiple subjects with a specific focus upon academic language development in STEM (Science, Technology, Engineering, and Mathematics). Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate

integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 527B Integrated Methods for Single Subject Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs and academic language associated with successful teaching of academic subject matter in the middle grades. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 528A Integrated Methods: Social Science and the Arts for Multiple Subjects Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs, and academic language associated with successful teaching of multiple subjects with a focus on social sciences and the arts. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 528B Special Methods for Single Subject Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs, and academic language associated with successful teaching of single subjects at the high school level. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 529 Cognition, Creativity and Critical Thinking, 4 credits

The course explores how students learn and develop cognitively and prepares teachers to design and implement developmentally appropriate, culturally responsive and challenging learning experiences. The course examines how to connect concepts, use digital tools and resources, and employ differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

MAT 530 Responsive Instructional Strategies, 4 credits

The course explores how to select and employ a variety of instructional strategies to help all learners develop a deep understanding of academic content matter, build connections between subjects, and apply knowledge in meaningful and authentic ways. The course explores the teacher's role in meeting the needs of exceptional learners within the general education classroom, explores the forms and functions of academic language, and examines the principles of universal design.

MAT 531 Professional Leadership & Collaboration, 4 credits

This course examines current issues affecting public school teachers including curriculum, instruction, assessment, technology, time, the learning environment, school-community relations, governance and teacher leadership. Students explore how beginning teachers can exercise appropriate leadership and take responsibility for student learning, collaborating with learners, families, colleagues, other school professionals, and community members to promote learner growth and advance the profession.

MAT 540 September Experience, 3 credits

The course enables students to observe and assist in preparing for the beginning of the school year with a particular emphasis upon observing and reflecting upon how public school teachers establish expectations and norms that affect the entire school year.

MAT 541 Practicum, 3credits

The course offers a supervised field-experience in a public school as preparation for half-day student teaching. Students engage in systematic observation and gradually participate in delivery of instruction. May not be repeated for additional credit.

MAT 542 Half-day Student Teaching, 6 credits

The course provides a supervised half-day student teaching experience in a public school as preparation for full-day student teaching. Students engage in systematic observation and gradually assume teaching responsibilities.

MAT 543 Full-day Student Teaching, 12 credits

The course offers final supervised student teaching experience in a public school. Students assume the full-day classroom teacher's role and responsibilities.

MAT Program Modification Proposal

Overview

In response to new state mandates governing teacher preparation programs and in order to better prepare our students for the changing student needs and demographics of the students they must be prepared to teach within the k-12 public schools, the department of Education proposes the following modification of the existing Masters in Teaching (MAT) program. The proposed program modification expands most academic courses from three to four credits in order to explicitly infuse competencies related to the InTASC standards, English Language Learners (ELL), culturally responsive pedagogy (CRP), special education (SPED), educational technology (NETS), holistic education (HOL), and support for EdTPA development throughout our teacher preparation program.

A crosswalk on pages 5-6 demonstrates how and where these competencies will be integrated with each course as well as which current course each course replaces. Although new course titles and prefixes are being proposed in order to better align with the core competencies required by the state (embodied by the InTASC standards on page 7), these are course modifications rather than new courses. Full course syllabi are being collaboratively developed by instructor teams during the summer and fall of 2015.

New Course Descriptions

MAT 520 Reflective Professional Practice, 1 credit repeatable– 4 credits required

The course engages students in ongoing personal and professional reflection and learning. Students learn to use evidence to continually evaluate their self-development and classroom practice with a particular emphasis upon identifying the effects of their choices and actions upon learners, families, other professionals and the community.

MAT 521 Research Foundations in Education, 4 credits

The course examines literature and research from foundational educational theories analyzing and exploring American public education. This course focuses on identifying relevant research questions and problems of practice, reviewing literature, collecting and analyzing data, understanding ethics and using information judiciously. This course supports the teacher as a reflective practitioner in developing appropriate plans of action to improve schooling and instructional practices.

MAT 522 Learning Differences, 4 credits

The course examines how an understanding of individual differences and diverse cultures can be used to promote inclusive learning environments that enable each learner to develop self-awareness and demonstrate care for self and others. The course explores how learners grow and develop across linguistic, cultural and developmental differences and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for individuals with diverse learning styles and backgrounds.

MAT 523 Curriculum Design, 4 credits

This course explores curricular decision-making, organization and planning for diverse classrooms using the Understanding by Design model. Students investigate how to support all learners in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, technological tools, and knowledge of learners and community contexts. Particular emphasis is placed upon outcome-based curriculum, differentiation, interdisciplinary curriculum design, short and long range planning; and an understanding of the Common Core Standards, Oregon State Standards and 21st Century Skills.

MAT 524A Literacy and Language Acquisition and Development for Multiple Subjects Endorsement, 4 credits

This course examines the relationship among linguistics, language acquisition and literacy development. It explores theories of first and second language acquisition and presents language and literacy as interactive processes involving reading, writing, thinking, speaking and active listening. The course examines current theories, strategies, and pedagogy with an emphasis on early childhood groups and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences using multiple methodologies to meet the needs of twenty-first century learners.

MAT 524B Literacy and Language Acquisition and Development for Single Subject Endorsement, 4 credits

This course examines the relationships among linguistics, language acquisition and literacy development. It provides a conceptual foundation for valuing the unique communicative processes of culturally and linguistically diverse students bring to the general education classroom and emphasizes multicultural education perspectives in promoting literacy development including the selection and use of activities and materials. The course prepares student to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for both native and second language learners.

MAT 525 Responsive Learning Environments, 4 credits

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. The course explores how learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences.

MAT 526 Assessment For Learning, 4 credits

This course explores various forms, uses, and approaches to educational assessment. Students will examine current assessment tools and methods, design culturally relevant and developmentally appropriate assessments, and learn how to evaluate and use assessment data. Students will make meaningful connections to the purpose and use of assessment in order to support and engage learners in their own growth, monitor learner progresses, and guide the teacher's and learners' decision making.

MAT 527A Integrated Methods: STEM for Multiple Subjects Endorsement, 4 credits

The course familiarizes students with the instructional techniques, curricular designs, and materials associated with successful teaching of multiple subjects with a specific focus upon academic language development in STEM (Science, Technology, Engineering, and Mathematics). Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 527B Integrated Methods for Single Subject Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs and academic language associated with successful teaching of academic subject matter in the middle grades. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 528A Integrated Methods: Social Science and the Arts for Multiple Subjects Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs, and academic language associated with successful teaching of multiple subjects with a focus on social sciences and the arts. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 528B Special Methods for Single Subject Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs, and academic language associated with successful teaching of single subjects at the high school level. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and

the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 529 Cognition, Creativity and Critical Thinking, 4 credits

The course explores how students learn and develop cognitively and prepares teachers to design and implement developmentally appropriate, culturally responsive and challenging learning experiences. The course examines how to connect concepts, use digital tools and resources, and employ differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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This course examines current issues affecting public school teachers including curriculum, instruction, assessment, technology, time, the learning environment, school-community relations, governance and teacher leadership. Students explore how beginning teachers can exercise appropriate leadership and take responsibility for student learning, collaborating with learners, families, colleagues, other school professionals, and community members to promote learner growth and advance the profession.

MAT 540 September Experience, 3 credits

The course enables students to observe and assist in preparing for the beginning of the school year with a particular emphasis upon observing and reflecting upon how public school teachers establish expectations and norms that affect the entire school year. May not be repeated for additional credit.

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MAT 543 Full-day Student Teaching, 12 credits

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Crosswalk with Core Competencies and Current MAT Program of Study

New Course	Replaces	InTASC	ELL	CRP	SPED	NETS	HOL	EdTPA
MAT 520 Reflective Professional Practice (1 credit repeatable, 4 total)	ED 507 Guide Group (3 credits)	9	5,6	e	4	3d, 5c	1, 3, 4, 5	rubric 10
MAT 521 Research Foundations in Education (4)	ED 519 Action Research (3 credits) ED 559 Foundations (3 credits)	9				3d, 4a, 5c	1	rubric 10
MAT 522 Learning Differences (4 credits)	ED 560 Diversity (3 credits)	2, 1	2, 3	a,c,d, e,f	1-5	2c, 4b	2	rubrics 2,3
MAT 523 Curriculum Development (4 credits)	ED 557 CIA I (3 credits)	2, 7	3	e	1, 3, 4, 5	1b, 2a	3,4	rubrics 1,5,7,10
MAT 524 Literacy & Language Acquisition and Development (4 credits)	ED 563 Language & Literacy (3 credits)	2, 1	1, 4	a,b,c, d,e,f	1,3	4b, 4d	2	rubrics 1,4
MAT 525 Responsive Learning Environments (4 credits)	ED 566 Human Relations (3 credits)	3, 1	2, 3	d, f	1a, 2a, 4, 5	3h, 4d	2, 3, 4	rubric 6
MAT 526 Assessment For Learning (4 credits)	ED 557 CIA II (3 credits)	6	4	e	1,5	2b, 2d		rubrics 5, 11-15
MAT 527A Integrated Methods: STEM (4 credits)	ED 558 Special Methods (3 credits)	5, 4		d,g,h		1b, 1c, 2a, 2b	3	rubrics 16-18
MAT 527B Integrated Methods for Single Subject Endorsement (4 credits)	ED 558 Special Methods (3 credits)	5, 4		d,g,h		1b, 1c, 2a, 2b	3	rubrics 1,9
MAT 528A Special Methods: SS/Arts (4 credits)	ED 558 Special Methods (3 credits)	5, 4		a,b,d ,e,g		1b, 1c, 2a, 2b	3	
MAT 528B Special Methods for Single Subject Endorsement (4 credits)	ED 558 Special Methods (3 credits)	5, 4				1b, 1c, 2a, 2b	3	rubrics 9,14,15
MAT 529 Cognition, Creativity and Critical Thinking (4 credits)	ED 562 HDCL (3 credits) ED 534 Ed Tech (3 credits)	5, 1	3	d,g,h	1, 4	1a, 1b	4	rubric 8
MAT 530 Responsive Instructional Strategies (4 credits)	ED 571 Inclusion Strategies (3 credits)	8, 2	1, 3	c	1, 2,3,5	2b, 2c	2, 3, 4	rubrics 3,7
MAT 531 Professional Leadership & Collaboration (4 credits)	ED 567 Contemporary Issues (3 credits)	10	5	d,g,j	4	3a, 3d, 5a, 5b	1,5	rubric

MAT 540 September Experience (3 credits)	ED 511 September Experience (3 credits)	1-10	1-6		1-5		1-5	
MAT 541 Fall Practicum (3 credits)	ED 516 Fall Practicum (3 credits)	1-10	1-6		1-5	1-5	1-5	
MAT 542 Half-day Student Teaching (6 credits)	ED 517 Half-day Student Teaching (6 credits)	1-10	1-6		1-5	1-5	1-5	rubrics 1-18
MAT 543 Full-day Student Teaching (12 credits)	ED 518 Full-day Student Teaching (12 credits)	1-10	1-6		1-5	1-5	1-5	

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Oregon Department of Education English Language Learner (ELL) Standards

1. **Language:** Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.
2. **Culture:** Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.
3. **Planning, Implementing, and Managing Instruction:** Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ELD and content instruction; including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
4. **Assessment:** Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages.
5. **Professionalism:** Candidates demonstrate knowledge of the history of ELD teaching. Candidates keep current with the new instructional techniques, research results, advances in the ELD field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.
6. **Technology:** Candidates use information technology to enhance learning and to enhance personal and professional productivity.

Culturally Responsive Pedagogy (CRP) Competencies embedded within InTASC Model Core Teaching Standards

Standard #1: Learner Development

- 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

- 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

Special Education Competencies for the General Education Teacher (SPED)

1. Response to Intervention (RTI) Process and Pedagogy

- a) Demonstrates knowledge of the general educator's responsibilities in the Response to Intervention process and in providing Multi-level systems of support in assessment and progress monitoring
- b) Demonstrates differentiation of instruction and assessment and inclusion strategies, (i.e., accommodations and modifications).

2. Universal Design for Learning and Exceptionalities

- a) Demonstrates principles of Universal Design for Learning in the classroom by providing equitable learning environments
- b) Describes the characteristics of students in federally designated categories of exceptionalities (for example: 504, PL 94-142, PL 101-476, 105-17 and 108-446)

3. IEP Services

- a) Identifies placement possibilities for students, with emphasis in meeting the Least Restrictive Environment
- b) Demonstrates understanding of the purpose and major components of the Individual Education Plan (IEP) including auxiliary services (e.g., speech language pathologist, autism consultant, adaptive Physical Education teacher, etc.)

4. Family and Community Services

- a) Demonstrates collaboration strategies with colleagues, caregivers, and community agencies supporting learning for students with special needs and their families

5. Technology

- a) Utilizes assistive technology in the classroom

National Educational Technology Standards (NETS)

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a) promote, support, and model creative and innovative thinking and inventiveness.
- b) engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c) promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d) model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a) design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b) develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c) customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d) provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a) demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b) collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c) communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d) model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a) advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b) address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c) promote and model digital etiquette and responsible social interactions related to the use of technology and information.

- d) develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a) participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b) exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c) evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d) contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

EdTPA Rubrics (Elementary Education)

Tasks 1 Planning for Literacy Instruction and Assessment

Rubric 1: Planning for Literacy Learning: How do the candidate's plans build students' understanding of an essential literacy strategy for comprehending OR composing text and the skills that support that strategy.

Rubric 2: Planning to Support varied Student Learning Needs: How does the candidate use knowledge of his/her students to target support for students' literacy learning.

Rubric 3: Using knowledge of students to inform Teaching and Learning: How does the candidate use knowledge of his/her students to justify instructional plans?

Rubric 4: Identifying and Supporting Language Demands: How does the candidate identify and support language demands associated with a key literacy learning task?

Rubric 5: Planning Assessments to Monitor and Support Student Learning: How are the formal and informal assessments selected and designed to monitor students' use of the essential strategy and requisite skills to comprehend and compose text?

Tasks 2: Instructing and Engaging Students in Literacy Learning

Rubric 6: Learning Environment: How does the candidate demonstrate a positive literacy learning environment that supports students' engagement in learning?

Rubric 7: Engaging Students in Learning: How does the candidate actively engage students in integrating strategies and skills to comprehend or compose text?

Rubric 8: Deepening Student Learning: How does the candidate elicit student responses to promote thinking and apply the essential literacy strategy and requisite skills to comprehend or compose text?

Rubric 9: Subject-Specific Pedagogy: Elementary Literacy: How does the candidate support students to learn, practice, and apply the essential literacy strategy in a meaning-based context?

Rubric 10: Analyzing Teaching Effectiveness: How does the candidate use evidence and change teaching practice to meet students' varied learning needs?

Tasks 3: Assessing Students' Literacy Learning

Rubric 11: Analysis of Student Learning: How does the candidate analyze evidence of student learning related to the essential literacy strategy and requisite skills?

Rubric 12: Providing Feedback to Guide Further Learning: What type of feedback does the candidate provide to focus students?

Rubric 13: Student Use of Feedback: How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?

Rubric 14: Analyzing Students' Language Use and Literacy Learning: How does the candidate analyze students' use of language to develop content understanding?

Rubric 15: Using Assessments to Inform Instruction: How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Task 4: Assessing Students' Mathematics Learning (Elementary only)

Rubric 16: Analyzing Whole Class Understandings: How does the candidate analyze whole class evidence to identify patterns of student learning?

Rubric 17: Analyzing Individual Student Work Samples: How does the candidate use student work to analyze mathematical errors, confusions, and partial understandings?

Rubric 18: Use of Evidence to Reflect on Teaching: How does the candidate examine the re-engagement lesson to further student learning?

Principles of Holistic Education

1. Balance and Interconnectedness: Education should be understood as the art of cultivating the moral, emotional, social, physical, intellectual, creative, aesthetic, and spiritual dimensions of the developing child. This is done, not through an academic “curriculum” that condenses the world into instructional compartments or packages, but through direct and dynamic engagement with the environment. Holistic education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to universal values such as compassion and wisdom.

2. Intrinsic Reverence for Diversity: Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning. There are many *paths of learning* and no one best way to accomplish this goal and the holistic educator values them all; what is appropriate for some children and adults, in some situations, in some historical and social contexts, may not be best for others. The art of holistic education lies in its responsiveness to the diverse learning styles and needs of evolving human beings. By encouraging reflection and curiosity, teachers keep alive the flame of intelligence that is so much more than abstract, divided factual information. By accommodating diverse ways of knowing and being in the world, holistic teachers can nurture the unique gifts contained within each child’s spirit.

3. Integration and Inclusiveness: A holistic way of thinking seeks to encompass and integrate multiple layers of meaning and experience rather than defining human possibilities narrowly. The education of young human beings should involve much more than simply molding them into future workers or citizens, but inviting them to become deeply thoughtful individuals who accept and embrace self and others. Through interactive class structures, a holistic teacher explores inspiration and personal strength and core qualities as a basis for supporting deep levels of learning within our selves and in others. These experiences serve to highlight the non-duality of our essential qualities and the importance of these in forming (or re-forming) loving compassionate relationships.

4. Whole Person Development and Relational, Participatory Learning: Holistic education emphasizes the development of a well-balanced outlook on life and a personal understanding of themselves in relation to the global community. Holistic education nurtures a sense of wonder by helping the young mind, body, and heart feel part of the wholeness of the universe, and learning will naturally be an inviting process that both enchants and delights. By using real-life experiences, current events, the dramatic arts and other lively sources of knowledge, teachers learn to rely less on mass market prefabrications of knowledge and can become adept at using textbooks to supplement rather than control the curriculum. There are bodies of literature on spirituality in education, intuitive connections, project based, community service, earth connections, eco-literacy, multiple intelligences, whole language, and cooperative learning that address more specific aspects of holistic educational approach and to which teachers can turn for resources.

5. Human Potential and Presence: Holistic education explores the human potential through taking a closer look at the holistic nature we encounter in our daily lives and at the wisdom and compassion within ourselves. Learners and the teacher together can deeply consider the self that teaches and the importance of that awareness, presence, and authenticity in our work and lives. Some related goals of holistic education include:

- Rediscovering our essence as teachers;
- Opening up channels to our own inner wisdom and flow;

- Enhancing awareness and presence through focused contact on core qualities and human potential within ourselves and those around us;
- Creating a space where learning becomes joyful, for ourselves and our students;
- Fostering personal renewal and strength through contact with the deeper self;
- Investigating contemplative practices as a channel to connect with the souls and minds of one another and with the natural world.

MASTER OF ARTS IN TEACHING
One-Year Program

One Year Program	Summer Sessions (1 st , 2 nd and 3 rd)	Fall Quarter (11 Weeks)	Winter Quarter (11 Weeks)	Spring Quarter (11 Weeks)
Credit Total	20 credits	16 credits	19 credits	17 credits
Courses	<u>1st four weeks:</u> MAT 521 Research Foundations in Education (4) MAT 522 Learning Differences (4) <u>2nd four weeks:</u> MAT 523 Curriculum Development (4) MAT 524 Literacy and Language Acquisition and Development (4)	MAT 525 Responsive Learning Environments (4) MAT 526 Assessment For Learning (4) MAT 527 Integrated Methods (4)	MAT 528 Special Methods (4) MAT 529 Cognition, Creativity and Critical Thinking (4) MAT 530 Responsive Instructional Strategies (4)	MAT 531 Professional Leadership & Collaboration (4)
Field	<u>3rd four weeks:</u> MAT 520 (1) Reflective Professional Practice MAT 540 September Experience (3)	MAT 520 (1) Reflective Professional Practice MAT 541 Practicum (3)	MAT 520 (1) Reflective Professional Practice MAT 542 Student teaching (6)	MAT 520 (1) Reflective Professional Practice MAT 543 Student teaching (12)

72 total credits

MASTER OF ARTS IN TEACHING
Two-Year Program

Year One	Fall Quarter (11 Weeks)	Winter Quarter (11 Weeks)	Spring Quarter (11 Weeks)
Credit Total	8 credits	8 credits	8 credits
Courses	MAT 521 Research Foundations in Education (4) MAT 522 Learning Differences (4)	MAT 523 Curriculum Development (4) MAT 525 Responsive Learning Environments (4)	MAT 526 Assessment For Learning (4) MAT 524 Literacy and Language Acquisition and Development (4)

Year Two	Summer Session (8 Weeks)	Fall Quarter (11 Weeks)	Winter Quarter (11 Weeks)	Spring Quarter (11 Weeks)
Credit Total	8 credits	12 credits	11 credits	17 credits
Courses	<u>2nd four weeks:</u> MAT 529 Cognition, Creativity and Critical Thinking (4)	MAT 530 Responsive Instructional Strategies (4) MAT 527 Integrated Methods (4)	MAT 528 Special Methods (4)	MAT 531 Professional Leadership & Collaboration (4)
Field Experience	<u>3rd four weeks:</u> MAT 520 Reflective Professional Practice (1) MAT 540 September Experience (3)	MAT 520 Reflective Professional Practice (1) MAT 541 Fall Practicum (3)	MAT 520 Reflective Professional Practice (1) MAT 542 Student teaching (6)	MAT 520 Reflective Professional Practice (1) MAT 543 Student teaching (12)

72 Total Units

MASTER OF ARTS IN TEACHING PROGRAM (MAT)

The Master of Arts in Teaching (MAT) program is offered in two formats: the full-time program, which is a thirteen-month program beginning in June and ending the following July and the two-year program, which is a twenty-one-month program beginning in ~~June~~Fall. Students progress through the program in a cohort arrangement: they enter together, enroll in the same classes, and finish together as a community of learners. In addition to receiving the MAT degree, students who complete the program qualify for an Oregon teaching license. ~~are eligible to teach at one or two of the following authorization levels:~~

~~Early childhood (age 3–grade 4)~~

~~Elementary (grades 3–6)~~

~~Middle school (grades 5–8)~~

~~High school (grades 8–12)~~

~~At the start of the program, students choose the two adjacent authorization levels in which they intend to be licensed. The three options are as follows:~~

~~1. ——— Early childhood and elementary school~~

~~2. ——— Elementary and middle school~~

~~3. ——— Middle school and high school~~

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Admission Requirements

1.

Admission requirements include a baccalaureate degree in a field appropriate to the endorsement area and authorization level. These requirements do not specify a particular undergraduate major for the early childhood/elementary (multiple subjects) authorization level program. Applicants to the elementary/middle school (multiple/single subjects) authorization level program must select one ~~or of~~ the four ~~more~~ core subject areas (mathematics, science, language arts, social studies) and show competency in their area by completing a major in the subject area or passing the appropriate National Evaluation Series (NES) Specialty Area Test. Those applying to the middle/high school (single subject) authorization level program should complete an undergraduate major in the subject they plan to teach (e.g., English or math). In addition to a major, specific courses in the subject area are required. Please contact the School of Education for the appropriate list of courses.

2.

Applicants to the early childhood/elementary and elementary/middle school ~~authorization levels programs~~ are required to earn 12 credits (C- or better) in each of the following areas: a) social studies with at least one course in each of the following: history, geography, and a behavioral science; b) sciences with at least one course in the following: a biological science and a physical science; and c) language arts with at least one course in the following: communication, writing, and English literature.

3.

Applicants to the program are required to have a minimum cumulative GPA of 3.0 in the most recent 90 quarter hours or 60 semester hours of undergraduate work. Applicants to the middle/high school authorization levels must also have at least a 3.0 GPA in all graduate and undergraduate coursework in their endorsement area.

4.

Admission requirements include a passing score on a basic skills or specialty subject area test. Students may choose the Essential Academic Skills Test (EAST), California Basic Skills Test (CBEST), or the Praxis I Pre-Professional Skills Test (PPST), or the appropriate National Evaluation Series (NES) Specialty Area Test.

5.

Individuals planning to apply for early childhood/elementary and elementary/middle school programs levels must complete MTH 211, 212, 213 before entering the full-time program or the second year of the two-year program.

6.

The program requires applicants to document successful experiences working with children or adolescents in small or large group settings, preferably within public schools. This is a very important requirement for program admission. The School of Education recommends that students consider taking one or two undergraduate courses related to education. Courses such as ED 251 and 252 offer academic and field-based opportunities for students to explore interest in the teaching profession.

7.

Specialty subject knowledge-area tests are required for licensure and program completion. Please contact the School of Education for details.

Sequence of Courses and Fieldwork

The first and last stages of the program take place during the summer and consist primarily of instruction. Fall through spring terms comprise field experiences and courses on campus. The curriculum is a combination of theory, research, pedagogy, content, and process, all of which are woven throughout the program.

MAT Instructional Courses

~~(41-4544 credits)~~

MAT 521 Research Foundations in Education, 4 credits

MAT 522 Learning Differences, 4 credits

MAT 523 Curriculum Design, 4 credits

MAT 524 Literacy and Language Acquisition and Development, 4 credits

MAT 525 Responsive Learning Environments, 4 credits

MAT 526 Assessment For Learning, 4 credits

MAT 527 Integrated Methods, 4 credits

MAT 528 Special Methods, 4 credits

MAT 529 Cognition, Creativity and Critical Thinking, 4 credits

MAT 530 Responsive Instructional Strategies, 4 credits

MAT 531 Professional Leadership & Collaboration, 4 credits

ED 519 Action Research as an Approach to School Improvement 1 to 3 credits

ED 534 Educational Technology 3 credits (3 credits required)

ED 557A Curriculum, Instruction, and Assessment 3 credits

ED 557B Curriculum, Instruction, and Assessment 3 credits

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~~ED 558 – Special Methods I, II, III 1 to 3 credits (6 to 9 credits required)~~
~~ED 559 – Foundations of Education 3 credits~~
~~ED 560 – Diversity 3 credits~~
~~ED 562 – Human Development, Cognition, and Learning 3 credits~~
~~ED 563 – Language and Literacy 3 credits~~
~~ED 566 – Human Relations 3 credits (3 credits required)~~
~~ED 567 – Contemporary Issues, Leadership, and Collaboration 3 credits (3 credits required)~~
~~ED 571 – Inclusion Strategies 2-3 credits~~
Advanced Professional Electives (3 to 6 credits, depending on authorization levels)

MAT Field Experience

(~~27-28~~ credits)

~~MAT 520 Reflective Professional Practice, 1 credit repeatable– 4 credits required~~
~~MAT 540 September Experience, 3 credits~~
~~MAT 541 Practicum, 3 credits~~
~~MAT 542 Half-day Student Teaching, 6 credits~~
~~MAT 543 Full-day Student Teaching, 12 credits~~

▲ ~~ED 507 – Seminar 1 to 9 credits **Guide Group** (3 credits)~~
~~ED 511 – September Experience 1 to 3 credits (3 credits required)~~
~~ED 516 – Field Experience: Gradual Participation in Delivering Instruction 1 to 3 credits (3 credits required)~~
~~ED 517 – Student Teaching: Second Authorization Level 4 to 10 credits (6 credits required)~~
~~ED 518 – Student Teaching: First Authorization Level 10 to 13 credits (12 credits required)~~

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Course Descriptions

MAT 520 Reflective Professional Practice, 1 credit repeatable– 4 credits required

The course engages students in ongoing personal and professional reflection and learning. Students learn to use evidence to continually evaluate their self-development and classroom practice with a particular emphasis upon identifying the effects of their choices and actions upon learners, families, other professionals and the community.

MAT 521 Research Foundations in Education, 4 credits

The course examines literature and research from foundational educational theories analyzing and exploring American public education. This course focuses on identifying relevant research questions and problems of practice, reviewing literature, collecting and analyzing data, understanding ethics and using information judiciously. This course supports the teacher as a reflective practitioner in developing appropriate plans of action to improve schooling and instructional practices.

MAT 522 Learning Differences, 4 credits

The course examines how an understanding of individual differences and diverse cultures can be used to promote inclusive learning environments that enable each learner to develop self-awareness and demonstrate care for self and others. The course explores how learners grow and develop across linguistic, cultural and developmental differences and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for individuals with diverse learning styles and backgrounds.

MAT 523 Curriculum Design, 4 credits

This course explores curricular decision-making, organization and planning for diverse classrooms using the Understanding by Design model. Students investigate how to support all learners in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, technological tools, and knowledge of learners and community contexts. Particular emphasis is placed upon outcome-based curriculum, differentiation, interdisciplinary curriculum design, short and long range planning; and an understanding of the Common Core Standards, Oregon State Standards and 21st Century Skills.

MAT 524A Literacy and Language Acquisition and Development for Multiple Subjects Endorsement, 4 credits

This course examines the relationship among linguistics, language acquisition and literacy development. It explores theories of first and second language acquisition and presents language and literacy as interactive processes involving reading, writing, thinking, speaking and active listening. The course examines current theories, strategies, and pedagogy with an emphasis on early childhood

groups and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences using multiple methodologies to meet the needs of twenty-first century learners.

MAT 524B Literacy and Language Acquisition and Development for Single Subject Endorsement, 4 credits

This course examines the relationships among linguistics, language acquisition and literacy development. It provides a conceptual foundation for valuing the unique communicative processes of culturally and linguistically diverse students bring to the general education classroom and emphasizes multicultural education perspectives in promoting literacy development including the selection and use of activities and materials. The course prepares student to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for both native and second language learners.

MAT 525 Responsive Learning Environments, 4 credits

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. The course explores how learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences.

MAT 526 Assessment For Learning, 4 credits

This course explores various forms, uses, and approaches to educational assessment. Students will examine current assessment tools and methods, design culturally relevant and developmentally appropriate assessments, and learn how to evaluate and use assessment data.

Students will make meaningful connections to the purpose and use of assessment in order to support and engage learners in their own growth, monitor learner progresses, and guide the teacher's and learners' decision making.

MAT 527A Integrated Methods: STEM for Multiple Subjects Endorsement, 4 credits

The course familiarizes students with the instructional techniques, curricular designs, and materials associated with successful teaching of multiple subjects with a specific focus upon academic language development in STEM (Science, Technology, Engineering, and Mathematics). Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate

integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 527B Integrated Methods for Single Subject Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs and academic language associated with successful teaching of academic subject matter in the middle grades. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 528A Integrated Methods: Social Science and the Arts for Multiple Subjects Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs, and academic language associated with successful teaching of multiple subjects with a focus on social sciences and the arts. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 528B Special Methods for Single Subject Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs, and academic language associated with successful teaching of single subjects at the high school level. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 529 Cognition, Creativity and Critical Thinking, 4 credits

The course explores how students learn and develop cognitively and prepares teachers to design and implement developmentally appropriate, culturally responsive and challenging learning experiences. The course examines how to connect concepts, use digital tools and resources, and employ differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

MAT 530 Responsive Instructional Strategies, 4 credits

The course explores how to select and employ a variety of instructional strategies to help all learners develop a deep understanding of academic content matter, build connections between subjects, and apply knowledge in meaningful and authentic ways. The course explores the teacher's role in meeting the needs of exceptional learners within the general education classroom, explores the forms and functions of academic language, and examines the principles of universal design.

MAT 531 Professional Leadership & Collaboration, 4 credits

This course examines current issues affecting public school teachers including curriculum, instruction, assessment, technology, time, the learning environment, school-community relations, governance and teacher leadership. Students explore how beginning teachers can exercise appropriate leadership and take responsibility for student learning, collaborating with learners, families, colleagues, other school professionals, and community members to promote learner growth and advance the profession.

MAT 540 September Experience, 3 credits

The course enables students to observe and assist in preparing for the beginning of the school year with a particular emphasis upon observing and reflecting upon how public school teachers establish expectations and norms that affect the entire school year.

MAT 541 Practicum, 3credits

The course offers a supervised field-experience in a public school as preparation for half-day student teaching. Students engage in systematic observation and gradually participate in delivery of instruction. May not be repeated for additional credit.

MAT 542 Half-day Student Teaching, 6 credits

The course provides a supervised half-day student teaching experience in a public school as preparation for full-day student teaching. Students engage in systematic observation and gradually assume teaching responsibilities.

MAT 543 Full-day Student Teaching, 12 credits

The course offers final supervised student teaching experience in a public school. Students assume the full-day classroom teacher's role and responsibilities.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** MAT 520
2. **Course title:** Reflective Professional Practice
3. **Abbreviated title for class schedule** (30 characters or less): Reflective Prof. Practice
4. **Credit hours:** 1
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. **Catalog description:**

Engages students in ongoing personal and professional reflection and learning. Students learn to use evidence to continually evaluate their self-development and classroom practice with a particular emphasis upon identifying the effects of their choices and actions upon learners, families, other professionals and the community.

6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions: Please indicate any class or major restrictions:** Acceptance into the Master of Arts in Teaching Program

9. **Is course repeatable? Yes** If Yes, list maximum credits: 4

10. **Labs requirements: If course includes a lab: # of hours lecture:** ; **# of hours lab:**

11. **Fees: List any course fees:**

12. **Grade Mode: Graded only: X** **Pass/No Pass only:** **Option:**

13. **CIP Code: Six-digit CIP code** (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s)

B. Honors?

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

Rationale: What is the overall strategic rationale for offering this course? This course serves as an on-going programmatic course to support the new direction for the School of Education's (SoE) teacher education program includes the intentional redesign and alignment of the recently adopted national InTASC (Interstate Teacher Assessment and Support Consortium) standards and the possible shift by TSPC to a K-12 license in the current Master of Arts in Teaching (MAT). All students completing the MAT Teacher Program will obtain:

- A Master's of Education in Teaching
- An Oregon preliminary teaching license

A. Alignment:

1. How does this course align with the unit's mission plan? See above
2. How does the course fit into the rest of the unit's curriculum? See above

B. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 75; Year 2 75; Year 3 75

C. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? SOE Faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. None
- c. If additional faculty members are needed, how will that need be met?
None

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. NA

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
NA
- b. Are any other resources needed to support this course? NA
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed) See Below

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

John King

9/8/15

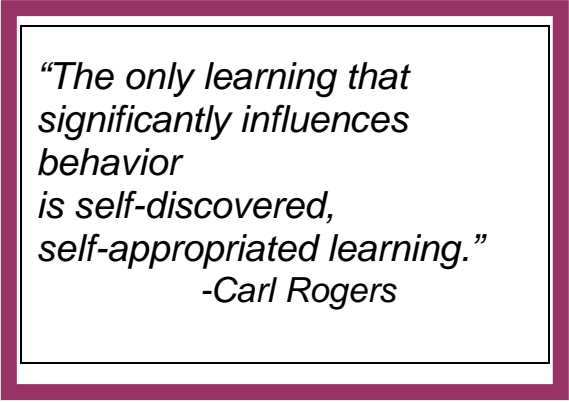
Signature of Division Director

Date

4/30/14

**Southern Oregon University
School of Education MAT Program**

MAT 520 Reflective Professional Practice



*“The only learning that significantly influences behavior is self-discovered, self-appropriated learning.”
-Carl Rogers*

Course Description (1 credit)

The course engages in ongoing professional reflection and learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Relation to the MAT Conceptual framework and Program Goals:

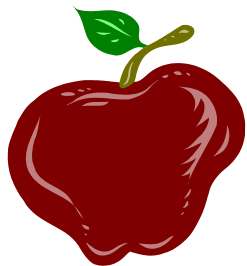
The MAT program offers a coordinated series of learning experiences, built upon a conceptual framework grounded in social constructivism and organized around themes of reflection, decision-making, facilitation, continuous learning, research, leadership and collaboration. The program has a strong connection with public schools and emphasizes the importance of providing pre-service teachers with multiple opportunities for observation, interaction, reflection, facilitation, instruction, collaboration and leadership in a P-12 learning community.

Special Note:

If you are in need of academic support because of a documented disability (whether it be psychiatric, learning, mobility, health-related, or sensory), you may be eligible for academic accommodations through disability services for students. Contact the Director of DSS at 552-6213 or schedule an appointment in person at the SOU Academic Support Programs, Stevenson Union, Lower Level.

International New Teacher Assessment and Support Consortium (InTASC)

Students will demonstrate through personal behavior and theoretical understanding the following InTASC Standards:



- ❑ Standard 1 – Content Pedagogy (Dispositions 1.20, 1.21, 1.22, 1.23, 1.24)
- ❑ Standard 2 – Student Development (Dispositions 2.20, 2.21, 2.22)
- ❑ Standard 3 – Diverse Learners (Dispositions 3.20, 3.21, 3.22, 3.23, 3.24, 3.25)
- ❑ Standard 4 – Multiple Instructional Strategies (Dispositions 4.20, 4.21, 4.22)
- ❑ Standard 5 – Motivation and Management (Dispositions 5.20, 5.21, 5.22, 5.23, 5.24, 5.25)
- ❑ Standard 6 – Communication and Technology (Dispositions 6.21, 6.22, 6.23, 6.24)

Course Text, Materials and Readings

Rath, T. & Conchie, B., (2009). *Strengths-based Leadership: Great Leaders, Teams, and Why People Follow*. New York, NY: Gallup Press.

Course Outcomes: MAT students will

- Analyze, discuss and define their changing teacher identity.
- Read and synthesize articles, and research surrounding current local, state, national and international issues in teaching and learning.
- Clarify values and beliefs relating to what is most important to include in teacher education programs.
- Apply relationships and applications of MAT coursework, projects, workshops and discussions to the teaching profession.
- Align coursework and field experience artifacts to requirements of SOU and TSPC (InTASC Standards) and reflect in writing (and in class discussions) how those artifacts provide evidence of their growth as a teacher.
- Continually revise their Philosophy of Education based on thoughtful reflection and application of coursework and field experiences.
- Define and demonstrate their leadership role as a teaching professional relative to MAT programmatic elements and events.
- Plan aspects of their future professional development.
- Suggest immediate areas for personal growth and set achievable goals for the next year which could include the selection of summer 2013 coursework.

Grading & Evaluation

Assignments	Percentage of Grade
Attendance, Punctuality & Participation Collaborative Group Work Positive Attitude & Humor	30% (30 pts)
Interactive Reflection Journal (on Moodle) and Reading Notes (Format will be shared in class 11/10)	30 % (30 pts)
InTASC Standards Definitions 1-5	20% (20 pts)
Synthesis of <i>Strengths-based Leadership</i> and Self-Assessment (Completed during class 12/1)	20% (10 pts)

93-100	%	A	83-87	%	B
90-92	%	A-	80-82	%	B-
88-89	%	B+	79 % and below		Unsatisfactory, does not meet the graduate requirements to pass the course.

Course Requirements, Instructional Strategies, Attendance & Grading:

This course has been designed to actively **engage** students during the class sessions. Students will read assigned materials and participate fully in class discussions and activities. In addition, a positive, professional attitude combined with a dash of good humor is also required.

Students are required to attend all class sessions. Please notify the instructor prior to class if there is an emergency and you are unable to attend or will **arrive late**. Unexcused absences and late arrivals could result in a reduction in the final grade.

Student work expectations. Work should be turned in on time. All work is to be of a professional, graduate level quality. **Please type all assignments, double space and use a 12 point font.**

Overview of Course Assignments:

Interactive Reflection Journal and Reading Notes It is expected that your assignments and discussions reflect critical thought and the “Professional Dispositions” of the MAT program.

Professional Participation, Service and Leadership. Students will further define aspects of their professional ethic as they actively participate in programmatic functions of the MAT program. Additional information and expectations will be provided by course instructors.

Philosophy of Education (this assignment will be in progress over the entire year). Students will compile the information from prior life experiences, field experiences and the combined content knowledge from MAT course work to reflect on their previously designed Philosophy of Education.

The Philosophy of Education is based on personal beliefs and values. Suggested elements to include might be:

- **The purpose of education**
- **The role of the student in education**
- **The role of the teacher in education**
- **The role of the parent in education**
- **The role of the teacher in the community**
- **The role of teacher dispositions and proficiencies**

EdTPA Portfolio (in progress all year). Students will begin work on their EdTPA portfolio. A discussion and reflection on professional growth outlined by InTASC Standards as required by TSPC and the MAT program. Students will be intentional and transparent as they explore their identity as a teacher and their role in defining and sustaining quality education for all students.

Focus during Fall Term will be on **Defining InTASC Standards**

Focus during Winter Term will be on **Reflecting on the implementation of InTASC Standards**

Focus during Spring Term will be on **EdTPA final portfolio.**

Sample Schedule

(May be subject to change based on the learning needs of the class)

Date	Class	Assignments
Part 1	<ul style="list-style-type: none"> ○ Introductions ○ InTASC Standards ○ Understanding Individual Strengths ○ True Colors 	<p>1) Read Intro and Part 1 in <i>Strengths-based Leadership</i> and Take <i>StrengthsFinder 2.0</i> Assessment</p> <p>2) Read Parts 2 and 3 in <i>Strengths-based Leadership</i>.</p> <p>4) Moodle - Post Interactive Reflection Journal entry (500 – 750 words)</p> <p>5) Moodle – Read and respond to peers’ reflections (at least 5).</p> <p>Draft Definitions of InTASC 1-2 in your own words</p>
Part 2:	<ul style="list-style-type: none"> ○ <i>Strengths-based Leadership</i> ○ Defining Professional Teaching Standards ○ Peer Review InTASC Definitions ○ Reading Notes 	<p>1) Read pp 103-141 Keep Reading Notes</p> <p>2) Read pp 143-189 Keep Reading Notes</p> <p>3) Read pp 191-235 Keep Reading Notes</p> <p>Moodle - Post Interactive Reflection Journal entry (500 – 750 words) and respond to peers</p> <p>4) Draft Definitions of InTASC Standards 3-5 in your own words</p>
Part 3	<ul style="list-style-type: none"> ○ Synthesis of <i>Strengths-based leadership</i> and Self-Assessment ○ Peer Review of InTASC Definitions 	<p>1) Reading Notes</p> <p>2) InTASC Standards Definitions 1-5</p> <p>3) Moodle - Post Interactive Reflection Journal entry (500 – 750 words) and respond to peers.</p>

University Messages and Services

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or

emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541)552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

New Course Proposal

Submit completed form electronically

- 1. Course prefix and course number:** MAT 521
- 2. Course title:** Foundations of Educational Research
- 3. Abbreviated title for class schedule:** Foundations of Ed Research
- 4. Credit hours:** 4
- 5. Catalog description:**

Examines literature and research from diverse social science disciplines to present American public education in its historical and social contexts. Particular emphasis is placed upon the multicultural history, social and political changes of public education in the United States and the implications of the increasing diversity of students and society. Focuses on identifying relevant research questions and problems of practice, including literature reviews, data collection, data analysis, ethics and the appropriate use of information technology. This course also assists students' identity development as teacher-researchers through the use of action research to assess teaching effectiveness in relation to student learning outcomes.

- 6. Prerequisites:** None
- 7. Co-requisites:** None
- 8. Major/Class restrictions:** Admission to MAT program
- 9. Is course repeatable?** No
- 10. Labs requirements:** None
- 11. Fees:** None
- 12. Grade Mode: Graded only:** A-F
- 13. CIP Code: Six-digit CIP code** (check with your Division Director):
- 14. Special qualifications; Is course proposed for (yes/no):**
A. University Studies? NO

B. Honors? NO

15. **Cross-listing: List any cross-listing: None**

16. **Strategic justification for proposed course:**

A. **Rationale:** What is the overall strategic rationale for offering this course? Public school teachers must be able to understand the foundational research literature and theorists in their professional field. They must also be able to be critical consumers of educational research. It is also vital that teachers have the knowledge and skills to conduct classroom-based research to improve their own practice, assess student needs, and increase student achievement.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

Teachers need to be able to base their curricular decisions on sound educational research in order to respond to persistent educational challenges, and to adapt to the increasing diversity of public school settings.

2. How does the course fit into the rest of the unit's curriculum?

This course replaces ED 519 which served a similar purpose. Graduate programs in Oregon generally require a research course. It also meets the following Interstate Teacher and assessment and Support Consortium (InTASC) Standards adopted by the State of Oregon:

#4 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making

#9 Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 80 ; Year 2 80 ; Year 3 80

D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? MAT faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This course replaces a previous required research course and thus will have no additional impact on the current teaching obligations of the unit's faculty members.
- c. If additional faculty members are needed, how will that need be met? n/a

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Current facilities/lab space are adequate

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

MAT 521-Foundations of Educational Research

Required Text:

Earlier Text: Mills, G. E. (2014). *Action research: A guide for the teacher researcher* (5th ed.). Boston: Pearson Education, Inc.

New Text: To be decided

Additional Text:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association.

Note: In addition, other journal articles will be used to supplement the texts and students will obtain research articles pertinent to their research topic.

Course Description:

The course examines literature and research from diverse social science disciplines to present American public education in its historical and social contexts. Particular emphasis is placed upon the multicultural history, social and political changes of public education in the United States and the implications of the increasing diversity of students and society. This course focuses on identifying relevant research questions and problems of practice, including literature reviews, data collection, data analysis, ethics and the appropriate use of information technology. This course also assists students' identity development as teacher-researchers through the use of action research to assess teaching effectiveness in relation to student learning outcomes.

Course Format:

Face-to-face and Hybrid

Course Objectives:

This course is designed to help you to:

1. Become a critical and informed consumer of education research
2. Gain a working knowledge of the foundational research literature and theorists in your professional field.
3. Articulate the role that teacher-led research can play in classroom assessment
4. Articulate a working knowledge of research methodology with an emphasis on Action Research
5. Identify important research ethics concerns
6. Effectively conduct, synthesize and write a literature review of an education research topic
7. Complete a research proposal and action plan for an action research project
8. Correctly use APA format and citation style in your writing at a graduate student level

INTASC Standards:

Standard #4 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

Requirements

1. Class Attendance/Participation (10 pts): This course has been designed to actively engage

students during the class sessions through presentations, discussions, and activities. Because it is necessary to be present in order to actively participate, regular and prompt attendance at all class sessions is expected and is critical for success. Students will read assigned materials prior to class and participate fully in class discussions and activities.

2. Article Reviews (20 pts): There will be four (4) journal articles to review. A worksheet with guided questions will be provided. The first two articles will be provided by the instructor, and the second two articles should connect with the topic selected by the student.

3. Interview transcription (10 pts): The in-class interview activity will be transcribed and analyzed. Based on your own data collection and analysis, what are your results?

4. Survey (10 pts): Develop an online survey using SOU's Qualtrics survey tool that connects with your research topic.

5. Literature Review and Action Plan Drafts (10 pts): Provide a cohesive summation of literature, using at least 7 sources- from academic journals, ideally from peer-reviewed literature, that informs your view of the topic, and which might provide a theoretical framework for your intervention and action plan. The literature review draft will ultimately be included in the Final Action Plan. For the Action Plan draft, summarize your plans, describe your context, and outline your methods to collect data (e.g. surveys, observations, students' work samples, etc.) in addressing your research questions (see Mills, 2014) **APA format required in final paper.**

6. Triangulation Matrix (5 pts): In the form of a triangulation matrix, identify research questions(s) that clearly and concisely represent your research interest in the classroom. Frame your research questions using the stems "How does..." and/or "What happens when...." Identify your data sources (e.g. teacher observations, student surveys, test scores, videotapes, student work, grades, etc.) and plans for collecting the data needed to answer your research questions.

7. Final Paper- The Action Plan (25 pts): The culminating paper will include the components of a potential action research study, and the literature review on the selected topic. **APA format required in final paper.**

8. Posttest (10 pts): TBA

9. Presentation: All students will give a presentation of their action plan (see Mills, 2014)

Assignment	%
Attendance	10

Article worksheets (4)	20
Interview	10
Survey	10
Triangulation Matrix	5
Action Plan/Lit Review Drafts	10
Posttest	10
Final Paper: Action Research Proposal	25

***Work handed in late will be accepted with a slight point deduction**

****Work that is poor quality or shows inadequate effort can be resubmitted with a slight point deduction (except for final paper).**

Both your written work and your class participation should demonstrate professionalism. Written assignments should be of graduate-level quality and typed, double-spaced, using a 12-point font. All assignments are to follow APA format requirements. Please proofread all work before submitting it. You are a graduate student and a future teacher.

Format of Submissions: Any electronically submitted assignments will be either posted in a Moodle discussion thread and/or submitted via the Digital Assignments. Use the links in Moodle Assignments. The preferred digital format for submissions is Microsoft Office documents. However, I can open documents in Apple's Pages or .RTF. If you have questions about document formats check with instructor.

Values: In the 1890's, W.T. Harris promoted the development of *directive power* in education. This includes characteristics of ingenuity, initiative, persistence, and ability to work with others. These values still seem appropriate today, and I'd like to add 'purposefulness', i.e. having a goal in mind. Together, these values promote respective behaviors that I would like to see in students I teach.

Grading: A large portion of the class relies on student "engagement" in the course activities both in and out of class. This course has been developed with the notion that students learn best when allowed to be self-determining in achieving their learning outcomes. As the instructor, my role will be that of a facilitator to help students shape a successful learning experience

Grading Scale:

A	94-100 %
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%

(A grade of B- or better is necessary to meet graduate-level requirements.)

Moodle Site: All course resources and assignments will be available on the Moodle course site, including assignments associated with the hybrid format.

Course Calendar: This is an anticipated schedule. The professor retains the right and responsibility to revise the syllabus based on class needs. Students are responsible to keep track of changes.

Computer use during class: Inappropriate use of computers during class, such as surfing the Internet, reading or writing emails, writing papers for other classes, etc., is distracting and disrespectful to other students and the professor. In-class “presence” means being actively involved in class discussions and activities. Although these days many folks believe they can multi-task, research has demonstrated that people cannot **effectively** attend to more than one thing at a time.

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<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting

Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

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If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541)552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

Approvals:

John King

9/8/15

Signature of Division Director

Date

4/30/14

New Course Proposal

Submit completed form electronically

1. Course prefix and course number: MAT 522
2. Course title: Learning Differences
3. Abbreviated title for class schedule (30 characters or less): Learning Differences
4. Credit hours: 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. Catalog description:

Examines how an understanding of individual differences and diverse cultures can be used to promote inclusive learning environments that enable each learner to develop self-awareness and demonstrate care for self and others. Explores how learners grow and develop across linguistic, cultural and developmental differences and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for individuals with diverse learning styles and backgrounds.

6. Prerequisites (to add each additional prerequisite, start a new line):

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. Co-requisites (including labs, if any):

A. (course prefix, (space) and number) or or or or

8. Major/Class restrictions: Please indicate any class or major restrictions: MAT

9. Is course repeatable? Yes No X If Yes, list maximum credits:

10. Labs requirements: If course includes a lab: # of hours lecture: ; # of hours lab:

11. Fees: List any course fees:

12. Grade Mode: Graded only: X Pass/No Pass only: Option:

13. CIP Code: Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s)

B. Honors?

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

A new direction for the School of Education's (SoE) teacher education program includes the intentional redesign and alignment of the recently adopted national InTASC (Interstate Teacher Assessment and Support Consortium) standards and the possible shift by TSPC to a K-12 license in the current Master of Arts in Teaching (MAT). All students completing the MAT Teacher Program will obtain:

1. A Masters of Education in Teaching
2. An Oregon preliminary teaching license

B. **Alignment:**

1. How does this course align with the unit's mission plan? See above
2. How does the course fit into the rest of the unit's curriculum? See above

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 50; Year 2 50; Year 3 50

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*
 - a. Who will teach the course? SOE Faculty
 - b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. NA
 - c. If additional faculty members are needed, how will that need be met? NA
2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. NA
3. *Other:*
 - a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
 - b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? NA

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

(Attach an accompanying, condensed syllabus, which should include the following items.

*Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Southern Oregon University: School of Education
MAT 522 Learning Differences
Instructor:

Course Description

The course examines how an understanding of individual differences and diverse cultures can be used to promote inclusive learning environments that enable each learner to develop self-awareness and demonstrate care for self and others. The course explores how learners grow and develop across linguistic, cultural and developmental differences and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for individuals with diverse learning styles and backgrounds.

Required Reading: Text selections will be made during the first class session. Additional readings and assignments will be distributed in class or posted on Moodle.

Supplementary Texts:

Banks, J. A. (2013). Multicultural education: Characteristics and goals. In J. A. Banks & C. A. M. Banks (Eds), *Multicultural education: Issues and perspectives* (8th ed.). Hoboken, NJ: Wiley.

Carter, P. L. & Welner, K. G. (Eds.) (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. New York: Oxford University Press.

Convertino, C., Levinson, B. A., Gonzalez, N. (2013). Culture, Teaching, and Learning. In J. A. Banks & C. A. M. Banks (Eds), *Multicultural education: Issues and perspectives* (8th ed.). Hoboken, NJ: Wiley.

Gorski, P. C. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York: Teachers College Press.

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

Hollins, E. R. (2015) *Culture in school learning: Revealing the deep meaning*. (3rd ed.). New York: Routledge.

Jensen, E. (2013). *Engaging students with poverty in mind: Practical strategies for raising achievement*. Alexandria, VA: ASCD.

Moule, J. (2012). *Cultural competence: A primer for educators*. Belmont, CA: Wadsworth.

Relationship to the Conceptual Framework and Program Goals

To successfully complete this course, students must show clear evidence of the knowledge and skills encompassed in the following standards:

Standard #1: Learner Development

The student understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1 (d) The student understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

1 (e) The student understands that each learner’s cognitive...social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

1 (f) The student identifies readiness for learning, and understands how development in any one area may affect performance in others.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2 (j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2 (k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

3 (l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

Standard #4: Content Knowledge

4 (m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

Standard #7: Planning for Instruction

The student plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7 (i) The teacher understands (learning theory, human development,) cultural diversity, (and individual differences) and how it impacts ongoing planning.

Standard #8: Instructional Strategies

The student understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8 (j) The student understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8 (k) The teacher knows how to apply a range of culturally appropriate instructional strategies to achieve learning goals.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners,

families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9 (i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Course Objectives:

1. Evaluate their own beliefs, values, and attitudes regarding diversity
2. Describe students from a strengths-based, positive, and affirming perspective
3. articulate the issues of diversity, equity, multicultural and social justice education
4. Demonstrate sensitivity to cultural and individual differences
5. Recognize historical and societal changes in the education of diverse student populations
6. Demonstrate why and how curriculum and instruction should be modified to support achievement of diverse students.
7. Recognize the larger political, social, and economic contexts and policies that affect students, families, and school success.

Topics

- Diversity encompasses differences of: ethnicity, race, gender, language, age, religion, sexual orientation, gender identification, socioeconomic condition, and group/individual cultures.
- Teacher as Critical Influence Agent
- Cognitive Development
- Behavioral Views of Learning
- Cultural competence and enhancing cross-cultural communication
- Cognitive Views of Learning
- Complex Cognitive Processes
- Learning Sciences and Constructivism
- Social Cognitive Views of Learning and Motivation
- Motivation in Learning and Teaching
- Use of cross-cultural communication and the effective use of culturally relevant content and instructional strategies.
- Creating Learning Environments

Course Assignments

Class Attendance/Readings/Notes/Activities/Discussions: Students are expected to read the chapters from the text and selected articles as assigned. Students will bring reading notes, reflections, insights, and questions to class for further discussion in small and large groups. The class discussion will expand individual interpretations of the readings and will challenge students to think critically and develop a deeper level of understanding and growth in perspectives. Therefore, it is critical for students to keep up with the readings, take ownership and responsibility for their own learning, and actively participate in class.

“My Diverse Self” Autobiography (10 pts.) Develop an autobiography of your diverse self. Describe your identity, including the social categories, cultures and subcultures with which you identify. Describe your family background and articulate your own and your family’s cultural

values and attitudes. Share your racial heritage, ethnic background, socioeconomic class, and religious or spiritual beliefs. Tell a family story; share your travel experiences; describe your own multicultural exposure. What groups of people have you encountered who are different from yourself and how have those experiences influenced your views about them and attitudes toward them? Describe a time you have been a target or a perpetrator of prejudice, bullying or discrimination? How would you define and describe your identity as an individual person, your core values, and your beliefs about others? What are the influences that have shaped your current thoughts and ideas about diversity? (12 font, 3-5 pages, double-spaced)

OR

“Where I’m From” Poem (10 pts.): Create a poem that uses sensory imagery and descriptive language to share the memories and experiences of your life, your home and family, and your values and beliefs. See the article and template on Moodle for examples. Remember that poetry makes pictures with words and sounds, plays with language, contains rhythm, and uses metaphors, similes, and figurative language to evoke emotion. Powerful word choice and descriptive details, such as colors, textures, sights, sounds, and smells, bring the images to life. Use the template as a guide and a starting point, but expand it and add your own categories (see autobiography assignment for diversity-oriented categories) and use creative, artistic license to broaden and deepen the meaning and significance of your writing and to craft a poem that is unique and personal. (12 font, 3-5 pages, double-spaced)

Partner Research and Reflection Paper (15 pts.): Students will identify potential research topics/issues based on self-assessment and interest during the first class sessions. Information and instructions will be provided in class and posted on Moodle.

Describe and annotate your personal “Top Ten Elements That Make Me a Better Teacher.”

Instructional Settings I and II (10 pts.): Students will carefully observe and examine their field placement, including the community, school, and classroom contexts and indicate how these demographics could affect the learning of diverse students. (Instructional Setting I = 3-5 pages). Students will also describe in depth three selected individual students in their class (Instructional Setting II = 2-3 pages). Select students who may be struggling or considered “at-risk,” exhibit diverse identities, have different cultural or social backgrounds than your own, or display special needs that will require attention during the creation and implementation of your work sample. Describe the behavior you observe objectively, rather than interpreting, labeling, or judging it. (See handout for detailed guidelines.)

Group Book Presentation (15 pts.): Five or six students will work together as a group to present their assigned “trade” book. Group members’ equal contribution and collaboration are required for this project. The presentation will be scored on the extent to which it shares key ideas from the book, contains a short but engaging, activity-based demonstration lesson, and displays team collaboration. (40 minute time limit)

Final essay (10 pts.): Students will reflect on and respond to four prompts that show how you have met the standards and goals for this class. Be sure to take notes on readings, class discussions, lessons, video clips, activities, and presentations to inform the completion of this final piece of reflective writing.

Reflect on the practical or personal knowledge you learned in the previous class and how you’ll incorporate it in your teaching. These are the kind of thoughts that instinctively run through your

head during the class. You might be listening to the professor or talking with a fellow student and think, “That’s a good idea!” Right it down and submit five of them each week. They could be something the instructor did/said, something you learned from a fellow student during a group discussion, or something you didn’t like and would do differently.

Dynamic Research and Presentations 10 points

Students will choose a topic or chapter from the text or a list of instructor-generated topics. (Students may negotiate a topic of their own choosing.) Students then make a Wiki that contains podcasts, video-shorts, PowerPoints, and educational links to web sources. (The instructor provides in-class instruction on how to make and manage your own Wiki sites.) You will prepare and exhibit a short presentation. See the list of potential topics at the end of this syllabus.

Research Component 10 points

Research a current topic in education. It can be the same topic from the One-Minute PPt, the Short Point Show, or the Dynamic Research Presentation. Find five academic resources that support or challenge your topic. Annotate and evaluate the resources.

University Messages and Services

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited”.

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate

courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student

Conduct: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541)552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage

at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

Approvals:

John King

9/8/15

Signature of Division Director

Date

MAT Program Modification Proposal

Overview

In response to new state mandates governing teacher preparation programs and in order to better prepare our students for the changing student needs and demographics of the students they must be prepared to teach within the k-12 public schools, the department of Education proposes the following modification of the existing Masters in Teaching (MAT) program. The proposed program modification expands most academic courses from three to four credits in order to explicitly infuse competencies related to the InTASC standards, English Language Learners (ELL), culturally responsive pedagogy (CRP), special education (SPED), educational technology (NETS), holistic education (HOL), and support for EdTPA development throughout our teacher preparation program.

A crosswalk on pages 5-6 demonstrates how and where these competencies will be integrated with each course as well as which current course each course replaces. Although new course titles and prefixes are being proposed in order to better align with the core competencies required by the state (embodied by the InTASC standards on page 7), these are course modifications rather than new courses. Full course syllabi are being collaboratively developed by instructor teams during the summer and fall of 2015.

New Course Descriptions

MAT 520 Reflective Professional Practice, 1 credit repeatable– 4 credits required

The course engages students in ongoing personal and professional reflection and learning. Students learn to use evidence to continually evaluate their self-development and classroom practice with a particular emphasis upon identifying the effects of their choices and actions upon learners, families, other professionals and the community.

MAT 521 Research Foundations in Education, 4 credits

The course examines literature and research from foundational educational theories analyzing and exploring American public education. This course focuses on identifying relevant research questions and problems of practice, reviewing literature, collecting and analyzing data, understanding ethics and using information judiciously. This course supports the teacher as a reflective practitioner in developing appropriate plans of action to improve schooling and instructional practices.

MAT 522 Learning Differences, 4 credits

The course examines how an understanding of individual differences and diverse cultures can be used to promote inclusive learning environments that enable each learner to develop self-awareness and demonstrate care for self and others. The course explores how learners grow and develop across linguistic, cultural and developmental differences and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for individuals with diverse learning styles and backgrounds.

MAT 523 Curriculum Design, 4 credits

This course explores curricular decision-making, organization and planning for diverse classrooms using the Understanding by Design model. Students investigate how to support all learners in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, technological tools, and knowledge of learners and community contexts. Particular emphasis is placed upon outcome-based curriculum, differentiation, interdisciplinary curriculum design, short and long range planning; and an understanding of the Common Core Standards, Oregon State Standards and 21st Century Skills.

MAT 524A Literacy and Language Acquisition and Development for Multiple Subjects Endorsement, 4 credits

This course examines the relationship among linguistics, language acquisition and literacy development. It explores theories of first and second language acquisition and presents language and literacy as interactive processes involving reading, writing, thinking, speaking and active listening. The course examines current theories, strategies, and pedagogy with an emphasis on early childhood groups and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences using multiple methodologies to meet the needs of twenty-first century learners.

MAT 524B Literacy and Language Acquisition and Development for Single Subject Endorsement, 4 credits

This course examines the relationships among linguistics, language acquisition and literacy development. It provides a conceptual foundation for valuing the unique communicative processes of culturally and linguistically diverse students bring to the general education classroom and emphasizes multicultural education perspectives in promoting literacy development including the selection and use of activities and materials. The course prepares student to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for both native and second language learners.

MAT 525 Responsive Learning Environments, 4 credits

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. The course explores how learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences.

MAT 526 Assessment For Learning, 4 credits

This course explores various forms, uses, and approaches to educational assessment. Students will examine current assessment tools and methods, design culturally relevant and developmentally appropriate assessments, and learn how to evaluate and use assessment data. Students will make meaningful connections to the purpose and use of assessment in order to support and engage learners in their own growth, monitor learner progresses, and guide the teacher's and learners' decision making.

MAT 527A Integrated Methods: STEM for Multiple Subjects Endorsement, 4 credits

The course familiarizes students with the instructional techniques, curricular designs, and materials associated with successful teaching of multiple subjects with a specific focus upon academic language development in STEM (Science, Technology, Engineering, and Mathematics). Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 527B Integrated Methods for Single Subject Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs and academic language associated with successful teaching of academic subject matter in the middle grades. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 528A Integrated Methods: Social Science and the Arts for Multiple Subjects Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs, and academic language associated with successful teaching of multiple subjects with a focus on social sciences and the arts. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 528B Special Methods for Single Subject Endorsement, 4 credits

The course familiarizes students with the instructional strategies and materials, curricular designs, and academic language associated with successful teaching of single subjects at the high school level. Emphasizes effective strategies for standards-based education, culturally responsive pedagogy, and

the appropriate integration of technology. Examines issues related to exceptionality including mainstreaming and inclusion, the characteristics of at-risk youth, and how teachers and schools can respond to diverse learning needs.

MAT 529 Cognition, Creativity and Critical Thinking, 4 credits

The course explores how students learn and develop cognitively and prepares teachers to design and implement developmentally appropriate, culturally responsive and challenging learning experiences. The course examines how to connect concepts, use digital tools and resources, and employ differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

MAT 530 Responsive Instructional Strategies, 4 credits

The course explores how to select and employ a variety of instructional strategies to help all learners develop a deep understanding of academic content matter, build connections between subjects, and apply knowledge in meaningful and authentic ways. The course explores the teacher's role in meeting the needs of exceptional learners within the general education classroom, explores the forms and functions of academic language, and examines the principles of universal design.

MAT 531 Professional Leadership & Collaboration, 4 credits

This course examines current issues affecting public school teachers including curriculum, instruction, assessment, technology, time, the learning environment, school-community relations, governance and teacher leadership. Students explore how beginning teachers can exercise appropriate leadership and take responsibility for student learning, collaborating with learners, families, colleagues, other school professionals, and community members to promote learner growth and advance the profession.

MAT 540 September Experience, 3 credits

The course enables students to observe and assist in preparing for the beginning of the school year with a particular emphasis upon observing and reflecting upon how public school teachers establish expectations and norms that affect the entire school year. May not be repeated for additional credit.

MAT 541 Practicum, 3credits

The course offers a supervised field-experience in a public school as preparation for half-day student teaching. Students engage in systematic observation and gradually participate in delivery of instruction. May not be repeated for additional credit.

MAT 542 Half-day Student Teaching, 6 credits

The course provides a supervised half-day student teaching experience in a public school as preparation for full-day student teaching. Students engage in systematic observation and gradually assume teaching responsibilities. May not be repeated for additional credit.

MAT 543 Full-day Student Teaching, 12 credits

The course offers final supervised student teaching experience in a public school. Students assume the full-day classroom teacher's role and responsibilities. May not be repeated for additional credit.

Crosswalk with Core Competencies and Current MAT Program of Study

New Course	Replaces	InTASC	ELL	CRP	SPED	NETS	HOL	EdTPA
MAT 520 Reflective Professional Practice (1 credit repeatable, 4 total)	ED 507 Guide Group (3 credits)	9	5,6	e	4	3d, 5c	1, 3, 4, 5	rubric 10
MAT 521 Research Foundations in Education (4)	ED 519 Action Research (3 credits) ED 559 Foundations (3 credits)	9				3d, 4a, 5c	1	rubric 10
MAT 522 Learning Differences (4 credits)	ED 560 Diversity (3 credits)	2, 1	2, 3	a,c,d, e,f	1-5	2c, 4b	2	rubrics 2,3
MAT 523 Curriculum Development (4 credits)	ED 557 CIA I (3 credits)	2, 7	3	e	1, 3, 4, 5	1b, 2a	3,4	rubrics 1,5,7,10
MAT 524 Literacy & Language Acquisition and Development (4 credits)	ED 563 Language & Literacy (3 credits)	2, 1	1, 4	a,b,c, d,e,f	1,3	4b, 4d	2	rubrics 1,4
MAT 525 Responsive Learning Environments (4 credits)	ED 566 Human Relations (3 credits)	3, 1	2, 3	d, f	1a, 2a, 4, 5	3h, 4d	2, 3, 4	rubric 6
MAT 526 Assessment For Learning (4 credits)	ED 557 CIA II (3 credits)	6	4	e	1,5	2b, 2d		rubrics 5, 11-15
MAT 527A Integrated Methods: STEM (4 credits)	ED 558 Special Methods (3 credits)	5, 4		d,g,h		1b, 1c, 2a, 2b	3	rubrics 16-18
MAT 527B Integrated Methods for Single Subject Endorsement (4 credits)	ED 558 Special Methods (3 credits)	5, 4		d,g,h		1b, 1c, 2a, 2b	3	rubrics 1,9
MAT 528A Special Methods: SS/Arts (4 credits)	ED 558 Special Methods (3 credits)	5, 4		a,b,d ,e,g		1b, 1c, 2a, 2b	3	
MAT 528B Special Methods for Single Subject Endorsement (4 credits)	ED 558 Special Methods (3 credits)	5, 4				1b, 1c, 2a, 2b	3	rubrics 9,14,15
MAT 529 Cognition, Creativity and Critical Thinking (4 credits)	ED 562 HDCL (3 credits) ED 534 Ed Tech (3 credits)	5, 1	3	d,g,h	1, 4	1a, 1b	4	rubric 8
MAT 530 Responsive Instructional Strategies (4 credits)	ED 571 Inclusion Strategies (3 credits)	8, 2	1, 3	c	1, 2,3,5	2b, 2c	2, 3, 4	rubrics 3,7
MAT 531 Professional Leadership & Collaboration (4 credits)	ED 567 Contemporary Issues (3 credits)	10	5	d,g,j	4	3a, 3d, 5a, 5b	1,5	rubric

MAT 540 September Experience (3 credits)	ED 511 September Experience (3 credits)	1-10	1-6		1-5		1-5	
MAT 541 Fall Practicum (3 credits)	ED 516 Fall Practicum (3 credits)	1-10	1-6		1-5	1-5	1-5	
MAT 542 Half-day Student Teaching (6 credits)	ED 517 Half-day Student Teaching (6 credits)	1-10	1-6		1-5	1-5	1-5	rubrics 1-18
MAT 543 Full-day Student Teaching (12 credits)	ED 518 Full-day Student Teaching (12 credits)	1-10	1-6		1-5	1-5	1-5	

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Oregon Department of Education English Language Learner (ELL) Standards

1. **Language:** Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.
2. **Culture:** Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.
3. **Planning, Implementing, and Managing Instruction:** Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ELD and content instruction; including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
4. **Assessment:** Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages.
5. **Professionalism:** Candidates demonstrate knowledge of the history of ELD teaching. Candidates keep current with the new instructional techniques, research results, advances in the ELD field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.
6. **Technology:** Candidates use information technology to enhance learning and to enhance personal and professional productivity.

Culturally Responsive Pedagogy (CRP) Competencies embedded within InTASC Model Core Teaching Standards

Standard #1: Learner Development

- 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

- 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

Special Education Competencies for the General Education Teacher (SPED)

1. Response to Intervention (RTI) Process and Pedagogy

- a) Demonstrates knowledge of the general educator's responsibilities in the Response to Intervention process and in providing Multi-level systems of support in assessment and progress monitoring
- b) Demonstrates differentiation of instruction and assessment and inclusion strategies, (i.e., accommodations and modifications).

2. Universal Design for Learning and Exceptionalities

- a) Demonstrates principles of Universal Design for Learning in the classroom by providing equitable learning environments
- b) Describes the characteristics of students in federally designated categories of exceptionalities (for example: 504, PL 94-142, PL 101-476, 105-17 and 108-446)

3. IEP Services

- a) Identifies placement possibilities for students, with emphasis in meeting the Least Restrictive Environment
- b) Demonstrates understanding of the purpose and major components of the Individual Education Plan (IEP) including auxiliary services (e.g., speech language pathologist, autism consultant, adaptive Physical Education teacher, etc.)

4. Family and Community Services

- a) Demonstrates collaboration strategies with colleagues, caregivers, and community agencies supporting learning for students with special needs and their families

5. Technology

- a) Utilizes assistive technology in the classroom

National Educational Technology Standards (NETS)

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a) promote, support, and model creative and innovative thinking and inventiveness.
- b) engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c) promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d) model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a) design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b) develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c) customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d) provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a) demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b) collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c) communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d) model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a) advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b) address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c) promote and model digital etiquette and responsible social interactions related to the use of technology and information.

- d) develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a) participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b) exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c) evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d) contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

EdTPA Rubrics (Elementary Education)

Tasks 1 Planning for Literacy Instruction and Assessment

Rubric 1: Planning for Literacy Learning: How do the candidate's plans build students' understanding of an essential literacy strategy for comprehending OR composing text and the skills that support that strategy.

Rubric 2: Planning to Support varied Student Learning Needs: How does the candidate use knowledge of his/her students to target support for students' literacy learning.

Rubric 3: Using knowledge of students to inform Teaching and Learning: How does the candidate use knowledge of his/her students to justify instructional plans?

Rubric 4: Identifying and Supporting Language Demands: How does the candidate identify and support language demands associated with a key literacy learning task?

Rubric 5: Planning Assessments to Monitor and Support Student Learning: How are the formal and informal assessments selected and designed to monitor students' use of the essential strategy and requisite skills to comprehend and compose text?

Tasks 2: Instructing and Engaging Students in Literacy Learning

Rubric 6: Learning Environment: How does the candidate demonstrate a positive literacy learning environment that supports students' engagement in learning?

Rubric 7: Engaging Students in Learning: How does the candidate actively engage students in integrating strategies and skills to comprehend or compose text?

Rubric 8: Deepening Student Learning: How does the candidate elicit student responses to promote thinking and apply the essential literacy strategy and requisite skills to comprehend or compose text?

Rubric 9: Subject-Specific Pedagogy: Elementary Literacy: How does the candidate support students to learn, practice, and apply the essential literacy strategy in a meaning-based context?

Rubric 10: Analyzing Teaching Effectiveness: How does the candidate use evidence and change teaching practice to meet students' varied learning needs?

Tasks 3: Assessing Students' Literacy Learning

Rubric 11: Analysis of Student Learning: How does the candidate analyze evidence of student learning related to the essential literacy strategy and requisite skills?

Rubric 12: Providing Feedback to Guide Further Learning: What type of feedback does the candidate provide to focus students?

Rubric 13: Student Use of Feedback: How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?

Rubric 14: Analyzing Students' Language Use and Literacy Learning: How does the candidate analyze students' use of language to develop content understanding?

Rubric 15: Using Assessments to Inform Instruction: How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Task 4: Assessing Students' Mathematics Learning (Elementary only)

Rubric 16: Analyzing Whole Class Understandings: How does the candidate analyze whole class evidence to identify patterns of student learning?

Rubric 17: Analyzing Individual Student Work Samples: How does the candidate use student work to analyze mathematical errors, confusions, and partial understandings?

Rubric 18: Use of Evidence to Reflect on Teaching: How does the candidate examine the re-engagement lesson to further student learning?

Principles of Holistic Education

1. Balance and Interconnectedness: Education should be understood as the art of cultivating the moral, emotional, social, physical, intellectual, creative, aesthetic, and spiritual dimensions of the developing child. This is done, not through an academic “curriculum” that condenses the world into instructional compartments or packages, but through direct and dynamic engagement with the environment. Holistic education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to universal values such as compassion and wisdom.

2. Intrinsic Reverence for Diversity: Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning. There are many *paths of learning* and no one best way to accomplish this goal and the holistic educator values them all; what is appropriate for some children and adults, in some situations, in some historical and social contexts, may not be best for others. The art of holistic education lies in its responsiveness to the diverse learning styles and needs of evolving human beings. By encouraging reflection and curiosity, teachers keep alive the flame of intelligence that is so much more than abstract, divided factual information. By accommodating diverse ways of knowing and being in the world, holistic teachers can nurture the unique gifts contained within each child’s spirit.

3. Integration and Inclusiveness: A holistic way of thinking seeks to encompass and integrate multiple layers of meaning and experience rather than defining human possibilities narrowly. The education of young human beings should involve much more than simply molding them into future workers or citizens, but inviting them to become deeply thoughtful individuals who accept and embrace self and others. Through interactive class structures, a holistic teacher explores inspiration and personal strength and core qualities as a basis for supporting deep levels of learning within our selves and in others. These experiences serve to highlight the non-duality of our essential qualities and the importance of these in forming (or re-forming) loving compassionate relationships.

4. Whole Person Development and Relational, Participatory Learning: Holistic education emphasizes the development of a well-balanced outlook on life and a personal understanding of themselves in relation to the global community. Holistic education nurtures a sense of wonder by helping the young mind, body, and heart feel part of the wholeness of the universe, and learning will naturally be an inviting process that both enchants and delights. By using real-life experiences, current events, the dramatic arts and other lively sources of knowledge, teachers learn to rely less on mass market prefabrications of knowledge and can become adept at using textbooks to supplement rather than control the curriculum. There are bodies of literature on spirituality in education, intuitive connections, project based, community service, earth connections, eco-literacy, multiple intelligences, whole language, and cooperative learning that address more specific aspects of holistic educational approach and to which teachers can turn for resources.

5. Human Potential and Presence: Holistic education explores the human potential through taking a closer look at the holistic nature we encounter in our daily lives and at the wisdom and compassion within ourselves. Learners and the teacher together can deeply consider the self that teaches and the importance of that awareness, presence, and authenticity in our work and lives. Some related goals of holistic education include:

- Rediscovering our essence as teachers;
- Opening up channels to our own inner wisdom and flow;

- Enhancing awareness and presence through focused contact on core qualities and human potential within ourselves and those around us;
- Creating a space where learning becomes joyful, for ourselves and our students;
- Fostering personal renewal and strength through contact with the deeper self;
- Investigating contemplative practices as a channel to connect with the souls and minds of one another and with the natural world.

MASTER OF ARTS IN TEACHING
One-Year Program

One Year Program	Summer Sessions (1 st , 2 nd and 3 rd)	Fall Quarter (11 Weeks)	Winter Quarter (11 Weeks)	Spring Quarter (11 Weeks)
Credit Total	20 credits	16 credits	19 credits	17 credits
Courses	<u>1st four weeks:</u> MAT 521 Research Foundations in Education (4) MAT 522 Learning Differences (4) <u>2nd four weeks:</u> MAT 523 Curriculum Development (4) MAT 524 Literacy and Language Acquisition and Development (4)	MAT 525 Responsive Learning Environments (4) MAT 526 Assessment For Learning (4) MAT 527 Integrated Methods (4)	MAT 528 Special Methods (4) MAT 529 Cognition, Creativity and Critical Thinking (4) MAT 530 Responsive Instructional Strategies (4)	MAT 531 Professional Leadership & Collaboration (4)
Field	<u>3rd four weeks:</u> MAT 520 (1) Reflective Professional Practice MAT 540 September Experience (3)	MAT 520 (1) Reflective Professional Practice MAT 541 Practicum (3)	MAT 520 (1) Reflective Professional Practice MAT 542 Student teaching (6)	MAT 520 (1) Reflective Professional Practice MAT 543 Student teaching (12)

72 total credits

MASTER OF ARTS IN TEACHING
Two-Year Program

Year One	Fall Quarter (11 Weeks)	Winter Quarter (11 Weeks)	Spring Quarter (11 Weeks)
Credit Total	8 credits	8 credits	8 credits
Courses	MAT 521 Research Foundations in Education (4) MAT 522 Learning Differences (4)	MAT 523 Curriculum Development (4) MAT 525 Responsive Learning Environments (4)	MAT 526 Assessment For Learning (4) MAT 524 Literacy and Language Acquisition and Development (4)

Year Two	Summer Session (8 Weeks)	Fall Quarter (11 Weeks)	Winter Quarter (11 Weeks)	Spring Quarter (11 Weeks)
Credit Total	8 credits	12 credits	11 credits	17 credits
Courses	<u>2nd four weeks:</u> MAT 529 Cognition, Creativity and Critical Thinking (4)	MAT 530 Responsive Instructional Strategies (4) MAT 527 Integrated Methods (4)	MAT 528 Special Methods (4)	MAT 531 Professional Leadership & Collaboration (4)
Field Experience	<u>3rd four weeks:</u> MAT 520 Reflective Professional Practice (1) MAT 540 September Experience (3)	MAT 520 Reflective Professional Practice (1) MAT 541 Fall Practicum (3)	MAT 520 Reflective Professional Practice (1) MAT 542 Student teaching (6)	MAT 520 Reflective Professional Practice (1) MAT 543 Student teaching (12)

72 Total Units

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** OCA 507
2. **Course title:** Arts Administration and Development
3. **Abbreviated title for class schedule** (30 characters or less): Arts Admin & Development
4. **Credit hours:** 2
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** This course will explore the unique aspects of arts administration and development activities in arts organizations and for individual artists. Topics will include budget development, organizational governance, donor cultivation, arts grants from foundations and public agencies, business sponsorship, special events, specialized management of arts organizations, grants development, and current topics affecting artists and arts organizations.
6. **Prerequisites** *(to add each additional prerequisite, start a new line):*
(See attached Note for samples)

A. (course prefix, (space) and number)	or	or	or	or
B. (course prefix, (space) and number)	or	or	or	or
C. (course prefix, (space) and number)	or	or	or	or
7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number)	or	or	or	or
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8. **Major/Class restrictions: Please indicate any class or major restrictions:** Open to graduate students and seniors who can take graduate level courses
9. **Repeatable: If course is repeatable list maximum credits:** N/A
10. **Labs requirements: If course includes a lab: # of hours lecture:** N/A ; **# of hours lab:** N/A
11. **Fees: List any course fees:** Graduate Tuition
12. **Grade Mode: Graded only:** Yes **Pass/No Pass only:** No **Option:** No
13. **CIP Code: Six-digit CIP code** (check with your dean):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s)

B. Honors? No

C. Community-Based Learning? No

15. Cross-listing: List any cross-listing: N/A and and and

16. Strategic justification for proposed course:

A. Rationale: What is the overall strategic rationale for offering this course?

The Oregon Center for the Arts in collaboration with the Business Program is offering a MBA for the Arts degree and this course will relate skills learned from other business courses specifically to the arts field.

B. Alignment:

- 1. How does this course align with the unit's mission plan?** The Oregon Center for the Arts at Southern Oregon University educates artist practitioners and scholars in a diverse environment that cultivates Southern Oregon University's values of creativity, collaboration, communication, and adventure. The Center encourages artistic excellence, contextual understanding and critical thought, and urges explorations of innovative, emerging approaches, forms, and expressions. This course provides artist practitioners the skills necessary to operate in the business world and to enter the arts administration profession.
- 2. How does the course fit into the rest of the unit's curriculum?** This course is part of the new MBA for the Arts degree curriculum, which allows arts students who do not wish to perform or exhibit to work in the management side of the arts.

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 -10; Year 2 - 15; Year 3 - 20

D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. Faculty:

- a. **Who will teach the course?** Either the Director of the OCA, or another arts organization administrator will teach this course.
- b. **Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.** There will be no faculty impact or additional teaching obligations.
- c. **If additional faculty members are needed, how will that need be met?** No additional faculty will be needed unless the Director of the OCA does not have the time to teach the course, then an adjunct faculty member will need to be hired.

2. Facilities: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. N/A

3. *Other:*

a. **Are Hannon Library resources sufficient to meet the needs of this course?** Yes

b. **Are any other resources needed to support this course?** No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? This course will interface with the new MBA for the Arts degree being offered by the Business Program. This is a collaboration between the Business Program and the OCA. Joan McBee and Rene Ordonez along with Terry Longshore and David Humphrey have worked together to develop the degree program.

NOTE: Please document your contact with other departments which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other departments/programs? N/A

NOTE: Please document your contact with other departments/programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

See attached.

Approvals:

_____ Signature of chair/director	_____ date
_____ Signature of dean	_____ date

11/10/15

OREGON CENTER FOR THE ARTS
At Southern Oregon University

New Course Syllabus
November 6, 2015

A. Course Description: OCA 507 Arts Administration and Development

This course will explore the unique aspects of arts administration and development activities in arts organizations and for individual artists. Topics will include budget development, organizational governance, donor cultivation, arts grants from foundations and public agencies, business sponsorship, special events, specialized management of arts organizations, grants development, and current topics affecting artists and arts organizations.

B. Learning Objectives:

Students will:

- Understand and learn management aspects in arts non-profit organizations in working with a collaboration of artistic and business personnel;
- Learn governance models found in a variety of arts organizations;
- Interpret budget models that pertain to arts organizations and understand variances that are unique to each arts area;
- Understand the nuances of donor cultivation and learn how to apply funding requests to each circumstance;
- Learn how to apply grant writing skills to the various forms of arts granting agencies and understand the politics that are specific to each funding agency;
- Be able to research granting opportunities unique to the arts and how to make contact;
- Review and interpret national, state, and local policies that affect artists and arts organizations;
- Be able to create strategic plans for organization growth and funding;
- Understand and learn techniques of business sponsorship in the arts;
- Learn the value and hindrance of presenting special events for fundraising purposes;

C. Required Texts

The Cycle: A Practical Approach to Managing Arts Organizations by Michael Kaiser and Brett Egan (2013)

Other texts will be required based on students' area of emphasis in the arts. Many articles will be assigned that will provide the most up to date information about the business of the arts.

D. Course Format

This is a seminar type of class where different topics are specified each week for prior research and class discussion.

E. Other

This course will look at best practices in arts management and artist small business management. Guest speakers from the arts administration field as well as successful individual artists will be invited to address particular topics. This will be through class presentation to Skype interviews.

Master of Business Administration, MBA

René Leo E. Ordoñez, PhD, MBA Coordinator

541-552-6720 ordonez@sou.edu

www.sou.edu/business/mba

What is an MBA?

A Master of Business Administration (MBA) is a widely recognized degree highly sought after by those looking to gain an edge in the business world. The MBA is open to individuals from a wide range of academic disciplines who have previously completed a bachelor's degree.

An MBA education provides students a broad knowledge base in all the major functions and practices of a business (accounting, marketing, finance, operations management, organizational behavior, economics, and information systems) and further develops managerial skill sets and core competencies necessary for business success. Against this backdrop, the critical topics of leadership, teamwork, ethics, and effective communication are embedded in the program to further broaden skills necessary to become more effective managers. Southern Oregon University is accredited by Northwest Commission on Colleges and Universities and the Accreditation Council for Business Schools and Programs (ACBSP.)

One Program, Two Locations

The MBA program at SOU is designed to meet the needs of busy working professionals as well as full-time graduate students. Students may enter the MBA program any term.

- Classes are offered on the Ashland campus evenings on weekdays and at the RCC/SOU Higher Education Center (HEC) in Medford on Saturdays.
- The MBA degree can be completed in as little as one calendar year. (Requires a Fall term start and completion of prerequisites prior to Fall start.)

International Dual MBA Degree

Students in this program earn an MBA from SOU and a Master of International Management from HTW Saarlandes in Germany. The program of study can be completed in one year, with two quarters of study at SOU and one semester at HTW. All classes in Germany are taught in English.

Admission Criteria

In addition to possessing a bachelor's degree in any field from an accredited college or university, applicants will be required to meet the following criteria to be considered for admission:

1. Undergraduate GPA of 3.0 or above in the last 90 quarter hours (60 semester hours) toward a baccalaureate degree (or toward a graduate degree program), **or**

2. GMAT score of 500 or above taken within the last five years.

International applicants must also achieve TOEFL scores of at least 540 (paper) or 207 (computer) or 76 (Internet).

Application Procedures

Submit your application to the MBA program as soon as possible. The MBA Selection Committee will continue to review applications and admit qualified students until the programs (full and part-time Saturday) meet enrollment capacity. Each applicant is required to fulfill admission requirements for SOU and the MBA program.

Admission to SOU

Submit to the **SOU Office of Admissions** (1250 Siskiyou Blvd., Ashland, OR 97520):

1. Completed SOU [Application for Graduate Study](#) with application fee.
2. Official transcripts from **ALL** universities or colleges attended for credit. Official transcripts must be sent directly to the SOU Office of Admissions.

Admission to the MBA Program

Submit to the **MBA Program Office** (School of Business, Southern Oregon University, 1250 Siskiyou Blvd., Ashland, OR 97520):

1. A completed Application for the Master in Business Administration*
2. Two evaluation forms*
3. Statement of purpose (maximum 400 words)
4. Professional resume
5. GMAT test scores (500 or above), taken no more than five years previously. (Note: GMAT scores are only required for those who do not meet the GPA admissions criteria.)
6. For international students, a TOEFL score of at least 540 (paper), 207 (computer), or 76 (Internet)

* Forms are available electronically at <http://www.sou.edu/business/mba/admission.html>

Evaluation Forms

Applicants should select two individuals to complete and submit evaluation forms on their behalf. The evaluators should be qualified to describe the applicant's ability to succeed in this program based on their observations of the applicant's previous professional or academic work. Candidates are advised to consider requesting evaluations from people who know them in a variety of roles. Evaluations must be delivered in a sealed envelope directly from the evaluator to the MBA office.

Statement of Purpose

Applicants are required to provide a maximum 400-word personal statement detailing their qualifications

and motivation for participating in this degree program. This statement provides the selection committee with information on an applicant's writing skills and the fit between an individual's career goals and what this program can offer.

Professional Resume

Applicants must submit a professional resume to provide a detailed comprehensive view of their career history

International Applicants

International participants in the MBA program bring a welcome diversity in experience and perspective. International applicants must meet all University and program requirements for admission. In addition, it is expected that international candidates demonstrate a command of English that exceeds the minimum standards set by the University, as the program's courses are too demanding to accommodate remedial work in English. A TOEFL score of at least 540 (paper), 207 (computer), or 76 (Internet) is required for graduate study at SOU. For more information, refer to www.sou.edu/admissions/international or contact the SOU Admissions Office (541-552-6411).

Transfer Credits

A student may include up to 15 quarter credits of approved graduate coursework taken prior to regular admission to the MBA program. See www.sou.edu/mba for details.

Program Prerequisites

Although no particular major is required for admission, participants not having earned a business degree or completed the equivalent business courses may be required to demonstrate proficiencies in the areas of accounting, elementary statistics, economics, and/or computer applications. Participants may demonstrate their proficiencies in the above areas through testing or enrollment in the corresponding prerequisite course(s). All testing and required prerequisite courses must be completed as set forth in each student's admission agreement. Failure to complete the required prerequisite courses will result in termination of the program.

Graduation

All MBA coursework must be completed with a minimum GPA of 3.0 in order to qualify for graduation. The MBA program coordinator provides information regarding graduation processes and procedures.

Grading

All MBA courses must be taken for a letter grade (P/NP option will not be accepted). Credit toward the

degree will not be assigned for any course with a final grade lower than a **B-**.

Academic Probation

MBA candidates must maintain a cumulative GPA of at least 3.0 throughout the program. If a candidate's cumulative GPA falls below 3.0, the candidate will be placed on academic probation and be notified by the program coordinator. Any candidate placed on academic probation must petition the division director for permission to continue in the program. If permission is granted, a cumulative GPA of 3.0 or above must be achieved by the candidate by the following term. Candidates not meeting this requirement will be terminated from the program. Candidates placed on academic probation a second time will automatically be terminated from the program.

Program Curriculum

The 45-credit MBA program curriculum consists of the following components:

- [MBA 509 - Ethics](#) 1 credit
- [MBA 512 - Marketing Management and Strategies](#) 3 credits
- [MBA 514 - Strategic Operations Management](#) 3 credits
- [MBA 515 - Information Systems](#) 3 credits
- [MBA 516 - Managerial Accounting for Decision Making](#) 3 credits
- [MBA 519 - Graduate Research Project](#) 3 credits
- [MBA 520 - Economic Analysis](#) 3 credits
- [MBA 521 - Legal Issues in Business and Management](#) 3 credits
- [MBA 575 - Advanced Organizational Behavior](#) 3 credits
- [MBA 585 - Financial Management Practices](#) 3 credits
- [MBA 590 - Capstone](#) 3 credits

Approved Graduate Electives (14 credits).

- **Generalist Option:** Students who do not choose to have a concentration area may choose any course from the list below, or any non-business 500-level course as approved by the MBA Coordinator.
- **Concentration Option:** MBA candidates can select a group of elective courses to comprise a concentration area. The program offers five concentration areas: Finance, Information Systems, Human Resource, Marketing, and Accounting.

The requirements for the concentration areas are listed below. Except for the Human Resource concentration where a student must complete at least 4 elective courses from the list, all other concentrations require at least 3 elective courses, in addition to the default core MBA course.

Whether or not a student is pursuing a concentration option, the total number of elective credits completed must be at least 14.

Accounting:

MBA 516: Managerial Accounting and Decision Making (Core)

Select 3 from the list below:

BA 554: Acctg. Info. Systems

BA 555: Auditing I

BA 556: Auditing II

BA 557: Advanced Taxation

BA 558: Advanced Acctg. Topics II

BA 559: Advanced Accounting Topics II

BA 560A: Govt/Non profit Accounting

Finance:

MBA 585: Finance (Core)

Select 3 from the list below:

BA 570: Financial Markets and Institutions

BA 571: Financial Management

BA 572: Investments

BA 573: International Financial Mgmt

Information Analysis and Decision Making

MBA 515: Information Systems

Select 3 from the list below:

BA 550: GIS for Business

BA 584: Business Information Systems

BA 588: Fundamentals of Project Mgmt

BA 597: Advance Management Info System

BA 551: Cost & Mgmt. Acctng.

BA 554: Acctg. Info. Systems

Marketing

MBA 512 (Core)

Select 3 from below:

BA 534: Sales Management

BA 535: Direct Marketing

BA 536: Internet Mrkt/e-Commerce

BA 541: Mktg Channels & Pricing Strat.

BA 544: Product Policy

BA 545: Business Marketing

BA 546: Retail Management

BA 547: International Marketing

Human Resource

Select 4 from the list below:

BA 577: International Business

BA 578: Corporate Law

BA 581: Principles of HR

BA 585: Compensation Management

BA 586: Strategic Staffing

BA 592: Emotional Intelligence

BA 598: Women's Issues in Management

MBA for the Arts

The MBA for the Arts is for high-potential arts and cultural managers seeking training in business, strategic and innovative thinking, and a broad knowledge of nonprofit management. The degree is designed to prepare artists to manage and lead on a local, regional or national scale; combine business strategy with community insights in innovative and resourceful ways; and connect artists, the arts, and audiences in ways that transform their communities.

This program can be completed in five years along with a bachelor's degree in the arts (Art, EMDA, Creative Writing, Music and Theatre) or other arts related course of study given the fact that a business minor is pursued at the undergraduate level. Otherwise the program is a two-year graduate level program if no or very few undergraduate business courses have been accepted as prerequisites for the program. Acceptance into the program is based upon declaration and acceptance into the SOU graduate program.

Students pursuing this concentration option must meet the following prerequisites prior to admission into the program:

- BA131 - Business Computer Applications (or computer proficiency)
- BA 211 - Financial Accounting
- BA 213 - Managerial Accounting
- BA480 - Nonprofit Management
- Econ201 OR Econ202 Micro- or Macroeconomics
- Math243 Intro to Statistical Methods

In addition to the regular core MBA 31 credits, students under this concentration option must complete the following courses (14 credits)

- BA 568 – Fundraising, Public Relations, Marketing (2)
- BA 510 - Event, Meetings, and Conventions (4)
- BA 530B – Nonprofit Volunteerism, Board Development, and Community Mobilization (4)
- OCA507 Arts Administration and Development (2)
- BA 509 Internship (2)

SOU New Program Proposal

NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new certificates and new majors, complete the OUS new program proposal form as well as this form. The OUS new program forms can be found online at <http://www.ous.edu/about-ous/provosts-council/academic-program-policies-procedures>.

New Program name: MBA for the Arts

CIP Code: (Classification of Instructional Program): 52.0201

Impact statement:

The MBA for the Arts is for high-potential arts and cultural managers seeking training in business, strategic and innovative thinking, and a broad knowledge of nonprofit management. The degree is designed to prepare artists to manage and lead on a local, regional or national scale; combine business strategy with community insights in innovative and resourceful ways; and connect artists, the arts, and audiences in ways that transform their communities.

This program can be completed ~~in one year after completing in five years along with~~ a bachelor's degree in the arts (Art, EMDA, Creative Writing, Music and Theatre) or other arts related course of study, ~~given the fact that~~ includes a business minor ~~is pursued at the undergraduate level~~. Otherwise the program is a two-year graduate level program if no or very few undergraduate business courses have been accepted as prerequisites for the program. In addition to the requirements stipulated above, ~~a~~Acceptance into the program is based upon declaration and acceptance into the SOU MBA graduate program. For specific MBA for the Arts program details go to the Business listing

1. What is the expected effect of this program on existing courses (both within your academic program or elsewhere in the SOU curriculum)?

The only expected change is higher enrollment in the existing classes. The MBA for the Arts is just another track to the existing MBA program. Basically, it is the same program except the electives have been identified to best serve the artists in the program. The only additional course is a two-credit Oregon Center for the Arts (OCA) course that will be taught by faculty in the OCA.

2. Will any prerequisites or other course requirements affect other academic programs? *No* If so, the relevant chairs or directors should be notified to determine if those programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.

No

3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

All courses in the program are part of the existing catalog and are offered as part of the regular academic schedule requiring no additional faculty or additional sections at this time.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.
None
- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)
No new courses involving library research are required.
- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

4. Catalog copy for the new program, including requirements and electives.

The MBA for the Arts is for high-potential arts and cultural managers seeking training in business, strategic and innovative thinking, and a broad knowledge of nonprofit management. The degree is designed to prepare artists to manage and lead on a local, regional or national scale; combine business strategy with community insights in innovative and resourceful ways; and connect artists, the arts, and audiences in ways that transform their communities.

This program can be completed ~~in one year after completing in five years along with a~~ bachelor's degree in the arts (Art, EMDA, Creative Writing, Music and Theatre) or other arts related course of study ~~given the fact that~~ includes a business minor ~~is pursued at the undergraduate level~~. Otherwise the program is a two-year graduate level program if no or very few undergraduate business courses have been accepted as prerequisites for the program. In addition to the requirements stipulated above, aAcceptance into the program is based upon declaration and acceptance into the SOU MBA graduate program. For specific MBA for the Arts program details go to the Business listing.

The MBA for Artist track would be listed as another option on the MBA page.

Prerequisites:

BA131 Business Computer Applications (or computer proficiency)

BA 211 - Financial Accounting

BA 213 - Managerial Accounting

BA 330 - Principles of Marketing

BA 374 - Principles of Management

BA480 Nonprofit Management

One approved upper division business administration course

Econ201 or Econ202 Micro- or Macroeconomics

Math243 Intro to Statistical Methods
MBA Arts Curriculum:

MBA Core (31 credits):

- MBA 509 - Ethics (1)
- MBA 512 - Marketing Management and Strategies (3)
- MBA 514 - Strategic Operations Management (3)
- MBA 515 - Information Systems (3)
- MBA 516 - Managerial Accounting for Decision Making (3)
- MBA 519 - Graduate Research Project (3)
- MBA 520 - Economic Analysis (3)
- MBA 521 - Legal Issues in Business and Management (3)
- MBA 575 - Advanced Organizational Behavior (3)
- MBA 585 - Financial Management Practices (3)
- MBA 590 - Graduate Capstone Course (3) - Students work on applied individual or team projects using knowledge gained in the MBA program.

Arts Specialty Courses:

- BA 568 – Fundraising, Public Relations, Marketing (2)
- BA 510 - Event, Meetings, and Conventions (4) – subject to approval by curriculum committee
- BA 530B – Nonprofit Volunteerism, Board Development, and Community Mobilization (4)
- OCA507 Arts Administration and Development (2) – subject to approval by curriculum committee
- BA 509 Internship (2)

5. Please provide written verification of contact with the chair/director of any other programs affected by the new program.

A discussion of this option started last winter between Joan McBee and David Humphrey. The idea for this program originated with David Humphrey, Director of the Oregon Center of the Arts. The Music-Business co-major had been deleted in the retrenchment plan. It was decided Music majors and other artists would benefit more by minoring in Business at the undergraduate level and have this option to continue on with an MBA. Dr. Humphrey felt that an MBA for the Arts would make the students much more marketable in industry. Many are more likely to work in an administrative position within the industry rather than as artists themselves, and this degree would prepare them for that. Terry Longshore and Rene Ordonez were consulted and agreed.

11/10/2015

SOU New Program Proposal

NOTE: This form should be used for new minors, or new concentrations to existing degrees. For new certificates and new majors, complete the OUS new program proposal form as well as this form. The OUS new program forms can be found online at <http://www.ous.edu/about-ous/provosts-council/academic-program-policies-procedures>.

New Program name:

MBA – Concentrations in Accounting, Finance, Marketing, Human Resource, and Information Systems

CIP Code: (Classification of Instructional Program):

Impact statement:

Background:

The current MBA degree requires 45 quarter credits to complete. Thirty one (31) of these credits are core MBA credits, while 14 are elective credits. Students in the current program structure are allowed to take any 500-level business and non-business courses in order to meet the minimum 14 elective credits. In many instances, students select elective courses based on convenience and availability. As a consequence, most students who earn the degree are considered as “generalists.”

The Proposal:

We are proposing to add the following concentration areas, in addition to the “generalist” area, within the existing MBA program structure:

Finance,
Information Systems,
Marketing,
Accounting,
Human Resources,
MBA for the Arts (please see separate application)

These concentration areas can be earned by an MBA candidate by completing the minimum required elective credits (at least 14) from a selection of courses within a selected concentration area.

Rationale:

The most significant benefit of proposed creation of concentration areas within the MBA program is that it will provide an option for MBA students to focus and specialize in a specific functional area in business in an official manner, while not taking away the option to simply be a generalist. This option will provide a competitive advantage for graduates of our MBA program when seeking employment. We also expect this to attract new students to the program, particularly those who are seeking specialization in a specific functional area in business. These areas-of-concentration option is already available to our undergraduate students.

Cost to the Department:

There is practically no cost to the department and the division. Since the courses included in each of the concentration areas are already existing and are offered in the business programs, no new courses will be created nor additional new sections will be added to the courses already scheduled in the business program. Similarly, there will be no impact on the support services (e.g. IT and library) already being provided to the program.

The requirements for the concentration areas are listed below. Except for the Human Resource concentration where a student must complete at least 4 elective courses from the list, all other concentrations require at least 3 elective courses, in addition to the default core MBA course.

Students who do not choose to have a concentration area may choose any course from the list below, or any non-business 500-level course as approved by the MBA Coordinator.

Whether or not a student is pursuing a concentration option, the total number of elective credits completed must be at least 14.

Accounting:

BA 554: Acctg. Info. Systems

BA 555: Auditing I

BA 556: Auditing II

BA 557: Advanced Taxation

BA 558: Advanced Acctg. Topics II

BA 559: Advanced Accounting Topics II

BA 560A: Govt/Nonprofit Accounting

Finance:

MBA 585: Finance (Core)

Select 3 from the list below:

BA 570: Financial Markets and Institutions

BA 571: Financial Management

BA 572: Investments

BA 573: International Financial Mgmt

Information Analysis and Decision Making

MBA 515: Information Systems

Select 3 from the list below:

BA 550: GIS for Business

BA 584: Business Information Systems

BA 588: Fundamentals of Project Mgmt

BA 597: Advance Management Info System

BA 551: Cost & Mgmt. Acctng.

BA 554: Acctg. Info. Systems

Marketing

MBA 512 (Core)

Select 3 from below:

BA 534: Sales Management

BA 535: Direct Marketing

BA 536: Internet Mrkt/e-Commerce

BA 541: Mktg Channels & Pricing Strat.

BA 544: Product Policy

BA 545: Business Marketing

BA 546: Retail Management

BA 547: International Marketing

Human Resource

Select 4 from the list below:

BA 577: International Business

BA 578: Corporate Law

BA 581: Principles of HR

BA 585: Compensation Management

BA 586: Strategic Staffing

BA 592: Emotional Intelligence

BA 598: Women's Issues in Management

1. What is the expected effect of this program on existing courses (both within your academic program or elsewhere in the SOU curriculum)?

None.

2. Will any prerequisites or other course requirements affect other academic programs?

No.

3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

Will utilize the existing faculty

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

We expect no impact on existing need and use of campus resources

- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and *attach a copy of their report.*)

No impact on current need and use of library resources.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

None

4. Catalog copy for the new program, including requirements and electives.

See attachment

5. Please provide written verification of contact with the chair/director of any other programs affected by the new program.

Not applicable

Proposed changes to MM Program in RED

MASTER OF MUSIC: PERFORMANCE

The objective of the Master of Music: Performance program is to prepare students with advanced skills in performance. Students will develop their technique, expand their repertoire, and acquire teaching and performance experience unique to graduate study. Students will benefit from both practical and academic study.

Applicants to the Master of Music must satisfy the general university and Master of Music requirements governing admission. Program-specific requirements for admission include:

- Auditions: A DVD recording, website link, or live audition is acceptable. The purpose of the entrance audition is to demonstrate musical achievements and potential. To schedule an in-person audition, contact the Music Graduate Program Coordinator. The audition must include ~~two~~ **three** or more contrasting works that demonstrate an appropriate level of proficiency. Voice students must prepare five selections, including one each in English French, German, and Italian covering a broad spectrum of styles. The fifth selection is in the language of the applicant's choice. **Percussion students must prepare solos on snare drum, timpani, and mallet keyboard at minimum. Pianists must perform all selections from memory.**
- Letters of Recommendation: Three letters of recommendation are required. The purpose of these letters is to document musical achievements and potential. The letters should be mailed to the Music Graduate Program Coordinator.
- **Repertoire List: A repertoire list of significant solo and ensemble works is required.**
- **A résumé is required.**

Upon admission to the program, students will be required to take placement exams during their first term. The exams will cover history, theory/aural skills, and piano proficiency.

Students who do not pass the examinations (or portions of them) must complete the relevant review courses the first time they are offered.

Requirements

A minimum of 48 credits is required for the performance track. **(Note: 9 credits per term is considered full-time graduate enrollment. Students receiving financial aid/scholarship are required to enroll in 9 credits per term.)** The course requirements are:

- ~~[MUS 510 - Introduction to Graduate Studies in Music](#) 3 credits~~ delete and move below
- [MUS 511 - Special Topics in Pedagogy](#) 3 credits
- [MUS 512 - Special Topics in Literature](#) 3 credits

and

- [MUS 560 - Special Topic: History](#) 3 credits

or

- [MUS 510 - Introduction to Graduate Studies in Music](#) 3 credits

Theory Course (3 credits):

Students may select from any one of these courses:

- [MUS 540 - Form and Analysis](#) 3 credits
- [MUS 541 - Orchestration](#) 3 credits
- [MUS 542 - Counterpoint](#) 3 credits
- [MUS 543 - Composition Survey](#) 3 credits
- [MUS 544 - Jazz Theory](#) 3 credits
- [MUS 545 - Special Topic: Theory](#) 3 credits
- [MUS 546 - Theory in Performance](#) 3 credits

Applied Lessons (24 credits): (this was already required, just adding this header to make more clear)

- [MUP 590 - Applied Music](#) 2 to 4 credits 6 terms at 4 credits each

Ensembles (~~3 credits~~) (6 credits):

- [MUS 501 - Research](#) 1 credit
- [MUS 584 - Chamber Ensemble](#) 1 credit
- [MUS 585 - Jazz Ensemble](#) 1 credit
- [MUS 586 - Cascade Clarinet Consort](#) 1 credit
- [MUS 587 - Siskiyou Saxophone Orchestra](#) 1 credit
- [MUS 588 - Percussion Ensemble](#) 1 credit
- [MUS 594 - Chamber Choir](#) 1 credit
- [MUS 595 - Wind Ensemble](#) 1 credit
- [MUS 596 - Orchestra](#) 1 credit

Recitals/Comprehensive Exams (4 credits): (header added for clarification)

- [MUS 550 - Research and Chamber Recital](#) ~~3 credits~~ 1 credit
- [MUS 551 - Research and Solo Recital](#) ~~3 credits~~ 1 credit
- [MUS 504 - Comprehensive Exam Preparation](#) ~~2 credits~~ 0 credits

Program Electives (2 credits):

- Any MUP or MUS 500-level course(s)

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** MUS 474/574
2. **Course title:** Lab Ensemble
3. **Abbreviated title for class schedule** (30 characters or less): Lab Ensemble
4. **Credit hours:** 1
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Refine teaching skills while gaining additional performance experience on a non-primary instrument. Students will have a teaching experience through practical applications while receiving immediate feedback. The apprentice teacher will focus on effective delivery of information, diagnostic skills to solve problems, classroom management, time management and proper repertoire and methods appropriate for the grade levels and medium. The class is open choral and instrumental music education students.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)
 - A. (course prefix, (space) and number) none
7. **Co-requisites (including labs, if any):**
 - A. (course prefix, (space) and number) none
8. **Major/Class restrictions: Please indicate any class or major restrictions:** must be a junior standing or higher
9. **Is course repeatable? Yes x No** **If Yes, list maximum credits:** 6
10. **Labs requirements: If course includes a lab: # of hours lecture:** 1 ; **# of hours lab:** 0
11. **Fees: List any course fees:** Students taking on-campus undergraduate Music (MUS) courses are assessed an additional \$10 differential tuition per credit hour.
12. **Grade Mode: Graded only: X Pass/No Pass only:** **Option:**
13. **CIP Code: Six-digit CIP code** (check with your Division Director): 50.0912
14. **Special qualifications; Is course proposed for (yes/no):**
 - A. University Studies? no If yes, list Strand(s)
 - B. Honors? no

15. **Cross-listing: List any cross-listing:** none

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? This course replaces portions of MUS 372, 373 and 374 and supports the new Music Education emphasis in the Bachelor of Music program. This course will meet a required by our National Association of Schools of Music accreditors.

B. **Alignment:**

1. How does this course align with the unit's mission plan? The mission of the Music at Southern Oregon University is to prepare artistically talented students to express the highest level of musical artistry and creativity for careers in the performing arts. In order to update our music instruction (education) curriculum, we eliminated several courses. This course updates our curriculum improving preservice teacher education for students pursuing occupations in K - 12 choral, band, and orchestral conducting.

2. How does the course fit into the rest of the unit's curriculum? The course fills the gap in band, orchestral, and choral studies as we eliminated outdated curricula and rebuilt the program.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 - 15 per term; Year 2 - 20 per term; Year 3 - 20 per term; the course will be taught 3x a year.

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Existing fulltime faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. An existing faculty member has scheduling availability.
- c. If additional faculty members are needed, how will that need be met? Not applicable.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None. Existing facilities are adequate.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes. The Library has excellent and current resources in music education.
- b. Are any other resources needed to support this course? None.
If so, please explain how they will be obtained. N/A

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? There are no courses remotely similar to this one. It is highly specialized and unique to music instruction (education).

2. Will any of your prerequisites affect other academic programs? N/A

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/30/14

MUS 474/574 Lab Ensemble

Course Description: Refine teaching skills while gaining additional performance experience on a non-primary instrument. Students will have a teaching experience through practical applications while receiving immediate feedback. The apprentice teacher will focus on effective delivery of information, diagnostic skills to solve problems, classroom management, time management and proper repertoire and methods appropriate for the grade levels and medium. The class is open choral and instrumental music education students.

Learning Objectives of the Course: Students will:

- Refine their band, orchestral, and choral rehearsal techniques
- Gain increased mastery on a secondary instrument
- Learn how to quickly diagnose problems with the ensemble and offer immediate suggestions for ensemble performance improvement and correction
- Learn basic classroom management

- Explore selection of appropriate methods books and repertoire based on the skills of the ensemble

Required Texts:

Undergraduate Students: None. Text equivalent materials will come from the SOU Music Library.

Graduate Students: Texts will be required and based on student's area of emphasis. Band and orchestral students may be assigned the Rehearsal Handbook for Band and Orchestra Students by Robert Garofalo (or an equivalent) and voice students may be assigned Choral Rehearsal Skills and Techniques by Sandra Willetts (or an equivalent). Readings will be substantive and graduate students will be expected to demonstrate higher levels of rehearsal techniques.

Course Format: Students select materials to teach a week in advance. Each student will have 10-15 minutes per class to delivery instruction followed by verbal feedback and class observations. Students will submit a lesson plan prior to their instruction opportunity each week. Graduate students will be expected to cite best practices in rehearsal techniques in support of their weekly lesson plans based on the assigned reading material.

Other: Weekly Topics

Week 1-2	warm up materials appropriate for young band and young choir. Using method books, building the basics.
Week 3– 4	introduction to technique and skill development using appropriate methods.
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Week 10	performance on Convocation 12:30 Music Recital hall

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- [MUS 504 - Comprehensive Exam](#) ~~Preparation~~ ~~2 credits~~ 0 credits

Program Electives (2 credits):

- Any MUP or MUS 500-level course(s)

New Course Proposal

Submit completed form electronically

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- 2. Course title:** Lab Ensemble
- 3. Abbreviated title for class schedule** (30 characters or less): Lab Ensemble
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(note: if credits are variable, list range of credits (e.g. 1-8 credits))
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(See attached Note for samples)
 - A. (course prefix, (space) and number) none
- 7. Co-requisites (including labs, if any):**
 - A. (course prefix, (space) and number) none
- 8. Major/Class restrictions:** Please indicate any class or major restrictions: must be a junior standing or higher
- 9. Is course repeatable?** Yes ☒ No ☐ If Yes, list maximum credits: 6
- 10. Labs requirements:** If course includes a lab: # of hours lecture: 1 ; # of hours lab: 0
- 11. Fees:** List any course fees: Students taking on-campus undergraduate Music (MUS) courses are assessed an additional \$10 differential tuition per credit hour.
- 12. Grade Mode:** Graded only: ☒ Pass/No Pass only: ☐ Option: ☐
- 13. CIP Code:** Six-digit CIP code (check with your Division Director): 50.0912
- 14. Special qualifications; Is course proposed for (yes/no):**
 - A. University Studies? no If yes, list Strand(s)
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15. **Cross-listing: List any cross-listing:** none

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- c. If additional faculty members are needed, how will that need be met? Not applicable.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None. Existing facilities are adequate.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes. The Library has excellent and current resources in music education.
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If so, please explain how they will be obtained. N/A

E. **External impact:**

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- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/30/14

MUS 474/574 Lab Ensemble

Course Description: Refine teaching skills while gaining additional performance experience on a non-primary instrument. Students will have a teaching experience through practical applications while receiving immediate feedback. The apprentice teacher will focus on effective delivery of information, diagnostic skills to solve problems, classroom management, time management and proper repertoire and methods appropriate for the grade levels and medium. The class is open choral and instrumental music education students.

Learning Objectives of the Course: Students will:

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Required Texts:

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Graduate Students: Texts will be required and based on student's area of emphasis. Band and orchestral students may be assigned the Rehearsal Handbook for Band and Orchestra Students by Robert Garofalo (or an equivalent) and voice students may be assigned Choral Rehearsal Skills and Techniques by Sandra Willetts (or an equivalent). Readings will be substantive and graduate students will be expected to demonstrate higher levels of rehearsal techniques.

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Other: Weekly Topics

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Week 5 – 9	guided instruction of simple songs and instrumental works.
Week 10	performance on Convocation 12:30 Music Recital hall

Southern Oregon University

Graduate Council

Departmental Request to Offer Split-Level (400/500) Coursework

Submit with proposed syllabus clearly delineating graduate/undergraduate expectations

Department Music Chair Purslow

Course # 474/574 Course Title Lab Ensemble

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

Learning outcomes of the course for graduate students:

- Refine their band, orchestral, and choral rehearsal techniques
- Gain increased mastery on a secondary instrument
- Learn how to quickly diagnose problems with the ensemble and offer immediate suggestions for ensemble performance improvement and correction
- Learn intermediate levels of classroom management
- Explore selection of appropriate methods books and repertoire based on the skills of the ensemble

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

☐ Additional class or seminar session(s) required. Describe:

☒ Additional readings required. Describe:

Texts will be required and based on student's area of emphasis. Band and orchestral students may be assigned the Rehearsal Handbook for Band and Orchestra Students by Robert Garofalo (or an equivalent) and voice students may be assigned Choral Rehearsal Skills and Techniques by Sandra Willetts (or an equivalent). Readings will be substantive and graduate students will be expected to demonstrate higher levels of rehearsal techniques.

☒ Additional written assignments required. Describe:

Graduate students will be expected to cite best practices in rehearsal techniques in support of their weekly lesson plans based on the assigned reading material. While all UG and GR students will be required to submit lesson plans, the GR lesson plans will be more reflective and grounded in the literature, including required texts specific to GR students.

☒ Other activities/requirements. Describe: Please note that rehearsal skill levels for undergraduate students vastly differs from the expected skill levels of graduate students.

Ability to successfully lead rehearsals is not measured through additional readings, exams, or written assignments. Rather, graduate students will be expected to demonstrate better diagnostic skills to solve rehearsal problems, have higher levels of classroom management, and be able to select appropriate repertoire and methods materials with little or no guidance from the professor. The course is experiential and learning is measured on the student's performance while directing the ensemble.

MUS 474/574 Lab Ensemble

Course Description: Refine teaching skills while gaining additional performance experience on a non-primary instrument. Students will have a teaching experience through practical applications while receiving immediate feedback. The apprentice teacher will focus on effective delivery of information, diagnostic skills to solve problems, classroom management, time management and proper repertoire and methods appropriate for the grade levels and medium. The class is open choral and instrumental music education students.

Learning Objectives of the Course: Students will:

- Refine their band, orchestral, and choral rehearsal techniques
- Gain increased mastery on a secondary instrument
- Learn how to quickly diagnose problems with the ensemble and offer immediate suggestions for ensemble performance improvement and correction
- Learn basic classroom management
- Explore selection of appropriate methods books and repertoire based on the skills of the ensemble

Required Texts:

Undergraduate Students: None. Text equivalent materials will come from the SOU Music Library.

Graduate Students: Texts will be required and based on student's area of emphasis. Band and orchestral students may be assigned the Rehearsal Handbook for Band and Orchestra Students by Robert Garofalo (or an equivalent) and voice students may be assigned Choral Rehearsal Skills and Techniques by Sandra Willetts (or an equivalent). Readings will be substantive and graduate students will be expected to demonstrate higher levels of rehearsal techniques.

Course Format: Students select materials to teach a week in advance. Each student will have 10-15 minutes per class to delivery instruction followed by verbal feedback and class observations. Students will submit a lesson plan prior to their instruction opportunity each week. Graduate students will be expected to cite best practices in rehearsal techniques in support of their weekly lesson plans based on the assigned reading material.

Other: Weekly Topics

Week 1-2	warm up materials appropriate for young band and young choir. Using method books, building the basics.
Week 3– 4	introduction to technique and skill development using appropriate methods.
Week 5 – 9	guided instruction of simple songs and instrumental works.
Week 10	performance on Convocation 12:30 Music Recital hall

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** SPED 541
2. **Course title:** Transition Planning for Students with Special Needs
3. **Abbreviated title for class schedule** (30 characters or less): Transition Planning SPED
4. **Credit hours:** 3
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Prepares the special educator to understand the goals of Oregon's Employment First Initiative. The course will inform the learner about the supports required for students with disabilities to insure a meaningful, smooth transition from school services to adult life, competitive employment or continuing education.
6. **Prerequisites** (to add each additional prerequisite, start a new line):
None
7. **Co-requisites** (including labs, if any):
None
8. **Major/Class restrictions:** None
9. **Is course repeatable?** Yes No **XX** **If Yes, list maximum credits:**
10. **Labs requirements:** None
11. **Fees:** List any course fees:
12. **Grade Mode:** Graded only: **XX** Pass/No Pass only: **Option:**
13. **CIP Code:** Six-digit CIP code (check with your Division Director):
14. **Special qualifications; Is course proposed for (yes/no):**
 - A. University Studies? No If yes, list Strand(s)
 - B. Honors? No
15. **Cross-listing:** None
16. **Strategic justification for proposed course:**
 - A. **Rationale: What is the overall strategic rationale for offering this course?**
Transition planning for students with special needs has become a critical skill of special educators. As Oregon has moved to a PK-12 teaching license, all students in the Preliminary License and Added Endorsement Special Education programs must have this skill set.

B. Alignment:

1. How does this course align with the unit's mission plan? **This course meets Oregon Department of Education Employment First Initiative and the Oregon Administrative Rules for teacher licensure.**
2. How does the course fit into the rest of the unit's curriculum? **This course fills a gap in the Preliminary License and Added Endorsement Special Education programs and provides for essential skills of all special educators.**

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 **30**; Year 2 **30**; Year 3 **30**

D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? **Adjunct faculty with specialization in transition planning has agreed to teach this course.**
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. **Using adjunct faculty with have no significant impact on unit faculty loading.**
- c. If additional faculty members are needed, how will that need be met? **Use of adjunct faculty will not result in additional faculty hires.**

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. **None needed.**

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? **Yes**
- b. Are any other resources needed to support this course? **No**
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? **No impact anticipated on other programs on campus. This course is exclusive to the area of special education teacher training. No other unit is involved in this area.**
2. Will any of your prerequisites affect other academic programs? **No**

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/30/14

SPED 541 – Transition Planning for Students with Special Needs

Course Format

Hybrid: Four face-to-face session throughout the term; Moodle for online course requirements

Course Description

This course prepares the special educator to understand the goals of Oregon's Employment First Initiative. The course will inform the learner about the supports required for students with disabilities to insure a meaningful, smooth transition from school services to adult life, competitive employment or continuing education. Course content includes selection of assessment tools, formal and informal; and understanding the impact of disability on the development of an individual's skills in the areas of academics, social, and behaviors. Using assessment data, candidates will consider necessary functional academic, vocational, social and self-care skills to enhance the development of meaningful IEP goals that will prepare students for life after high school. Candidates will learn to identify support services and community resources that are essential to continuing quality of life once school services end. The candidate will be prepared to work with outside agencies, family concerns and priorities, and issues regarding quality of life for the student with disabilities.

Course Objectives

1. Understand Oregon Department of Education transition topics.
2. Identify the transition outcomes for students with a variety disabling conditions, including multiple disabilities, and low-incidence disabilities.
3. Assess student performance and develop relevant IEP goals that will support the student in meeting transition outcomes.
4. Identify the course of study designed to assist the student in reaching goals leading to post-secondary outcomes.
5. Identify agencies that may provide transition services through allocation of funds or direct services.
6. Develop summary transition plans to assist students in meeting post secondary school outcomes.

Required Text

Oregon's Transition Resource Handbook (<http://www.ode.state.or.us/search/page/?id=1952>)

Course Content and Schedule

<u>Week</u>	<u>Topics</u>	<u>Reading/Lecture Topics</u>	<u>Project Due Dates</u>
Week 1	Introduction: Course Overview of Requirements State Mandates for improving student outcomes post high school	Syllabus Text, Growing Expectations Text, What's New 2015-16	Grades may be lowered if not submitted by Due Date. Select disability to research and apply to case study
	Transition	<u>Support Documents</u> √ Impact of disability chart	<u>Assignment</u> √ Select Section of Resource Handbook to, Synopsise,

Post-secondary education, √ Case study template
training,
Employment, independent
living
Access to community
support agencies

create notes for group plus
prepare to discuss Class 2,
Class 3 & Class 4
√ Post your notes for group

Week 2 Assessment
Present Learning level and
impact of disability
Your synopsis of your
selected Section.

Assignment
Due Week 2
Impact of Disability

Student transition Profile,
Transition Goals
IEP Goals
Course of Study

Week 3 Present your synopsis of
your selected chapter.
Graduation requirements
Student instruction for
self-determination

Activity – Mock student
interviews for goals
setting.

Assignment
Due Week 3 Sections 1-3 of
case study due

Week 4 Interfacing with
community agencies

Presentation of Case
Studies

Due Week 4
Case Study All sections 1-7.

Course Requirements

Shifts in Course Schedule and Assignments

The schedule above is tentative. Occasionally shifts in due dates, activities, readings, etc. made be needed. Every effort will be made to keep students apprised of any required shift. Any shift in due dates will always be made to the students advantage. No assignments will be added after the course has begun.

Course Participation/In-Class Activities. Each student is expected to attend each class session, notifying the instructor of any anticipated absence. The student is expected to read assigned material by the class indicated, demonstrate professional behavior at all times, and participate in class discussion and in-class activities. Class discussion and in-class activities will be designed to provide an opportunity to apply the textbook reading, personal experiences, and other professional resources to decisions likely to confront special educators in their professional practice.

- It is important to respect the rights and opinions of others - class discussions should be geared toward helping the group, as well as yourself to understand the material and issues specific to the class. Individual issues, questions, concerns should be brought to the instructor outside of class.
- I feel it is important that teachers be responsive to the needs of their students. In order to meet those needs, I would like you to post ANYNOMOUS feedback on the Course Moodle DISCUSSION BOARD - FEEDBACK. Be constructive with your feedback – I want this to be a valuable learning experience for you.

Grading

Assignment Due Dates

It is expected all assignments will be submitted on the respective due date and time. Except as noted on the Schedule, assignments submitted after the due date will be graded accordingly:

After due date and time to 1 day – 10% reduction in points

1 day to 2 days – 20% reduction in points

2 days to 3 days – 30% reduction in points

Assignments will be accepted after 3 days past due date for feedback. No points will be assigned.

Grade Distribution:

A	(94-100%)	C+	(77-79.9%)
A-	(90-93.9%)	C	(74-76.9%)
B+	(87-89.9%)	C-	(70-73.9%)
B	(84-86.9%)	D	(60-69.9%)
B-	(80-83.9%)	F	(59.9% or below)

Course Requirements

Points

Active participation and thoughtful contributions	25
Topic presentations	50
Impact of disability	100
Case study sections 1 -3	100
Case Study sections 3 - 7	100
TOTAL POINTS	375

Students with Disabilities Notice

If you are in need of academic support because of a documented disability (whether it be psychiatric, learning, mobility, health related, or sensory) you may be eligible for academic accommodations through disability services for students. Contact the DSS, at 552-6213, or schedule an appointment in person at the Access Center, Stevenson Union, lower level.

Academic Standards

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

- Academic dishonesty is defined as cheating, plagiarism, or otherwise obtaining grades under false pretenses.
- Plagiarism is defined as knowingly submitting the language, ideas, thoughts, or work of another author as one’s original work, or allowing one’s work to be used in this fashion.
- Cheating is defined as: Using unauthorized information during an examination verbally, visually, or by unauthorized notes, books, and other materials.

Consequences for academic dishonesty can be found at <http://www.sou.edu/studentaffairs/SOUhandbook.pdf>. Please take the time to review the academic standards in the student handbook.

All written work is to be completed according to the “Scholarly Writing Guidelines” found on the Moodle Course Documents page. These guidelines will apply to all work submitted throughout the program. Review these guidelines carefully. If you are in need of assistance in your writing, please contact the SOU Writing Lab.

[Writing Center](#)

Hannon Library, First Floor
Monday - Friday
9:00 am to 4:00 pm
1250 Siskiyou Boulevard
Ashland, Oregon 97520
Phone: 541-552-8415

Other resources

<http://www.ode.state.or.us/>

<http://www.tctransition.org/>

<http://www.cbirt.org/>

Special Education Program (MEd) 2016-17 Catalog Change Summary Sheet

- New program descriptions for Special Education Licensure Programs and Specialty Programs
- Remove all labs: SPED 514L, 521L, 522 L, 523L, 524L, 525L, 526L, 529L, 529L
- Remove SPED 528 Characteristics of Exceptionalities
- Increase from 3 credits to 4 credits: SPED 514, 519, 520, 521, 522, 523, 524, 525, 526, 529
- Make SPED 513A Seminar in Professional Studies repeatable, total of 2 credits required
- Reduce from 3 credits to 1 credit: SPED 512 Orientation to Professional Studies
- Remove SPED 509A and 509B
- Replace SPED 511 with SPED 511A (4 credits) and SPED 511B (4 credits)
- Replace SPED 540 with SPED 540A (3 credits) and 540B (6 credits)
- Replace SPED 550 with SPED 550A (4 credits) and 550B (7 credits)
- Replace SPED 519 with SPED 519A (4 credits) and SPED 519B (3 credits)
- New course proposal: SPED 541 Transition Planning for Students with Special Needs, 3 credits
- Reduce electives for Added Endorsement+Master Degree program from 6 to 3 credits
- Add sections for ASD Specialist Program Courses and ABA-ASD Program Courses
- Remove sections on Standard License and Standard Endorsement and Existing Master's Degrees Requiring Special Education Courses

Special Education Program (MED)

Southern Oregon University offers three Special Education licensure programs and two specialty programs.

The Special Education Added Endorsement Program is for candidates who already hold a teaching license. Completion of the Special Education Added Endorsement program allows candidates to add the Special Education endorsement to an existing teaching license. The program is completed by passing a prescribed set of classes that may be taken during the school year and Summer Session. The Special Education Added Endorsement Program requires the candidate to complete 36 credits of coursework and related field experience.

The Special Education Added Endorsement+Master's Program offers the special education endorsement, plus a master's degree in education. The program comprises 45 credits of coursework and related field experience. Students may complete the Special Education Added Endorsement and Special Education Added Endorsement+Master's programs in one or two year programs of study while working within the public school system. Courses during the fall and winter terms are delivered in a hybrid format (online and weekends), while the summer courses are offered online. Candidates applying to the Special Education Added Endorsement Program do so through the Master's in Education (MED) application process. Applicants for either of the Dual programs must hold, or be eligible for, an Oregon Teaching license.

The Special Education Initial Licensure Program (70 credits) allows candidates to become licensed to teach students with exceptionalities at either the elementary or secondary level. When successfully completed, the Special Education Initial Licensure Program results in a Master of Education degree and recommendation to TSPC for an initial Oregon teaching license with a Special Education Endorsement. The Special Education Initial Licensure Program is a full-year, full-time program, beginning in the pre-summer session, and ending in the following spring.

Students seeking admission to the Special Education Initial Licensure Program must have at least a 3.0 GPA and pass a basic skills test (e.g. CBEST or PPST). They must also have taken a foundation of special education or mainstreaming course and a mathematics for elementary teachers course and have documented experience working with children, preferably children with exceptionalities. Candidates must take and pass a civil rights and the National Evaluation Series in Special Education examinations. Initial Licensure candidates must complete two work samples in accordance with Teacher Standards and Practices Commission requirements.

Licensure Programs

The **Special Education Licensure Program** (69 credits) is for candidates seeking to teach students with exceptionalities kindergarten through high school. When completed, the Special Education Licensure Program results in a Master of Education degree and recommendation to TSPC for an Oregon teaching license with a Special Education endorsement. The Special Education Licensure Program is a full-year, full-time program, beginning in the summer pre-session and ending in the following spring term.

Candidates seeking admission to the Special Education Licensure Program must have at least a 3.0 GPA and pass a basic skills exam (e.g. NES-EAS, CBEST or PPST). They must also have taken

Foundation of Special Education and Mathematics for Elementary Teachers courses and have documented experience working with children, preferably children with exceptionalities. Candidates must pass "Protecting Student and Civil Rights in the Educational Environment" examination prior to the end of the summer term, and the National Evaluation Series (NES) examination in special education for completion of the program. Preliminary Licensure candidates must complete an Education Teacher Performance Assessment (EdTPA) in accordance with Teacher Standards and Practices Commission requirements.

The **Special Education Added Endorsement Program** is for candidates who hold, or are eligible to hold, an Oregon teaching license and wish to add the special education endorsement to that license. The Special Education Added Endorsement Program is comprised of 39 credits of coursework and related field experiences.

The 45 credit **Special Education Added Endorsement+Master Degree Program** offers the special education endorsement and a master degree in education by completing the added endorsement program plus SPED 519: Action Research in Special Education and one 3-credit elective related to special education. Courses for both the Added Endorsement and Added Endorsement+Master Degree programs are delivered in a hybrid format (online and weekend face-to-face sessions) during the fall, winter and spring terms; summer courses are offered online. Recommendation for the endorsement requires completion of a work sample and passing the National Evaluation Series (NES) examination in special education in accordance with the Teacher Standards and Practices Commission. Candidates applying to the Special Education Added Endorsement and Added Endorsement+Master Degree programs do so through the Master's in Education (MEd) application process.

Specialty Programs

Autism Spectrum Disorder (ASD) Specialist Program is designed for special educators and speech language pathologists holding a communication disorders endorsement to add the ASD Specialist designation to their Oregon teaching license. The complete program of study is 18 credits, plus a professional portfolio. Courses in the ASD Program are also available to other educators wishing to gain knowledge and skills about ASD. Individual courses may be taken to upgrade skills and knowledge. Courses are delivered in hybrid format: Courses meet four times during the term on Saturdays.

The **ABA-ASD Program** is a collaborative 45-credit graduate program between Southern Oregon University (SOU) and Oregon Institute of Technology (OIT) leading to the Master's Degree in Education (MEd) with emphases in Applied Behavior Analysis (ABA) and Autism Spectrum Disorder (ASD). The program is designed to meet the growing demand for well-qualified professionals who provide services for families and individuals with ASD and other social/emotional conditions needing intensive behavioral interventions. The curriculum is comprised of OIT's 27 credit BCBA® course sequence and 18 credits of SOU's ASD course sequence. Upon completion, graduates will receive a Master's Degree in Education from SOU and a Graduate Certificate in Applied Behavior Analysis from OIT. With the Graduate Certification in ABA and requisite supervised practicum, graduates will meet eligibility requirements to take the national exam to become a certified behavior analyst. NOTE: Courses listed below with "ABA" prefixes are offered by Oregon Institute of Technology; "SPED" prefix courses are offered by Southern Oregon University. NOTE: This program does not require or lead to an Oregon teaching

license.

Special Education Initial Licensure Program **Courses Requirements**

~~(70 credits)~~ (69 credits)

- ~~• SPED 509A - Practicum: September Experience 1 credit~~
- ~~• SPED 509B - Practicum: Fall Experience 1 credit~~
- SPED 512 - Orientation to Professional Studies, ~~3 credits~~ 1 credit
- SPED 513A - Seminar in Professional Studies, ~~1 credit~~ 1 credit, repeatable (total of 2 credits required)
- SPED 513B - Seminar in Professional Development, 3 credits
- SPED 514 - Curriculum, Instruction and Assessment – Special Education, ~~3 credits~~ 4 credits
- ~~• SPED 514L - Curriculum, Instruction and Assessment – Special Education Lab 1 credit~~
- SPED 519A - Action Research in Special Education, ~~3 credits~~ 4 credits
- SPED 520 - Law and Policy, ~~3 credits~~ 4 credits
- SPED 521 - Collaboration, Consultation, and Communication, ~~3 credits~~ 4 credits
- ~~• SPED 521L - Collaboration, Consultation, and Communication Lab 1 credit~~
- SPED 522 - Administration and Interpretation of Assessment Instruments, ~~3 credits~~ 4 credits
- ~~• SPED 522L - Administration and Interpretation of Assessment Lab 1 credit~~
- SPED 523 - Behavior Management, ~~3 credits~~ 4 credits
- ~~• SPED 523L - Behavior Management Lab 1 credit~~
- SPED 524 - Interventions in Academic Skills: Mathematics Methods, ~~3 credits~~ 4 credits
- ~~• SPED 524L - Interventions in Academic Skills: Mathematics Methods Skills 1 credit~~
- SPED 525 - Interventions in Functional Skills, ~~3 credits~~ 4 credits
- ~~• SPED 525L - Interventions in Functional Skills Lab 1 credit~~
- SPED 526 - IEP Development, ~~3 credits~~ 4 credits
- ~~• SPED 526L - IEP Development Lab 1 credit~~
- ~~• SPED 528 - Characteristics of Exceptionalities 3 credits~~
- ~~• SPED 528L - Characteristics of Exceptionalities Lab 1 credit~~
- SPED 529 - Interventions in Academic Skills: Reading Methods, ~~3 credits~~ 4 credits
- ~~• SPED 529L - Interventions in Academic Skills: Reading Methods Lab 1 credit~~
- ~~• SPED 540 - Student Teaching 3 credits~~
- ~~• SPED 550 - Student Teaching 1 to 14 credits (14 credits required)~~
- SPED 540A - Student Teaching Initial Experience, 3 credits
- SPED 540B - Student Teaching Initial Experience, 6 credits
- SPED 541 - Transition Planning for Students with Special Needs, 3 credits
- SPED 550A - Student Teaching Alternate Experience, 4 credits
- SPED 550B - Student Teaching Alternate Experience, 7 credits

Special Education Added Endorsement Program **Courses Requirements**

~~(36 credits)~~ (39 credits)

- ~~• SPED 511 - Internship 6 to 14 credits (8 credits required)~~
- SPED 511A - Internship, 4 credits
- SPED 511B - Internship, 4 credits

- SPED 530 - Law and Policy, 4 credits
- SPED 531 - Collaboration, Consultation, and Communication, 3 credits
- SPED 532 - Administration and Interpretation of Assessment Instruments, 3 credits
- SPED 533 - Behavior Management, 3 credits
- SPED 534 - Interventions in Academic Skills: Mathematics Methods, 3 credits
- SPED 535 - Interventions in Functional Skills, 3 credits
- SPED 536 - IEP Development, 3 credits
- SPED 538 - Characteristics of Exceptionalities, 3 credits
- SPED 539 - Interventions in Academic Skills: Reading Methods, 3 credits
- SPED 541 - Transition Planning for Students with Special Needs, 3 credits

Special Education Added Endorsement+Master's Master Degree Program Courses Requirements (45 credits)

- SPED 511A - Internship, 4 credits
- SPED 511B - Internship, 4 credits
- SPED 519B - Action Research in Special Education, 3 credits
- ~~SPED 511 - Internship 6 to 14 credits (8 credits)~~
- SPED 530 - Law and Policy, 4 credits
- SPED 531 - Collaboration, Consultation, and Communication, 3 credits
- SPED 532 - Administration and Interpretation of Assessment Instruments, 3 credits
- SPED 533 - Behavior Management, 3 credits
- SPED 534 - Interventions in Academic Skills: Mathematics Methods, 3 credits
- SPED 535 - Interventions in Functional Skills, 3 credits
- SPED 536 - IEP Development, 3 credits
- SPED 538 - Characteristics of Exceptionalities, 3 credits
- SPED 539 - Interventions in Academic Skills: Reading Methods, 3 credits
- SPED 541 - Transition Planning for Students with Special Needs, 3 credits
- ~~Electives - 6 credits with Coordinator or Advisor approval~~
- Elective - one 3-credit course appropriate to special education

ASD Specialist Program Courses (18 credits)

- SPED 561 - Foundations of Autism, 3 credits
- SPED 562 - Assessment of Autism Spectrum Disorder, 3 credits
- SPED 562L - Assessments of Autism Spectrum Disorder Lab, 1 credit
- SPED 563 - ASD Strategies and Interventions I, 3 credits
- SPED 563L - ASD Strategies and Interventions I Lab, 1 credit
- SPED 564 - ASD Strategies and Interventions II, 3 credits
- SPED 564L - ASD Strategies and Interventions II Lab, 1 credit
- SPED 565 - Coaching, Collaboration and Consultation for ASD 3 credits

ABA-ASD Program Courses (45 credits)

SOU Courses

- SPED 561 - Foundations of Autism, 3 credits
- SPED 562 - Assessment of Autism Spectrum Disorder, 3 credits
- SPED 562L - Assessments of Autism Spectrum Disorder Lab, 1 credit

- SPED 563 - ASD Strategies and Interventions I, 3 credits
- SPED 563L - ASD Strategies and Interventions I Lab, 1 credit
- SPED 564 - ASD Strategies and Interventions II, 3 credits
- SPED 564L - ASD Strategies and Interventions II Lab, 1 credit
- SPED 565 - Coaching, Collaboration and Consultation for ASD 3 credits

OIT Courses

- ABA 511 - Foundations of Applied Behavior Analysis I, 3 credits
- ABA 512 - Foundations of Applied Behavior Analysis II, 3 credits
- ABA 521 - Ethics and Professionalism I, 3 credits
- ABA 522 - Ethics and Professionalism II, 3 credits
- ABA 525 - Research Methods in ABA, 3 credits
- ABA 526 - Behavioral Assessment, 3 credits
- ABA 531 - Behavior Change I, 3 credits
- ABA 532 - Behavior Change II, 3 credits
- ABA 535 - Special Topics in ABA, 3 credits

~~Previous (Old) Special Education Plans~~

~~Standard License and Standard Endorsement~~

~~Students who have completed a Basic Handicapped Learner Endorsement at any institution may complete the Standard Handicapped Learner Endorsement at SOU. Because the department's courses have changed significantly since the inception of these programs, each student's program is individually determined. Programs established prior to the course changes are individually altered to result in the least disruption possible. Students needing these changes should see a special education advisor.~~

~~Existing Master's Degrees Requiring Special Education Courses~~

~~Students who have an existing plan for the master's degree requiring special education courses should see a special education advisor to make the changes necessary to conform with the new course offerings. Existing plans are honored with the least number of course changes possible.~~

Explanation and Rationale for SPED Catalog Changes

The Oregon Teacher Standards and Practices Commission (TSPC) has changed requirements for the Special Education Endorsement which will take effect January 1, 2016. Consistent with Oregon Administrative Rule 584-220-0180 Special Education: Generalist, teachers holding a special education will now be authorized to teach in classrooms spanning prekindergarten through grade 12 rather than needing separate endorsements for the elementary and secondary levels. Accordingly, all candidates for the special education endorsement must now complete student teaching experiences in both elementary and secondary settings. As a result, the SOU SPED program is realigning our field placements in the following manner:

Teacher Licensure Program

OLD	NEW
SPED 509A: September Experience, 1 credit	SPED 540A: Student Teaching Initial Experience I, 3 credits
SPED 509B: Fall Practicum, 1 credit	SPED 540B: Student Teaching Initial Experience II, 6 credits
SPED 540: Student Teaching, 4 credits	SPED 550A: Student Teaching Alternate Experience I, 4 credits
SPED 550: Student Teaching, 14 credits	SPED 550B: Student Teaching Alternate Experience II, 7 credits
<u>Total field experiences: 20 credits</u>	<u>Total field experiences: 20 credits</u>

- SPED 540A is replacing SPED 509A September Experience (full time for three to four weeks depending on district start date). SPED 540A hours will range from 112 to 150.
- SPED 540B is replacing SPED 509B Fall Practicum (minimum 25 hours per week for 10 to 11 weeks depending on district winter break date). SPED 540B hours range 250 to 275.
- SPED 550A is winter part time for 10 weeks (minimum 30 hours per week for a total of 300 hours).
- SPED 550B is spring full time of 11 to 12 weeks depending on district calendar for a total of 418 to 456 hours assuming a 7.5 hour work day.

Added Endorsement Program

OLD	NEW
SPED 511 Internship, 8 credits	SPED 511A Internship Initial Experience, 4 credits
<u>Total field experiences: 8 credits</u>	SPED 511B Internship II Alternate Experience, 4 credits
	<u>Total field experiences: 8 credits</u>

Clarification regarding proposed changes:

1. When it says "Remove all labs [SPED 514L, 521L, etc.] does this mean to just remove them from the list of Special Education Licensure Courses, or to also remove those courses from the catalog?

- Please SUSPEND these courses so that they don't show anywhere in the catalog but remain available for future use.

2. Similar question for SPED 528; is SPED 528 to be removed from the catalog, or only from the list of courses under Special Education Licensure Program?

- Please SUSPEND this course so it doesn't show anywhere in the catalog but remains available for future use.

3. Similar question for SPED 509A and 509B; remove from catalog? Or just from list of courses?

- Please SUSPEND these courses so that they don't show anywhere in the catalog but remain available for future use.

4. In the Special Education Added Endorsement Program Courses list, it looks like you are splitting SPED 511 into two courses, SPED 511A and SPED 511B. Are you supplying new course descriptions for SPED 511A and SPED 511B? SPED 511 would completely go away, so please provide catalog copy for SPED 511A and 511B; a rationale for the change would be helpful too.

New Course Descriptions:

- SPED 511A Internship I is a half-day full-term internship at either the elementary or secondary level which requires the intern to manage the special education setting to which they are assigned. When appropriate, interns assume total responsibility for student instruction, scheduling, management and mainstreaming, as well as working with classroom assistants, parents, volunteers and regular education staff.
- SPED 511B Internship II is a half-day full-term internship at the alternate level as SPED 511B. Interns are required to assume total responsibility for student instruction, scheduling, management and mainstreaming, as well as working with classroom assistants, parents, volunteers and regular education staff.

5. SPED 540: are you deleting SPED 540 and changing it into two separate courses, SPED 540A and 540B? SPED 540 was 3 credits; 540A is 3 credits and 540B is 6 credits. Please provide complete course information (including descriptions) for SPED 540A and 540B; rationale for the change would be helpful.

New Course Descriptions:

- SPED 540A Student Teaching Initial Experience I is a full-day field experience which requires students to observe and assist an experienced special education as the school

year begins. Students engage in one-one-one and small group instruction, become familiar with the learning environment, and begin to collect data regarding assessments, curriculum, students, and ways in which services are scheduled and delivered.

- SPED 540B Student Teaching Initial Experience II is a half-day field experience which requires students to assist a special education teacher at either the elementary or secondary level in delivering services to students with special needs. Students conduct formal and informal assessments within the special education setting or other identified students; attend special education related meetings; collaborate with special and general education colleagues. Students are required to demonstrate competency in all areas of special education including assessment, instruction, planning and evaluation.

6. For SPED 550, is this being deleted from catalog and being replaced by SPED 550A and SPED 550B? Please provide complete course information for SPED 550A and SPED 550B, and reasons for change.

New Course Descriptions:

- SPED 550A Student Teaching Alternate Experience I is a half-day field experience which requires students to assist a special education teacher at the alternate level as SPED 540A in delivering services to students with special needs. Students conduct formal and informal assessments within the special education setting or other identified students; attend special education related meetings; and collaborate with special and general education colleagues.
- SPED 550B Student Teaching Alternate Experience II is a full-day field experience which requires students to assist a special education teacher at the alternate level as SPED 540 in delivering services to students with special needs. Students are required to demonstrate competency in all areas of special education including assessment, instruction, planning and evaluation.

7. For SPED 519, says to replace SPED 519 with SPED 519A and SPED 519B. Please provide complete course information for SPED 519A and SPED 519 B, with reasons for change.

New Course Descriptions:

- SPED 519A, 4 credits. Develops knowledge and skills in appropriate action research techniques. Students design studies to be carried out during the academic year, collect data appropriate to the special education setting, and develop a research plan and report. Restricted to students in the Special Education Licensure Program or by instructor approval.
- SPED 519B, 3 credits. Develops knowledge and skills in appropriate action research techniques. Students develop skills in designing studies to be carried out during the academic year, collecting data appropriate to the special education setting, and developing research plans and reports. Restricted to students in the Special Education Added Endorsement Program or by instructor approval.